FACULTY OF HUMANITIES, DEVELOPMENT AND SOCIAL SCIENCES

"Home is where the heart is ... or is it?"

An explorative study on the lived experiences of immigrants working

as educators at a tertiary institution in South Africa:

A qualitative study

by

Bongiwe Lydia Ngwane (210532138)

Thesis submitted in partial fulfilment of requirements for the degree of
Master of Social Science in Industrial Psychology
in the School of Psychology, University of KwaZulu-Natal, Durban (Howard College)

Supervisor: Dean Isaacs

Declaration

I, Bongiwe Ngwane, hereby declare that this thesis titled: "Home is where the heart is ... or is it?" An explorative study on the lived experiences of immigrants working as educators at a tertiary institution in South Africa: A qualitative study" is my own work and all the sources I have used have been acknowledged by means of a complete reference list. None of the present work has been submitted previously for any degree or examination in any other University.

_____

Bongiwe Lydia Ngwane

October 2016

Acknowledgements

I would like to extend my sincerest gratitude to the following people who contributed to the completion of this research study:

- My parents for their constant financial support and believing in me to pursue my studies.

- My sisters for their constant support and humour throughout this journey.

- My partner for never giving up on me.

- Thank you to my participants for granting me the opportunity to share their life experiences through this research.

- My supervisor, Dean Isaacs, for inspiring me to focus on my research topic, and his profound ideas on surrounding issues that affect people.

"**Beneath the armour of skin and bone and mind
most of our colours are amazingly the same.**"

Aberjhani

Abstract

This research reports on the life experiences of foreign national tertiary educators in South Africa. The study looked at the life experiences of tertiary educators settling into the host country. The study also looked at the way in which foreign nationals compared other host countries with South Africa, which led to interesting responses regarding their perceptions of South African politics and the economy. The study further explored the way in which foreign nationals felt they had established their sense of being "at home". The research was based on interviews that were conducted with foreign nationals who were tertiary educators at a university in South Africa.

In-depth interviews were conducted with seven tertiary educator foreign nationals; the term foreign nationals as used in this research includes tutors, lecturers and senior tutors to prevent limitation of participants. The research produced interesting information regarding the way participants feel as tertiary educators in a foreign country. In our very political and economically volatile country, foreign nationals are faced with tensions that have led to forced acculturation for the purposes of survival and gaining economic muscle that in some cases lead them back to their home countries or cause them to settle and start new lives. Issues such as attaining working and permanent visas have almost made the dream of settling an unattainable privilege. Furthermore, tensions surrounding the inability to use the native language/s have made it difficult for foreign nationals to be welcomed and not discriminated against. Moreover, challenges emerged from the research study such as the fact that there are experiences of unequal opportunities and mixed perceptions of job titles in their current positions as tertiary educators which contribute to current debates relating to allowing foreign nationals to be full-time employees by the South African government. Other challenges that emerged are the ways in which crime and xenophobic attacks have contributed to dissatisfaction in living by foreign nationals and their hesitance to be in public areas as opposed to seeking comfort in the university environment.

Conceptualisations of the understanding of 'home' led to discussions relating to the way in which participants missed their families and the way in which their countries will always remain home regardless of the years spent in South Africa. Discussions surrounding conceptualisations of home also led to an understanding of why foreign nationals sought to immigrate to South Africa, what they wished to gain, and how they feel they have been

welcomed by other citizens of the country. Ultimately, this research discovered that there are tensions that have caused participants to want to acculturate into the country.

By thematic analysis, seven themes emerged: (1) experiences of living in South Africa; (2) language; (3) economic survival; (4) occupational adjustment; (5) marginalisation and vulnerability; (6) acculturation; and (7) conceptualisations of home. The research study uncovered various challenges and tensions that existed within the lives of foreign national tertiary educators. Participants were able to share and give examples of in-depth lived experiences in relation to being a foreign national with the university environment. Overall, tensions such as feelings of marginalisation and xenophobia impacted on the way in which the participants lived and their working experiences. However, participants were also able to identify key aspects and ways of coping (such as the learning and academic opportunities that were provided by the university in order for the tertiary educators to develop and contribute to their personal and financial development) that assisted participants to overcome challenges and tensions.

CONTENTS

CHAPTER ONE: INTRODUCTION

1.1 Background and outline of research problem

The long history of migration has always been coupled with political, economic and social factors that influence and determine migration. Some of the reasons people migrate are due to life circumstances and the pursuit of greener pastures. Immigrants also settle in foreign countries for employment, and low-skilled immigrants often work as farmers or in factories (Esses, Deaux, Lalonde & Brown, 2010). As a result, destination countries often need to deal with issues such as over population and the shortage of employment (Esses et al., 2010). This study aims to explore the underlying perceptions and experiences of immigrants as attitudes of citizens in particular countries are influenced by economic, political, and social conditions (Esses et al., 2010).

Previous research has focused on the influence of migration on Western society and there is little in-depth research concerning the South African context. Moreover, studies have largely focused on the job satisfaction of immigration and immigrants' experiences in the workplace. There are only a handful of studies that focus on support for immigrants as they try to establish themselves in a foreign country. Amason, Allen and Holmes (1999) argued that as there is an increase in immigrants in the workplace, there is also more diversity in terms of language, ethnicity and cultural values among employees. Amason et al. (1999) explained that as an organisation diversifies, the workplace becomes multicultural and employees are faced with the issue of communicating as there are many spoken languages as well as a clash in cultural values. This then calls for social support or support structures for foreign employees to ensure they are productive in the workplace.

South Africa is well known for the political and economic strife that has been part of shaping the history of the country. As a result, South Africa is the main destination for many immigrants who are hoping to experience that sort of political and economic freedom (Landau, Ramjathan-Keogh & Singh, 2005). The South African government is faced with the challenge of making sure that all immigrants or foreign nationals also experience the rights and fairness experienced by the rest of the South African citizens through the promotion of laws and practices that promote and protect the well-being and livelihood of all South African citizens and immigrants (Landau et al., 2005). However, xenophobia has become an ugly

reality in South Africa and stems from fear of immigrants and other misconceptions about immigrants that are politically and economically related.

Behind xenophobia are views shared locally and globally that immigrants are a threat to citizens' employability, grants from the government and social services (Landau et al., 2005). Landau explained that such fears and threats are inevitable as 40% of South Africans are unemployed and feel that the prospects of employment are narrowing due to the acceptance of immigrants into the system (Landau et al., 2005).

1.2 Research objectives

This study seeks to examine the dynamics underlying immigrants' experiences of living and working at a tertiary institution in South Africa. The objective of the study is to explore the experiences, challenges and perceptions immigrants encounter on a day-to-day basis.

1.2.1 Research questions

1. How have tertiary educator foreign nationals experienced working in South Africa?

2. What pressure do foreign nationals experience to acculturate?

3. What issues (difficulties or challenges) do foreign nationals identify as crucial in their immigration experience?

4. What are the perceived tensions of being a foreign national in South Africa?

1.3 Significance of the study

The findings of this study should benefit society considering that understandings regarding immigration provide rich information with regard to those who are affected by immigration. This study will also be beneficial to university officials and the government as a whole when developing policies and procedures that govern and transform the workplace and the academic environment in accommodating foreign national tertiary educators. The development of appropriate policies will assist foreign nationals with the challenges they face. In essence, understanding the needs of tertiary educators and the benefits of knowing policy and procedures based on the current difficulties faced by foreign nationals in South

Africa will ensure competitive advantage and also maintain the scarce skills and talented foreign nationals within South Africa, while also opening doors of opportunity. If this is based on an atmosphere of knowledge sharing between South African citizens and foreign nationals, it should improve Africa as a whole. This research study will also serve as a future reference for researchers on the subject of immigration, social identity, realistic group conflict theory and social constructionism in relation to the African context. And importantly, this research will educate readers and the community in understanding the lives of foreign nationals while also raising awareness on the issues of xenophobia and discrimination. Lastly, this research study could assist with discovery of a method or theories that students will respond to regarding immigration using a particularly South African perspective – the majority of our theories are western and are difficult to align with the South African context with its rich and neglected heritage and reality.

1.4 Operational definitions

Migration: the residential relocation of an individual, family or group from one place to another. It is distinct from tourism or other short-term visits that do not involve a change in residence.

Foreign national: a person that moves into another country for their own reasons without any external factors that bind them into living permanently in that country. For the purposes of this research, a foreign national refers to immigrants from surrounding countries that are also indigenously associated to another African country.

Tertiary educator: an all-encompassing term that refers to those working in the university as tutors and lecturers, whether permanent or on fixed term contracts.

Home: an ambivalent term based on participants' own ideas or understanding of where home is.

1.5 My evolving interest in the study

Engaging with a research study is rather daunting considering the responsibility to one's self and one's participants in making the research worthwhile. This research study was not easy as it required considerable sensitivity and in-depth understanding. Choosing this research topic was challenging; I had to search long and hard for a topic that would add value to me and others. I have always been passionate about making a difference and contributing my skills and knowledge to projects that will bring about enlightenment and emancipation. I began by reading and watching the news on current affairs in South Africa. As everyone is aware, South Africa is faced with both economic and political events that are a result of past systems and a history of apartheid.

Choosing a topic may appear relatively easy and obvious as our country has many untouched areas of potential research. However, this was not easy as a Masters student with only a year for research. With so many current issues that were so in-depth such as high staff turnover, unemployment within the youth and unhappy employees, I chose to focus on a rather contemporary and current topic that had been making waves on national television. In addition, I was curious about the experiences of foreign nationals working as lecturers, tutors or research assistants in the university environment.

I came across the notions of 'other' and the in-group and out-group. These concepts intrigued me as it became clear that within the community or in a country there will always be tensions between in-groups and out-groups. I decided to focus on understanding the lived experiences of foreign nationals and how they experience life in South Africa after being displaced from their homes. I also have a personal interest in how individuals talk about or refer to 'home' when talking about their lived experiences.

I needed to look at different theories that could assist me in understanding the lived experiences of foreign national tertiary educators in a university in South Africa. Many western theories are unable to provide proper clarity and understanding of foreign nationals in Africa and there is a shortage of information and intervention that could assist in understanding lived experiences of immigrant skilled workers in an African context.

1.6 My scientific orientation to the study

The scientific orientation to this study is determined by the world views and ideologies I have of the world I live in. (Guba, 1990, p. 17) cited in Creswell (2014) described world views as "a basic set of beliefs that guide action". This is also called a paradigm which informs a researcher's general philosophy of the world and the nature of research. A most important step in research is establishing a paradigm which will inform the way in which the research study will be conducted.

1.6.1 The disciplinary relationship
This study is conducted within the discipline of industrial and organisational (IO) psychology and relates to the sub-disciplines of critical psychology, social psychology and organisational behaviour.

1.6.1.1 Industrial and Organisational Psychology
Industrial Psychology is a Social Science and knowledge produced by the discipline is held in high regard as truthful explanations of the way in which the world is explained. In Social Sciences, knowledge entrenches positions of dominance and subordination. Industrial Psychology can be regarded as a science and knowledge producing institution. Science has become a dominant knowledge producing entity in contemporary society. However, it is up to us to interrogate not only the knowledge but that which produces the knowledge. This thesis will discuss the following: the nature of Industrial Psychology, an introduction to critical theory, critical epistemology, critical praxis, and critical theory's critique on Industrial Psychology, how Industrial Psychology can be more critical in the work setting and critical theory in the South African context.

Islam and Zyphur (2006) explained that since Industrial Psychology has found it difficult to explain its main constructs of ability, personality and productivity as measure, it has developed its basis on methodology which supports and assists Industrial Psychology towards the objective measurement of these constructs. Moreover, Industrial Psychology has thus become a discipline characterised by realist epistemology which is based on positivism (Islam & Zyphur, 2006). Islam and Zyphur (2006) also explained that epistemology rests on the notion that there is a way in which behaviour can be measured in an objective and scientific manner.

However, this positivistic nature of Industrial Psychology is highly disputed for the underlying political and social issues that have been left unquestioned in Industrial Psychology (Islam & Zyphur, 2006). This is because scientific principles which are the dominant knowledge producing entities are able to give those purporting these scientific principles, the power to gain social control and in so doing, they gain power over access to resources and authority over those who are not in power (Islam & Zyphur, 2006). In contrast, Critical Theory proposes perspectives that could change the way in which Industrial Psychology could benefit individuals rather than be a tool to propagate the interests of profit-driven individuals who are in power (Islam & Zyphur, 2006). Altogether, Critical Theory is challenging the system that has existed for many years in order to bring about social change that will benefit the people in society.

Critical theory makes us aware that in the workplace introspection is important; we need to choose to be either individuals who are driven towards the need for production or we need to aim towards assisting individuals in the workplace with establishing themselves according to their desires which are not necessarily based on the needs of the organisation. There are issues of diversity, culture, political affiliations and economic freedom that cannot be ignored by the Industrial Psychologist. A qualified Industrial Psychologist plays an important role in many departments including recruitment, training and development, medico-legal, psychometrics and organisational development which all work towards bringing about change and efficiency in the workplace.

1.6.1.2 Humanism as an underlying psychological paradigm
Psychology has mostly been defined as the science of human behaviour and consciousness, mental processes and the human soul. Even though there are various definitions of psychology, it still remains unclear whether it is a science. Aside from the problem of definition has been the issue of proper subject matter as psychology was historically founded on three subjects: consciousness, adaptation and unconsciousness. Psychology can be regarded as a discipline of cognition or behaviour, and it is important to consider whether it is concerned with animal behaviour or only human behaviour, or whether the discipline is scientific or humanistic in nature (Henriques, 2011). Trying to define psychology exposes an array of unresolved issues.

Moreover, the problems in considering the philosophy of mind and behaviour are due to the variations of the concept of behaviour explored in current philosophical debates. The term

behaviour is used to differentiate what psychologists study as opposed to the scientists (Henriques, 2011). Furthermore, problems of epistemology, mission and values stress the integration of science and humanism in a credible and recognisable way. Psychologists have also mainly attempted to defend the discipline by suggesting that it is an objective natural science that is as equal in reputation to sciences such as biology or physics as the post-modernist's view is that psychological knowledge is socially constructed (Henriques, 2011).

Politics has had the greatest influence on the discipline and reputation of psychology in relation to all the different philosophies and paradigms that have caused conflict. Unlike other disciplines that separate science and practice, psychology refers to both science and the professional practice of the discipline. This led to the implementation of the scientist-practitioner model which was used to enmesh science and practice. The debates involve considering whether psychology is scientific or humanistic and if the scientist's sole purpose is to uncover knowledge while the role of the practitioner is devoted to the improvement of human well-being (Henriques, 2011).

1.6.1.3 My ontological perspective

Ontology is "an area of philosophy that deals with the nature of being, or what exists; the area of philosophy that asks what really is and what the fundamental categories of reality are" (Neuman, 2011, p. 92). Is reality predominantly or exclusively abstract or concrete? This question is ontological as it enquires of the nature of reality. Also, ontology involves assumptions about the nature of human beings and their nature: whether human beings are passive victims of the world and environment around them or whether they have agency and actively create reality and meaning. Therefore, epistemology and ontology are intertwined if the former is concerned with how we know what exists and the latter is concerned with what exists. So, our epistemological perspective influences our ontological assumptions and vice versa.

1.6.1.4 My epistemological perspective

When one inquires about knowledge and the nature of it, one enquires about epistemology. Epistemology is "an area of philosophy concerned with the creation of knowledge … focuses on how we know what we know or what are the most valid ways to reach the truth" (Neuman, 2011, p. 93). In order to enquire of the creation and nature of knowledge, epistemology, as the study of knowledge, attempts to answer questions such as: "What is the relationship between the knower and what is known? How do we know what we know? What

counts as knowledge?" (Krauss, 2005, p. 759). Epistemology therefore serves as a foundation on which our knowledge or what we believe to be true is based. Various sources of knowledge exist (science, religion, experience, etc.) and various academic disciplines adopt certain epistemological orientations which in turn generate and produce knowledge which may be deemed valid for that discipline or even a sub-area within a discipline (a school of thought).

In psychology, epistemology is concerned with "the nature of knowledge, the ways of achieving knowledge, and the meanings of knowledge and truth" (Teo, 2009, p.42). Psychology produces and creates truth and knowledge largely through scientific methods and this scientific premise is given prestige over other ways of generating knowledge and truth. The different philosophical perspectives will be discussed later.

1.6.1.5 My methodological perspective
This research project works within the interpretive social science paradigm with underpinnings in the human sciences and its methodology is founded on the idea of subjective reality and attaching meaning to it. Social scientists approach people from a view that human beings are not separate and individualistic but rather a pool of experiences and realities make a human being. The interpretivist paradigm relates to the way in which individuals interpret society.

The interpretivist paradigm also focuses on the ideas, beliefs and perceptions that people hold subjectively about reality. Therefore, social life can only be studied through the understanding and interpretation of the individual's beliefs and perceptions (MacKenzie & Knipe, 2006). Interpretivists view human experiences as unique and believe that nothing can repeat itself.

Taylor and Bogdan (1989) explained that Max Weber influenced the way we view the social sciences, and made a clear distinction between the social and the natural sciences. Max Weber explained that the quantitative methods with the use of numbers neglected the deeper aspects of the human being (Taylor & Bogdan, 1989). He later advocated that in research the human being needs to be understood as opposed to the natural sciences that did not consider the human aspect of the human being. Thus, the social sciences/human sciences became popular for taking into account the subjective experiences and perceptions of the human being.

Interpretivism is based on researchers deriving constructs from social constructs such as language, consciousness and shared meanings. Deetz (1996) explained that this paradigm attempts to explain meaning through the phenomena presented by the human being. Similarly, my research project on exploring the lived experiences adopts the social constructionist theory which stems from the interpretivist paradigm; this theory is used to explore the way in which human beings make sense of their reality.

In working within this methodology and framework, I have aimed to make sense of the lived experiences of foreign nationals without the influence of my biased point of view that might affect the validity of the research. Moreover, the interpretive phenomenological approach was employed in this research to guide my research study. This approach is recognised as qualitative analytic method and is a tool which can assist in understanding the experiences of tertiary educators from neighbouring African countries. The advantage of ascribing to the interpretive phenomenological approach is that it provides clear guidelines for analysing themes and for dissecting each component of the data to make sense of it (Braun & Clarke, 2006).

1.7 Chapter outline

Chapter One: Introduction
Chapter One has provided an outline of the qualitative exploration of the lived experiences of foreign nationals working as tertiary educators at an institution. It outlines the objectives of the current study, the problem statement and the research questions and finally, the research methodology employed.

Chapter Two: Literature review and theoretical framework
Chapter Two will provide literature on research studies, both past and current, conducted to discover the narratives of foreign nationals working in the skilled sector. The theoretical foundation and framework for the study will be provided by two theories, namely Social Identity Theory and Realistic Group Conflict Theory, which will be used to provide a theoretical understanding of seven foreign nationals that work as tertiary educators at a tertiary institution.

Chapter Three: Research methodology

Chapter Three will discuss the qualitative research design employed in this study. This chapter will also discuss data collection methods, the various data analysis methods used, the ethical considerations of the study, as well as the issues of the validity of the study.

Chapter Four: Results and discussion

This chapter will present the results and discussion of the study. This chapter will present the themes developed from the lived experiences of this research's participants, the foreign nationals working at a tertiary institution. These themes will be carefully interpreted, drawing from the literature review and theoretical framework to help understand the experiences of foreign nationals working at tertiary institutions.

Chapter Five: Summary, recommendation and conclusion

Chapter Five will present a summary of the research study, from the objectives of the research study to the outcomes of the study. Recommendations will be put forward for career counsellors and career researchers. A conclusion, based on the research findings, will be presented.

1.8 Conclusion

This introduction has discussed the objectives, research questions, significance of the study and the research problem. It concludes with an outline of the chapters in the thesis. It has been noted that there is only limited research that explores the challenges and lived experiences of foreign nationals that settle in South Africa and in particular, those who find employment within the university environment. Given that there are increasing numbers of foreign nationals in the university environment, a clearer picture of the experiences of existing foreign nationals would facilitate the development of interventions and policies to enhance the lecturing/teaching experience of foreign nationals in university. It could be helpful to explore the lived experience of foreign nationals in a country where it is difficult to attain permanent residence and with an increase in anti-immigrant attitudes (xenophobia). The following chapter has presented a review of literature in relation to the research objectives and questions outlined in Section 1.2.

CHAPTER TWO:
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Migration is defined as the residential relocation of an individual, family or group from one place to another. It is distinct from tourism or other short-term visits that do not involve a change in residence. Migration has been an interest for geographers as it has a clear relationship with both the development of places and the relationship between them (King, 2009). According to the Lowell and Martin (2005), there are nearly 200 million migrants in the world, defined as people living outside their country of birth. Migration occurs at a variety of scales: between continents (intercontinental), between countries of a given continent (intracontinental), and within countries (interregional).

One of the most significant migration patterns has been rural to urban migrations. The terms in-migration and out-migration are used for internal migration, where no national boundaries are crossed, and the simplest classification separates this from international migration. While voluntary migration refers to unforced movements, compulsory migration describes the expulsion of minorities from their country of birth by governments, or by warring factions. People are moving from place to place more than ever before. The rates of international and domestic migration are increasing, and more than half of the world's population now lives in cities. Many personal, economic and environmental factors drive migration, and the pressures of population growth often contribute to individuals' decisions to move.

Immigration can be considered to be a profound topic with deep connotations and political interpretations that this study aims to explore. In so doing, the research study aimed to capture the nuances and experiences of immigrants in South Africa. Immigration is not a topic specific to South Africa; it is also common in other western and non-western countries.

The preamble of the Constitution of the Republic of South Africa states that "South Africa belongs to all who live in it, united in our diversity" (Hatchard, 1994, p.1). This statement suggests that all people, despite their ethnic backgrounds and diverse affiliations, have the right to live in unity in South Africa. The history of migration in South Africa dates back to 1652 when the first white settlers arrived in the country, led by Jan van Riebeeck (Peberdy, 2010). Initially, black African indigenous individuals were the first to settle in South Africa with Shaka Zulu, the ruler at the time, leading his people towards the north (Peberdy, 2010).

These movements marked the beginning of migration and immigration in South Africa. The establishment of the Union of South Africa in 1910 led to tensions and racism in the country as the white settlers prohibited the migration and immigration of black African indigenous people (Peberdy, 2010). This then forged a society of separatist ideology leading to various cases of black Africans trying to get into the country illegally, and the uprising of restrictions of movement and settlement in South Africa.

Later, in the 1800s, there was the introduction of African contract workers who worked in mines and farms and contributed to the wealth and development of the country. Peberdy (2010) explained that this movement led to a large number of workers being allowed into the country for the duration of the contract. This led to an influx of undocumented immigrants entering the country.

2.2 Migration in Southern Africa

Migration can firstly be described as the movement of people from one place to another or from one location to another. This process of migration can have massive consequences or benefits for the migrant. Migration can also be defined as the process of crossing the border of another country with its own political and administrative unit for a minimum period of time. This process also includes the movement of refugees, economic migrants and uprooted people with their own motives, be they linked to economy, safety, refuge or legal status. Studies by Gebre, Maharaj and Pillay (2011) explained that many factors can be attributed to why people migrate to different countries, but underlying this is the need for progression in life or the need to seek refuge in a safer country with a versatile cultural setting. More recently, studies by Gebre et al. (2011) have found that due to the influx of immigrants in the country, there are considerable negative sentiments about the quality of life in the country. What has also been found is that political figures as well as the media have been spreading negative ideas about immigrants who they state have now 'taken over' the country, while also accusing immigrants for the increase in the spread of violent weapons, drugs, human trafficking and a rise in disease.

Southern Africa is believed to have a long history of intra-regional migration which goes back to the mid-nineteenth century. Issues relating to migration were attributed to the end of apartheid which controlled and regulated the way in which people left and entered the

country, while also excluding foreigners. There also came about the integration of the Southern African Development Community with South Africa which led to an increase in illegal activities such as undocumented crossings at the border and other unauthorised routes to enter the country. This integration also led to an increase in rural and urban trends of poverty as well as high levels of unemployment which led to an increase in immigrants entering and leaving the country in search of greener pastures.

The impact of Angolan and Mozambican civil wars led to an increase in the large numbers of citizens being displaced and forced to migrate to other places of safety. However, things have changed drastically from the time immigrants entered South Africa as asylum seekers. Crush (2001) explained that from the democratic country we had a few years ago, we have grown to be intolerant about the existence of immigrants in the country with little support and provisions to protect the rights of immigrants. Surveys conducted by Crush (2001) explained that the intensity and seriousness of this intolerance is extremely pervasive and we can certainly agree that currently intolerance and hostility against immigrants has cascaded to violent attacks and deaths in KwaZulu-Natal and other provinces.

Crush (2001) also posited that South Africa has been perceived to have lost control of its borders after millions of illegal immigrants have entered the country as asylum seekers. The current discourse spreading among other countries regards South Africans as highly antagonistic towards foreigners. This also fuels the belief that the process of immigration has an unfavourable impact on the country as it places a strain on society as well as the economy due to the lack of resources in South Africa (Crush, 2001).

2.3 Economic security

South Africa had originally advocated the idea of embracing skilled migration as a method to enhance development in the country (Landau, 2011). However, there is a shift in the way the government and South African citizens are viewed in terms of skilled labour which is due to the economic changes that are apparent in the South African economy (Landau, 2011). There is currently a big demand for skilled labour and individuals with expertise in mainly engineering, information technology and medicine. This phenomenon has led to government requiring foreigners to fill the gap. Landau (2011) explained that this gap is an outcome related to the lost skills of white workers who were not accommodated by affirmative action

and the young black graduates who have difficulty grasping the necessary skills which are required in the corporate and labour market.

Rowthorne (2004) claimed that in Britain immigrants were traditionally welcomed because it was believed that immigrants who entered the country were able to balance out the economy. Rowthorne (2004) also explained that immigrants contribute taxes for government expenditure which increases the economy of Britain and that immigrants fill the gap in terms of unwanted or odd jobs that British citizens would prefer not to do. This suggests that in Britain the acceptance of immigrants leads to a better economy. However, cheap unskilled labour is not always accepted by immigrants but is also done by locals; thus not all immigrants are willing to stay in menial jobs with unpleasant working conditions (Rowthorne, 2004).

2.4 Xenophobia, isolation and nationalism

"It [xenophobia] is not just an attitude; it is an activity. It is not just a dislike or fear of foreigners; it is a violent practice that results in bodily harm and damage." (Harris, 2002, p.169)

Xenophobia can be explained as the fear of outsiders or discrimination towards foreigners regardless of whatever source of rationality (Landau, Ramjathan-Keogh & Singh, 2004). South Africa is considered to be a highly xenophobic society due to the citizens' immense fear of foreigners, which has led to much violence and foreigners' human rights are no longer recognised (Landau et al., 2004). This researcher also explained that the negative attitudes towards foreigners are mostly directed towards other Africans though there are accounts of discrimination towards Indians from the sub-continent. One of the main reasons for xenophobia in South Africa is that citizens believe that non-nationals are a threat to the economy as well the grants and services provided by the government. Moreover, a large percentage of South Africans believe that immigrants pose a threat to their sense of safety. Landau et al. (2004) found that 48% of South Africans feel that foreigners are a criminal threat.

The existence of xenophobia is strongly rooted in and based on South Africa's history of apartheid and the racial tendencies that have permeated through the mindsets of those who were oppressed by the white government (Landau et al., 2004). The Immigration Act 13 of

2002 proposed by the South African government disbarred immigrants from claiming permanent residence in the country but allows them to have work permits and study permits that expire after a period of time (Landau et al., 2004). This Act further isolates foreigners from establishing and having the ability to reside in South Africa for as long as they wish to as opposed to the past when foreigners sought refuge in this country during times of war.

In New Zealand, 40% of all immigrants are expected to experience some form of discrimination in the workplace (Daldy, Poot & Roskruge, 2011). Studies have also indicated that in countries such as USA, Canada and Australia, workplace discrimination against immigrants exists and this is attributed to different reasons in each country (Daldy et al., 2011). They found that there are issues of perceived discrimination which weigh individuals down and affect their productivity and that lead to a decrease in job satisfaction. It has also been discovered that those immigrants that have deeper and stronger connections with their ethnic backgrounds experience greater levels of discrimination due to the fact that they are not following the norm (Daldy et al., 2011). They further found that discrimination in New Zealand is also perpetuated based on an individual's level of education. This suggests that immigrants with higher education levels are more likely to be vigilant about their human rights and are more likely to report their experiences of discrimination in the workplace.

2.5 Language

In an article by De Fina and King (2011), language is regarded as an important tool used to form cultural reality and it ensures subjective identity so that everyone in communities can sustain social positions. These researchers also explained that language determines many factors that explain social and dialogical practices among immigrants. It has been posited that language plays an important role in the process of discourse as the English language is universally linked to social acceptance (De Fina & King, 2011). Garcia and Linton (2009), cited in De Fina and King (2011), explained that being competent in the English language and monolinguism are regarded as the ultimate way in which immigrants can be successfully integrated into society. This means that immigrants may find difficulty in integrating themselves successfully in a society that places the English language as the main channel of communication and acceptance. This may lead to issues such as discrimination, victimisation and isolation as immigrants who are not fluent in English or the native language of that

community, feel outcast and lonely as they will have discomfort socially and in the workplace.

In conclusion, the lived experiences of immigrants can be captured through the events that happen around them, in the workplace as well as in society. Immigrants also face various other dilemmas to which society has turned a blind eye.

2.6 Culture

The concept of culture is important as it is the way in which we can understand interactions between people and the relationships that we form with each other. Understanding and interpreting meaning in culture can assist us in understanding the reasons behind the way we act our thinking as well as the way we behave. Holdstock (2000) believed that the understanding of culture and the interpretation of symbols of meaning could assist us in finding similarities as well as differences between people. Holdstock (2000) also explained that this could assist psychologists in understanding the belief systems that inform behaviour. Therefore, it is only through a critical reflexive perspective that we can fully grasp the concept of culture.

Moreover, therapists are now expected to be culturally sensitive and respect the differences that are evident in each culture. Holdstock (2000) asserted that culture is a very sensitive issue of which psychologists need to be aware. Holdstock (2000) explained that the biggest limitation in South African psychology is the rejection of culture in the formation of theories that inform behaviour and belief. This suggests that there is a need for psychologists who are part of that local culture to develop interventions related to the cultural context of that particular community (Holdstock, 2000). This issue of culture within practice thus leads to issues of multiculturalism which will be discussed later in the study.

Culture is a concept that introduces many issues that inform ethnicity, beliefs, politics, race and other issues that influence behaviour. Swartz (2002) introduced a definition of culture from Webster's new twentieth century dictionary that describes culture as "the concepts, habits, skills, art, instruments, institutions, etc. of a given period; civilization". Swartz (2002) claimed culture could be explained through the process of growth and change. Everyone has notions of diversity; being cognisant of these enables one to interpret the way they are classified and act accordingly.

Culture is such a sensitive domain in society and definitions of culture are not able to fully express or include everyone. Swartz (2002) also added to the various debates on culture, explaining that certain definitions of culture portray an image that some people are more sophisticated or cultured than others, which then implies a judgment that some are valued more than others. The definitions of culture that have been introduced give an impression that culture can be purchased and attained and that those who move from one culture to the next are unsophisticated. Swartz (2002) addressed this perception by underlining that culture is fluid and is expressed when a person becomes who he/she wants to be; it is also about the different rules of society as well as the way people react or oppose these rules. Therefore, culture informs one's identity and way of life.

2.7 Theoretical framework of the study

2.7.1 Social Identity Theory

One of the key underpinnings of Social Identity Theory is based on the principle of categorisation which simply explains the way in which people categorise themselves into social groupings (Huddy, 2001). In understanding the lived experiences of foreign nationals, theories such as Social Identity Theory assist us in understanding in-group bias and out-group discrimination within groups. Huddy (2001) explained that the idea behind the Social Identity theory is linked to perceptual distortions which are triggered by heightened intergroup discrimination. Social Identity Theory is essential to this research because it offers insight on the nature of intergroup conflict, especially in the South African context with the existence of anti-immigrant attitudes. This theory also assists in understanding how individuals identify with groups and the group identification processes that are involved (Huddy, 2001).

This theory addresses the intergroup relation theories and explains that intergroup bias is a result of the perceptions held by members belonging to a group (Tajfel, 1981). A study called minimal group studies was performed to understand the process of dividing rewards between in-group and out-group members which revealed discriminatory behaviour repetitively in favour of the in-group (Tajfel, 1981). This suggests that belonging to a group inevitably leads to behaviour of discrimination. Social Identity Theory is composed of three concepts: social categorisation, social identity and social comparison (Tajfel, 1981).

The first concept is social categorisation, which is defined as the process in which we code and decode messages to process information which defines categories in which people are

grouped (Tajfel, 1981). This is a normal process which human beings use in order to gain understanding of the world and make sense of social interaction (Tajfel, 1981). Such categories could be race, gender and ethnic backgrounds in the South African context. Altogether, external characteristics of group categorisations are over emphasised while differences within the group are under-emphasised. If these social categorisations are shared by everyone in that group, stereotypes and prejudices regarding those groups are prevalent (Tajfel, 1981).

The second concept is social comparison which is a result of social categorisation, where the in-group compares itself with the out-group (Tajfel, 1981). Therefore, groups not only categorise each other but they also compare and evaluate each group (Tajfel, 1981). This process is common among groups that share more similarities than differences and the result of social comparison determines our self-worth and identity. In South Africa, the reputation of the black worker is coupled with past slavery and apartheid where the white man had superiority over the black individual. This currently led to the in-group displacing their past experiences and to economic and social strife towards the out-group (immigrants).

The third concept is social identity, which is defined as the process in which an individual forms his/her self-concept about themselves (Tajfel, 1981). In order for a group to gain positive social identity, there is a process of conceptualising belief structures, and if that particular group deems itself inferior, it resorts to joining another similar group with a higher status (Tajfel, 1981). Lastly, self-esteem is regarded as the motivation for positive social identity.

In this case, the in-group is the South Africans who share prejudices against immigrants, while the out-group is the immigrants who are exploited and discriminated against in the country. This sort of conflict became prevalent due to the competing nature of the lack of resources in South Africa's unsteady economy. The in-group is attributing all their struggles to the high levels of unemployment and crime which is evident in the country.

A study done by Padilla and Perez (2003) focused on Social Identity Theory as a method, using this as a theoretical framework which can lead to rich insights into the process of adaptation amongst immigrants. The study focused on psychological acculturation and the way in which immigrants experience change when in direct contact with members of the host country. In this research, Padilla & Perez (2003) explained that social identity theory relies on cultural competence as collective group membership dictates the way individuals think and

behave. These researchers explain that individuals are not self-contained units and that the way people think, feel and act is influenced by group membership. The use of Social Identity Theory in the above mentioned study was able to give answers surrounding immigrants' reasons and inability to acculturate into the host country. Padilla and Perez explained that immigrants that are perceived in a negative manner based on colour of their skin or accent will be less likely to acculturate. Social Identity Theory assisted in explaining intergroup behaviour. Padilla & Perez also established that research is still needed to understanding the way in which immigrants internalise and process the ideas of in-group and out-group as well as their perceptions of stigmatisation and the effects of acculturation. This study is relevant to this research which explores the experiences of foreign nationals in terms of how they settle into the country and their perceptions of their challenges.

A study done by Pfeifer, Ruble, Bachman, Alvarez, Cameron and Fuligni (2007) on social identities and intergroup bias in immigrant and non-immigrant children found that amongst ethnic minority children, the in-group was evaluated more positively than the out-group. In the study done by Pfeifer et al. (2001) it was also concluded that despite the children having been raised and taught in segregated schools, it was still evident that children perceived a threat from the out-group. This study is significant in that it shows that even children with the very least influence are able to differentiate between the in-group and the out-group, as well as being able to perceive threat from the out-group.

La Barbera (2015) explored the influence of migration on the formation of identity and its transformation. In this study, the term migration is not merely the process of leaving and entering a country but rather an existential notion which refers to a condition of being in-between or in transit. The research study also explained migration as a term that encompasses the experiences of dis-identification experienced by immigrants and the emotional features of having links with family and religions of origin while trying to acculturate into the social and political context of the host country.

2.7.2 Realistic Group Conflict Theory

A prominent social psychologist, Muzafer Sharif, developed Realistic Conflict Theory (RCT) (1966), which usefully explains how conflict and tension may arise between two different groups. His work has been considered remarkable because of his use of realistic group components when studying the dynamics of intergroup conflict (Foster & Louw-Potgieter,

1991). RCT as a theory explains the triggers of conflict between groups and how this conflict can be resolved (Foster & Louw-Potgieter, 1991). A study, in three stages, of eleven and twelve-year-old boys at a summer camp, was conducted by Sherif (1966) and his colleagues to observe different intergroup behavioural patterns. These stages are briefly explained below.

In the first stage, participants were given freedom to form friendships while engaging in general camp activities (Sherif, 1966). According to Sherif (1966), the premise behind this stage was based on the fact that when individuals with similar backgrounds meet in interaction situations, interpersonal friendship forms on the basis of personal attractions, interests and preferences. During the second stage, participants were divided into two groups through the separation of their living quarters and camp activities (Sherif, 1966). Thus, friends were separated and were assigned different groups. At this stage, Sherif (1966), proposed two hypothesis for the study. Firstly, he hypothesised that when individual members join new groups, they would change to favour members of their new group (Sherif, 1966). His second hypothesis suggested that, in the composition of the groups, various roles, hierarchies and norms regulating the group behaviour, would emerge (Sherif, 1966). According to Sherif (1966), these two proposed hypotheses were confirmed, as the division of the participants led to the formation of groups with distinct roles, hierarchies and behavioural norms.

In the third stage of the experiment, a range of intergroup competitions were arranged (Sherif, 1966). This competitive interaction resulted in conflict between the groups, which manifested itself in the form of overt hostility, and unfavourable attitudes and images towards the out-group (Sherif, 1966). It is noteworthy to mention that while derogatory stereotypical behaviour was displaced onto out-groups, the in-group enjoyed greater cohesion and solidarity (Sherif, 1966).

Nevertheless, in order to diminish heightened negative intergroup relations apparent in the previous stage, Sherif (1966) and his colleagues introduced a fourth stage. In order to achieve this, groups were required to work together in the pursuit of obtaining superordinate goals (Sherif, 1966). Sherif defined a superordinate goal as a "goal that has a compelling appeal for the groups involved, and which cannot be achieved by a single group through its own efforts and resources" (p. 88). Since superordinate goals were desired by both groups, there was a decrease in negative intergroup relations,

and friendships which included out-group members started to emerge (Sherif, 1966). In a nutshell, the important predictions of this theory are that incompatible goals or competition between groups over scarce resources leads to intergroup conflict and superordinate goals or co-operative activities between groups induce social harmony (Foster & Louw-Potgieter, 1991). Now that an overview of Realistic Group Conflict Theory has been given, this theory will be applied to the current situation regarding the way in which foreign nationals are treated in South Africa.

Zarate, Garcia, Garza and Hitlan (2004) attempted to explore whether perceived threat was a contributing factor to negative attitudes that were displayed towards immigrants. In so doing, these researchers aimed to fill the gap that existed in research with regard to the attitudes people had towards immigrants. Zarate et al. (2004) also found that cultural threat was one of the contributing factors to causes of prejudice and negative attitudes towards immigrants. This explains that there is a shared belief in our society that immigrants have the potential to change the cultural structure that exists in a particular society. This cultural threat is described as a fear of immigrants causing harm to the morals, norms and values of a particular culture (Zarate et al., 2004). In explaining prejudice as a result of non-immigrant behavior, Zarate et al. (2004) drew on the Realistic Group Conflict theory to explain that competition for limited resources amongst groups leads to tensions, hostility and conflict.

Thus, as groups start viewing each other as competition or when the in-groups view the out-group as competition, there arise feelings of prejudice from the in-group. For instance, citizens may view immigrants as competition when resources are scarce such as employment because they feel that jobs were owed to citizens who are now competing with immigrants. This gives rise to feelings of prejudice and negative attitudes towards immigrants as people who are grasping the few opportunities available for citizens. This research will also aim to explore this in further detail based on the results of the data.

Myers, Abrams, Rosenthal and Christian (2013) further looked at examining integrated threat theory, realistic group conflict theory and group-justification theory as an aspect of social identity theory to understand the evidence of Japanese prejudice toward North Koreans and South Koreans. This study also focused on the military context that has an influence on the way in which the different groups perceive each other. Stereotyping appeared to be a direct result of threat and not vice versa. Rutland and Brown (2001) in Myers et al. (2013) explained that negative stereotypes that resonate from the out-group were activated through

discriminatory behavior and justification for certain behaviours. This explains that prejudice results from the in-group in response to the out-group's perceived behaviours which leads to stereotypes and negative attitudes towards the out-group. However, the researchers were able to understand how stereotypes and prejudice relate to each other based on the findings.

In a doctoral study done by Filindra (2012) aimed at establishing if geosocial exposure to out-groups is associated with heightened perceptions of threat from the dominant white majority, it was found that macroeconomic instability was the main contributing factor to out-group hostility. Filindra (2012) also found that attitudes towards immigrants are constantly changing and alternate based on the broader socio-economic context or the current economic crisis. In essence, the out-group is perceived as the scapegoat for the country's socio-economic crisis. The significance of this study and its relevance to this research is that it explored the influences of the declining economy and hostility and how this gives rise to restrictive policy preferences. The study done by Filindra was able to test whether perceived increase in the number of immigrants entering the country led to an increase in the support towards more restrictive and punitive measures and immigrant policies in the host country. This study drew on Realistic Group Conflict theory to explain that the larger the minority group, the more threatened the white community will feel politically and economically.

2.8 Chapter Summary

In conclusion, the findings of Filindra (2012) are relevant to the objectives of this research. In exploring the lived experiences of foreign nationals, the researcher used Realistic Group Conflict theory to uncover the challenges and analyse the lifestyle to which foreign nationals are exposed. Filindra (2012) was able to conclude that changes in the economy influence the way in which government implements restrictionist measures based on the perceived threat of foreign nationals. The study was also able to determine that external conditions are able to dictate immigration policy preferences as measures to protect the scarce resources of that particular country.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This discusses qualitative research design as this is the design employed in this study. This chapter will also discuss the data collection methods used, the various data analysis methods, the ethical considerations of the study, as well as issues of validity of the study.

3.2 Objectives of the study

The research study was aimed at identifying the lived experiences of foreign nationals among tertiary educators. The study also aimed at exploring the way in which the role of being a tertiary educator and a foreign national influences the way in which life is experienced and perceived.

3.3 Research design

A researcher has a variety of ways in which to conduct research and can use qualitative, quantitative, or mixed methods (Creswell, 2013). A research design provides a method of inquiry that will be used by the researcher throughout the research study. Mouton and Marais (1988, p.33) explained that "the aim of a research design is to plan and structure a given research project in such a manner that the eventual validity of the research findings is maximized". In other words, the research design informs the layout and the principles that will have to be followed in other to conduct an organized research study that will yield accurate and valid results.

Durrheim (2007) proposed that before research begins a series of decisions need to be taken in order to conduct the four principles of research design that he developed. The four principles proposed are: 1) the purpose of the research, 2) the theoretical paradigm informing the research, 3) the context or situation within which the research is carried out, and 4) the research techniques employed to collect and analyse data. In essence, the research design is also described as the strategic framework which addresses the issues and principles ascribed from the research questions to the execution of the research study. Having already discussed the research question and research design, the researcher will now discuss the research design

with a focus on the research approach and the specific techniques used to collect and analyse the data.

3.3.1 Research approach

This study followed a qualitative exploratory approach which is line with the researcher's philosophical views previously discussed. The purpose of this approach was to attain data that would answer my research questions. Durrheim (2007) proposed that an exploratory approach is more open and flexible and enables the researcher to look at different insights and phenomena.

Furthermore, a qualitative research approach allows the researcher to construct social reality and cultural meaning through the engagement of interactive processes and events. This type of design allows the researcher to uncover rich data based on the participants' experiences and perceptions as opposed to the collection of numbers and statistics (Neuman, 2011). This approach is also used because of the insights it can provide into immigrants' experiences of being employed in a foreign country. The exploratory approach is also used to allow researchers to gain information that will satisfy their curiosity in a relatively unique area of research. Durrheim (2007) explained that this type of approach is able to bring about new insights and describe new phenomena accurately through narrative-type descriptions such as interviews. The researcher was also able to make inductive observations in this research using the exploratory approach.

3.3.2 Research method

Research methods are associated with the setting of the research, the entrée and establishment of researcher roles, sampling, data collection, the recording and analysis of data, strategies to ensure quality, ethics and reporting.

3.3.2.1 Research setting

This research is based at a tertiary institution in South Africa. The research participants are from various parts of Africa.

3.3.2.2 Entrée and establishing researcher roles

Special permission was obtained by the researcher from the Head of Research at the tertiary institution (see Appendix 1 for ethical clearance). The researcher also had to obtain Gatekeeper permission from tertiary institution (see Appendix 5 for Gatekeeper permission). On obtaining approval, in a letter, the researcher requested information from participants such as their gender, ethnic background, years of employment and years of service at the

university (Frank, 2013). The researcher approached potential participants personally to explain the purpose of the research and expectations regarding participants. This explanation was provided in writing and adequate time was granted for potential participants to answer the questions about the research. After informed consent was obtained (see Appendix 2), interviews were then scheduled for a convenient time and place for each participant. See Appendix 3 for the interview schedule. Interviews were audio-recorded and transcribed. Field notes were also compiled after each interview.

The researcher gained entry to the various research settings by firstly engaging with a foreign national friend that knew other foreign nationals from different parts of Africa to participate in my research study. When I found a participant I would then request them to refer me to other colleagues and friends that were willing to participate.

3.3.2.3 The self as instrument
In any research it is important that researchers recognise the influence of themselves and their presence in the research study. In other words, it is important for the researcher to be reflexive of their own subjectivity and presence in the research study.

Reflexivity has been defined as: "Reflecting on the way in which research is carried out and understanding how the process of doing research shapes its outcomes" (Holland, 1999, p.463). The ability to step back and critique one's own thinking is important as is the ability to take into account subjectivity while doing research. Lack of reflexivity has been related to the researcher having bias and this bias not being acknowledged; bias can distort the overall picture of what is being studied. Within the qualitative framework, researchers believe that educating the readers on their own personal biases and stating these 'up front' will allow readers to take these biases into account. The researcher's personal ideas which he/she considers factors in the research are openly stated to inform readers of their perspective.

The researcher had to be open and honest in reporting my research when I experienced challenges in separating my own perceptions and reality from the subjective experiences of the participants. Moreover, since this was a sensitive topic, I had to distance myself from the emotions shared with the participants in order to keep the results valid and the research questions consistent.

3.3.2.4 Sampling

A sample can be described as "a small set of cases a researcher selects from a large pool and generalises to the population" (Neuman, 2011, p. 240). In qualitative studies, sampling is used to collect a minor set of cases that are not a statistical representative of their population; instead sampling is used to recognise applicable groups to the study in progress (Neuman, 2011). Sampling is also described as a way of obtaining a group of people or objects to study that were representative of a larger population of interest (Stacks & Hocking, 1999). It is a process of gathering a group of people amongst a population of people. Neuman (2011) further explained that qualitative sampling is different and similar to sampling in quantitative research; in a qualitative study, sampling is used to sample certain aspects on key dimensions to assist us in understanding our complex society, as opposed to sampling in quantitative research which emphasises finding a representative sample from a larger population.

Neuman (2011) has described two types of sampling techniques: probability and non-probability sampling. Neuman (2011) explained that probability sampling is a way of creating a representative sample that has mathematically predictable errors. This technique is a complex technique which is suitable in quantitative studies. Non-probability sampling is explained as a process where everyone in the population might not have a chance of being chosen in the sample. The research study used non-probability sampling to provide cases that provided clarity and insight into the issues it aimed to explore. Neuman (2011) proposed non-probability sampling to researchers who want to acquire a representative sample without having to go through complex and time-consuming measures. Moreover, probability sampling was not appropriate for this study because I simply wanted to establish a representative sample and gain insight into their lived experiences. The latter are bound to be different and complex for each person. It wouldn't make sense using a large sample of participants to gain this insight as this would be impractical and too time-consuming. Non-probability sampling assisted me in accessing a representative sample for the purposes of categorising the themes from the data before the results could be generalised.

3.3.2.5 Non-probability techniques used in the research study

Purposive sampling which is also known as judgemental sampling is described by Neuman (2011) as a special type of sampling used in exploratory research; this was used in this research. This sampling technique is said to allow the researcher to use their own judgement to select their own sample with a 'purpose' in mind. This sampling method allowed the researcher to identify applicable and relevant samples for the current study (Neuman, 2011).

Moreover, the purpose of this type of sampling is for the researcher to gather a sample that is going to yield results from an informative group of participants. Neuman (2011) also explained that a researcher would use this method of sampling to attain a specialised population or for the purposes of attaining in-depth investigations to gain deeper understanding.

In conclusion, the purposive sampling technique enabled the researcher to locate and identify tertiary educators who were foreign nationals who can be described as a specialised group especially in a tertiary institution. This sampling technique was appropriate for me to explore the deeper lived experiences of foreign national tertiary educators in South Africa.

The snowballing sampling method was also used which Neuman (2011) has described as a way of selecting participants in a network. This sampling method uses the analogy of a snowball in the sense that a snowball begins small and picks up additional snow along the way. Similarly, in this sampling method we begin with a few participants who connect one with other possible participants and so the sample grows (Neuman, 2011). The reason I picked this sampling method is because it became quite challenging to identify foreign nationals simply by appearance. Hence, I had to rely on my participants and their networks to refer me to the next link or participant with a similar background and identity. My particular interest as the researcher was to identify a network of tertiary educators who had immigrated into South Africa with shared experiences of immigration.

3.4 Data collection

Semi-structured interviewing is an overarching term used to describe a range of different forms of interviewing most commonly associated with qualitative sampling. The defining characteristic of semi-structured interviews is that they have a flexible and fluid structure, unlike structured interviews, which contain a structured sequence of questions to be asked in the same way of all interviewees. The interview contains topics, themes, or areas to be covered during the course of the interview, rather than a sequenced script of standardised questions (Neuman, 2011). This type of interview also allows the participant to engage with the researcher in a more genuine way.

Appendix 3 is the interview schedule used with the participants in this study. A time and place was set up that suited both the researcher and employees. Before the interviews

commenced, the researcher obtained consent from participants via their completion of a consent form (see Appendix 2). The participants were also informed that for the purpose of data collection, interviews would be recorded.

Before the participant interviews, the researcher conducted a pilot interview with a friend who was a foreign national tertiary educator. His feedback indicated that I had to be sensitive with using the words 'foreigner' and 'immigrant' in order not to offend. Therefore, the researcher referred participants as foreign nationals throughout the study. In addition, the researcher needed to be sensitive when referring to my participants as lecturers or full-time employees in their tertiary institution of employment as they were not granted full-time employment from the University due to their work permits. Hence, the researcher had to use the term 'tertiary educator' as an umbrella term for participants that are tutors, senior tutors or lecturers with permanent work permits in the research study.

Biographical details of the participants are summarized in Table 3.1 below.

Table 3.1: Biographical descriptions of participants

	Age Group	Country of Origin	Highest Qualification	Position
Participant 1	31-40	Zimbabwe	PhD	Senior tutor
Participant 2	41-50	Zimbabwe	MSc	Senior tutor
Participant 3	20-30	Zimbabwe	BSocSc	Tutor
Participant 4	31-40	Nigeria	PhD	Post-doctoral researcher and tutor
Participant 5	31-40	Nigeria	MSc	Senior tutor
Participant 6	20-30	Nigeria	MSc	Senior tutor
Participant 7	20-30	Zimbabwe	Masters in Law	Tutor

3.5 Equipment/instruments used

A biographical data sheet was used (Appendix 4), an informed consent form (Appendix 2) as well as a semi-structured interview. The biographical questionnaire included information regarding participants' age, gender, current position, highest qualification, and years of service. The biographical questionnaire was used to interpret data collected based on

information required (Frank, 2013). This research study used one-on-one semi-structured interviews that need to be evaluated for their reliability.

3.6 Data analysis

Qualitative data analysis deals with meaning and thus the researcher analysed the data using the Interpretative Phenomenological Analysis (IPA) approach and thematic content analysis to (Dey, 1993). IPA is an approach to psychological qualitative research with an idiographic focus, which means that it aims to offer insight into how a person makes sense of a given phenomenon. Usually these phenomena relate to experiences of some personal significance such as a major life event, or the development of an important relationship (Neuman, 2011).

Analysis in IPA is said to be 'bottom-up'. This means that the researcher generates codes from the data, rather than using existing theory to identify codes that might be applied to the data. IPA studies are relevant to the development of existing theories. IPA encourages open-ended dialogue between the researcher and the participants and may lead to seeing things in a new light (Neuman, 2011).

After transcribing the data, the researcher works closely and intensively with the text, annotating it closely ('coding') for insight into the participants' experiences and perspectives on their world. As the analysis develops, the researcher catalogues the emerging codes, and subsequently begins to look for patterns in the codes (Neuman, 2011).

Thematic analysis emphasises pinpointing, examining and recording patterns (or 'themes') within data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated with a specific research question. Thematic analysis is performed through the process of coding in six phases to create established, meaningful patterns. These phases are: familiarisation with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report (Neuman, 2011). The following diagram represents the six phases presented by Braun and Clark (2006).

Phase 1: Familiarisation with data

Involves reading the data thoroughly, while also noting ideas and gaining insight.

⬇

Phase 2: Generating initial codes
Coding interesting features of the data systematically.

⬇

Phase 3: Searching for themes

Discovering potential themes and gathering useful data.

⬇

Phase 4: Reviewing themes

Investigating if the themes work in relation to the correct extracts.

⬇

Phase 5: Defining and naming themes

Further analysis to refine the specifics.

⬇

Phase 6: Producing the report

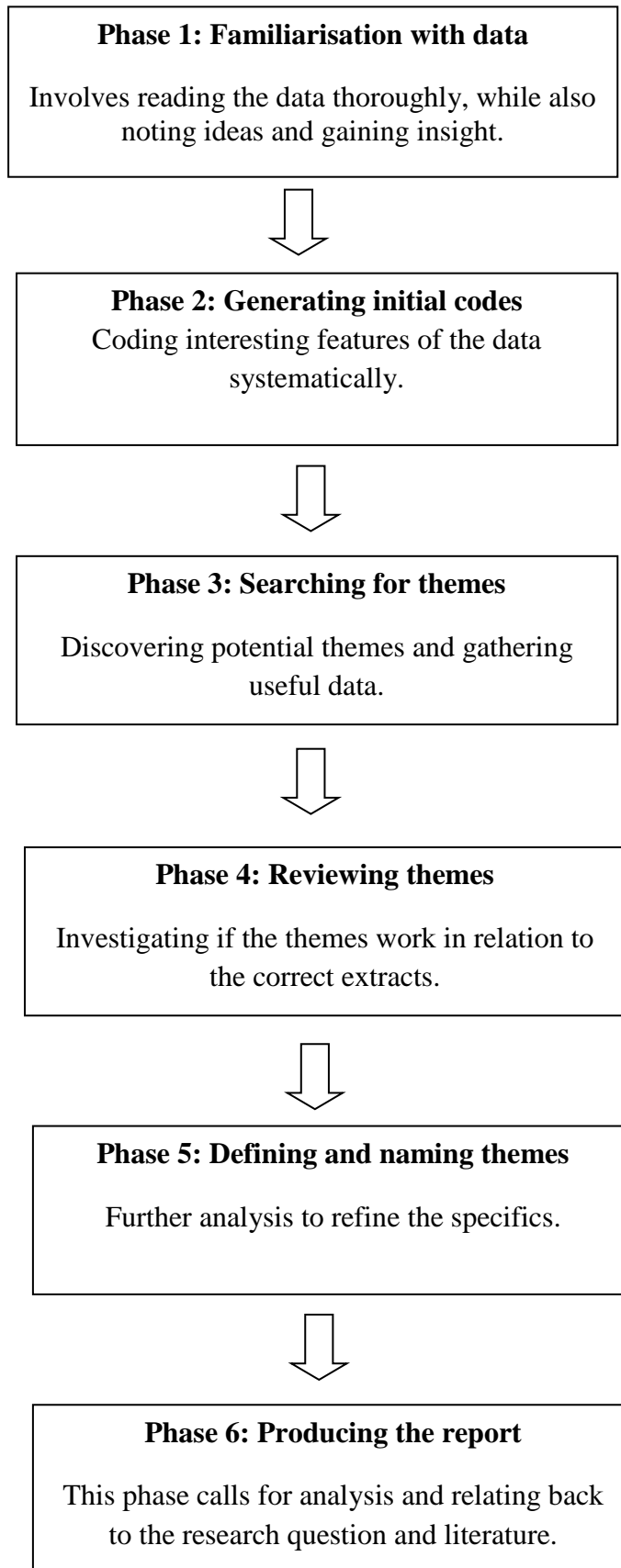This phase calls for analysis and relating back to the research question and literature.

Figure 1. Six phases of thematic analysis. Adapted from Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2)77-101.

3.7 Validity and rigour

Credibility and confirmability ensure quality in a study. Credibility was ensured by cross-checking the various themes in the interviews with the participants. Confirmability can be defined as the degree to which the outcomes could be confirmed by other people (Morse, Barrett, Mayan, Olson & Spiers 2002). The researcher was reflexive; reflexivity ensures that researchers maintain their roles as researchers and are aware of their own biases and assumptions that might influence the collection and interpretation of data (Neuman, 2011). According to Braun and Clarke, (2006), reflexivity has to be ongoing during the process of analysing the various issues and themes that are brought up during interviews.

3.8 Ethical considerations

Participants were informed that they would not personally benefit from participating in the study in any way, but that their participation would assist in gaining insight into their lived experiences. They were informed that they were free to withdraw from the research at any time, without any negative or undesirable consequences to them.

They were informed that their participation would be unpaid and that they would be unidentified at all stages of the study. It was explained that anonymity would be ensured by omitting any identifying characteristics, such as their names or their place of work. It was explained to the participants that data collected would not be shared with anybody outside the research team, but that the completed research study might be used for publications.

Before the interviews commenced, the participants were handed a consent form (see Appendix 2) to sign as a written agreement that they were well informed of the nature of the study and were agreeing to participate. Recording tapes were destroyed after the research study to prevent any potential harm to the participants. The researcher maintained confidentiality throughout the conducting of the study and ensured transparency with regard to the objectives and aims of the research.

3.9 Chapter Summary

This chapter highlighted the way in which this research was conducted. A Qualitative methodology was employed and semi-structured interviews were conducted. A non-probability purposive sample and snowballing technique was employed, comprising of seven participants, selected from a single institution. Thematic analysis was used to analyse data. The results of the findings are presented in the next chapter.

CHAPTER FOUR: RESULTS

4.1 Introduction

In this section the findings collated from the raw data were discussed. The information gathered from the 45 to 60 minute semi-structured interviews was coded and divided into themes to provide a descriptive analysis. In this chapter the researcher discussed the themes according to the information that was provided by participants as they described their lives, experiences, and the challenges of being foreign nationals and tertiary educators in a foreign university. However, this research also aimed to explore the way in which foreign nationals conceptualise the ideas of *home* and the sort of vocabulary and titles used to refer to foreign nationals in South Africa. Conducting this research was both an insightful and interesting experience that broadened the researcher's understanding of notions that seemed so far from her own reality. The researcher appreciated that the participants were freely expressive and willing to volunteer their time and share their experiences as tertiary educators in South Africa.

This chapter was divided into seven parts that explored the findings based on the themes drawn from the data interviews. The themes are outlined in Table 4.2 that follows. The themes are: (1) experiences of living in South Africa; (2) language; (3) economic survival; (4) occupational adjustment; (5) marginalisation and vulnerability; (6) acculturation; and (7) conceptualisations of home. Finally, there is a brief discussion on perceptions surrounding the names 'foreigner', 'immigrant' and 'refugee'.

Table 4.2: Research themes

Theme	Sub-themes
1. Experiences of living in SA	• Warm and cold experiences
	• Greeting
2. Language	• Gaining acceptance
	• Being acculturated into society
3. Economic survival	• The spending culture
	• Opportunity
4. Occupational adjustment	• Sense of control
	• Mixed perceptions of job titles
	• Unequal opportunities
5. Marginalisation and vulnerability	• Crime in South Africa
	• Xenophobia
	• Name calling
6. Acculturation	• The university environment vs external environment
	• Being a foreign lecturer
	• Accent
7. Conceptualisations of home	• Birth right
	• Home is where I am accepted and welcomed
	• Inferiority
Perceptions surrounding the names 'foreigner', 'immigrant' and 'refugee'	• Perceptions of Other

4.2 Theme 1: Experience of living in South Africa

Participants had generally similar positive explanations and views relating to their experience of living in South Africa. Most participants expressed positive remarks about South Africa on a surface level. Participants explained that their experience in South Africa had been good and they loved the country and its infrastructure. Participants expressed their love for the country despite having had some worrying perceptions prior to coming to the country. For instance, crime and violence in South Africa was a factor that they were anticipating but had not experienced. Participants described having had both 'warm' and 'cold' experiences. These experiences are referred to by the participants as positive and negative experiences. In addition, participants felt the experiences of a foreign national in this country would be similar to those in another host country.

To illustrate the aspect of crime, Participant Two said the following:

"OK, I can say, I came to South Africa in 2013 and specifically to Durban, I haven't stayed in another place apart from Durban, and uh well I know when you speak of experiences in South Africa, you mean South Africa is known amongst where people talk of crime and all those other things. I'm not inviting a bad omen to myself but the thing is I haven't experienced any of those unfortunate events like being robbed or whatever, so basically I don't see the difference between South Africa and other countries I've stayed in, for example my experiences are not completely different, yah."

The positive experiences were regarding the infrastructure and the quality of life that is experienced in this country as well as the beauty of living in South Africa. Other positives related to the way in which many people were generally so welcoming to foreign nationals. Participants did however qualify these positive experiences by separating the university environment from the rest of society. Participants had more positive experiences within the university environment as opposed to outside the university environment. The university environment was described as being positive and welcoming while the outside environment was only praised for being beautiful.

According to Participant One:

"As I said, South Africa is good, it's nice, it's beautiful, everything in South Africa is good, the climate, the environment the infrastructure, it's quite interesting, it's nice yeah."

The negative experiences of living in South Africa were mainly attributed to the way in which some of the participants had been welcomed into the country. For instance, participants seemed to experience confusion and sadness relating to not being welcomed in the same way they are used to being welcomed in their home countries. For instance, greeting was seen as a very important part in terms of reciprocating welcoming and warm feelings towards a person. In other words, the majority of the participants felt a sense of rejection and aloofness from fellow South Africans when they were not responsive and did not greet back. Participants described how at times South Africans would not even look at them or respond to them in public spaces. This was prevalent throughout the research and resulted in feelings of rejection experienced by the participants. Feelings of rejection were exacerbated by the

way in which some participants felt as though they are perceived as "second rate" to the rest of the South Africans. Participants explained that the experience of being a foreign national automatically places them in a position of inferiority and being treated as second best. Fitting into the environment appeared quite difficult and being equally judged for academic achievement and potential disqualifies a number of foreign nationals from being able to compete with South Africans.

To illustrate the point relating to being regarded as second rate, the following was said by Participant Three:

> *"OK, first and foremost I haven't been here for a long time, to form a concrete opinion but what I have experienced so far is that as a foreigner you basically are second rate to everyone else. It doesn't necessarily matter how good you are or how potentially good you can be, that very fact that you are an immigrant leads to you being treated as second best to a local person. I haven't really gotten to a point where I have been measured, you know, one against the other, this is just a feeling that you get every time you try to get in to something, even if you are filling in a form for something you think it should be out for everyone, you read it's written SA nationals only, and so forth, as a result you feel left out, you feel segregated; maybe it is too wrong, you feel discriminated. You're always trying to do harder than you would have done if probably you were home…"*

Overall, participants shared both positive and negative experiences of being a foreign national in South Africa. Although a majority of responses were on a surface level, deeper themes and constructs emerged as more questions were asked and more experiences were shared by the participants.

4.3 Theme 2: Language

Language is regarded as an important tool of communication used to form a cultural reality and to form an identity. The participants that were selected originate from countries such as Nigeria and Zimbabwe. The research study was based in the province of KwaZulu-Natal in a tertiary institution. The languages that are predominant in this province are isiZulu and English; despite the fact that South Africa has a total of 11 official languages, KwaZulu-Natal is predominantly known for having a large population of Zulu indigenous citizens.

Participants were able to provide information that contributed to the following sub-themes: gaining acceptance, being accommodated into society and better communication. These sub-themes give a sense of how language becomes such a powerful tool that dictates the way in which a foreign national experiences life and acculturates into society. The theme of language was prevalent across all data and it also leads to other issues with further significant meanings. From this research it was evident that language issues are major concerns regarding the way in which participants are able to overcome their struggles. When participants were asked about the ways in which the living experiences of being in South Africa impact the way participants feel about themselves, participants said the following:

Participant Three:

> *"Because language is sort of a common ground yeah, even in a country like Nigeria where they have lots of languages and when they are in a foreign country and meet someone speaking the same language from home there's this closeness which is immediately formed between the two of them. So you're like, OK you feel this is a brother, this is a sister, so once you can speak a language it draws you closer to the next person, unlike if you kept on you know speaking you own language or English."*

The prevalence of the language issue was illustrated by Participant Four:

> *"The main issue is language, because of the language I have some challenges, and because of some perceptions of the less educated or less civilized South Africans you can see that OK the way I relate to a varsity student at campus and the way I relate to the person who is selling me fruit in the street, it's a bit different. I think I'm more comfortable dealing with someone at varsity than dealing with someone who is selling on the streets, not that they are bad people.*

This participant's views give a sense of the general feeling and sentiments shared by the participants. These sentiments involved issues of acceptance and are a barrier to communication. There are three sub-themes within the language theme, and each one is discussed below with examples.

Gaining acceptance

Being accepted into society is one of the most difficult aspects for a foreign national. Gaining acceptance is strongly linked to being fully accommodated and accepted into society. Participants shared similar beliefs and perceptions regarding language and the way in which

it can allow them to be accepted into the South African community. Participants indicated that their struggle in being fluent in the main languages in KwaZulu-Natal, which are isiZulu and English, has made it incredibly difficult for them to feel accepted into society. Some participants gave examples of rudeness associated with the way in which people from different cultural backgrounds communicated exclusively with each other without being cognisant of the person who was not familiar with the language. This leads to foreign nationals feeling rejected and purposely excluded from conversation.

Participant Three said:

> *"Very few people speak my mother tongue yeah, but whenever we do meet I think for some reason people are quite defiantly doing that, instead of speaking in English they switch to their mother tongue and everyone around them cannot hear them, which is rude I think, but people tend to want to do that especially if they meet someone… automatically with the mother tongue despite that."*

Being acculturated into society

Acculturation was presented in the previous theme regarding the university environment versus the rest of society and is also prevalent in this theme. Participants have had similar expressions of feeling better accommodated into society through sharing a common language. However, the language barriers expressed by the participants have shown that accommodation into society can only be achieved through fluency in the language of that particular society. Furthermore, the distinction between university life and the rest of society is a topic that needs further investigation; tertiary educators seem to share a common view relating to their experience of lecturing and tutoring within the university environment.

Participants expressed that communication is not a problem within the confines of the university environment; here the language of communication is English as opposed to the external environment where the rest of society has an expectation that languages such as isiZulu should be used for communication. Participants described the external environment as the areas where the rest of society is situated as well as those who are from underprivileged backgrounds. The general consensus shared by the majority of participants was that language became a problem among other citizens who were not fluent in English. Participants explained that the underprivileged group of South Africans that were not fluent in English would be aggressive and often intimidated foreign nationals if they were unable to communicate in their particular African language. This resulted in participants finding it

difficult to travel and buy goods in town where the majority of this population were situated. In other words, citizens from the outskirts of society and outside the university environment seemed to exacerbate the feelings of intimidation and stress regarding their inability to communicate in the predominant languages of the host country, South Africa. To illustrate this point, the participants shared the following observations.

Participant Four:

> *"When I was staying in Gauteng, OK the people were accommodating right, at least there are different languages. There is Sotho, there is Zulu, there is English. They know that a person may not speak these languages. But then here in KZN if you approach someone not using Zulu the attitude you get is a bit negative because of me not speaking, so it's a bit tricky."*

Participant Three:

> *"Because language is sort of a common ground yeah, even in a country like Nigeria where they have lots of languages and when they are in a foreign country and meet someone speaking the same language as them from home there's this closeness which is immediately formed between the two of them. So you're like, OK you feel this is a brother, this is a sister, so once you can speak a language it draws you closer to the next person, unlike if you kept on you know speaking your own language or English,"*

4.4 Theme 3: Economic survival

Economic survival is a theme that appeared again and again in the research. This theme is strongly related to the consequence of many African countries being released from slavery, and colonial power that once controlled them. This theme is particularly important as it represents the main reasons that have contributed to foreign nationals seeking South Africa as a country where they could attain better opportunities and economic sustainability. Throughout history, people have been migrating across continents and other parts of the country in search of ways of surviving such as food, shelter and safety, through migration. Similarly, foreign nationals in this research study claimed that not only did they pursue being tertiary educators as part of chasing their passion, but for reasons also solely based on economic survival. Moreover, sub-themes that emerged in this research study included the

spending culture and opportunity. Economic survival is prevalent throughout the research and it also contributes to the tensions that are currently evident in South Africa such as xenophobia and the debates surrounding migration policies and the way in which foreign nationals have been accommodated into the national labour market. Participant Two described how economic survival was the reason for deciding to work in South Africa:

> *"Well [laughs] I don't think I am a good candidate for this question because the reason is, it's almost obvious, Zimbabweans especially at this point, we're known as economic fugitives, we're running away from an atmosphere that does not seem to promote work, there's so much unemployment, some are unemployed, some are misemployed and some are underemployed and some are not employed at all. So it doesn't ... for me it's not rich enough. It looks like our reason is obvious; we're running away from an economic atmosphere that is not conducive."*

There are a number of reasons associated with why Africans leave their home countries to come to South Africa. A study by Kalitanyi and Visser (2010) found that reasons associated with migrating were associated with economic and political conditions experienced by citizens in neighbouring African countries. Political instability experienced by foreign nationals from African neighbouring countries was said to threaten the lives of immigrant entrepreneurs since an absence of peace dictates a lack of success in business, and children from those countries suffer as they are unable to receive proper education (Kalitanyi & Visser, 2010). 'Running away' or migrating was discovered to be a way in which immigrants would attempt to avoid stress and trauma of living in a politically unstable country. Furthermore, Kalitanyi and Visser (2010) found that perceptions of business opportunities, economic reasons and visitations contributed to foreign nationals' reasons for migrating to new countries. The study found 45% of entrepreneurs from neighbouring African countries left their country for economic reasons for the purposes of attaining better opportunities. This leads to following sub-theme of 'spending culture'.

Spending culture

Foreign nationals that were part of this research study indicated that they were astonished by the amount of unnecessary spending that occurs in South Africa. This sort of observation was expected as the participants that were interviewed were from politically unstable and economically suffering countries. Compared to the food essentials that they would buy, South Africans appeared obese and would casually go to restaurants at any time of day. These

trends that seem so normal to South African citizens are not as normal to other citizens from neighbouring African countries.

According to Participant Three:

> *"That's what I have observed but I don't go to town so often so just maybe it is very, very wrong but every time I go out with my cousin. I have a cousin which loves this eating out thing and interrupting my studies saying come let's see this place so that every time I go out it's the same scenario whether you're in Pinetown or in Durban, south coast or north coast people are eating and shopping. That to me is alien, people back home, even if they are shopping it's a small paper bag but a loaf of bread, tomatoes and to me it wasn't, I think where I live, but I live in the township, the poor township, I don't live in the elite area."*

Opportunity

The sub-theme relating to attaining opportunities in the host country appeared throughout the data. This is presently the case in South Africa especially after the country became a democratic country, and this has led to an increase in foreign nationals entering the country and an increase in unemployment and resources that have given rise to tensions between South Africans and foreign nationals, leading to xenophobic attacks. When participants were asked about situations they have no control over in terms of family, Participant Three said the following:

> *"So generally that's how you get around some of the difficulties you face but some time, yeah some time you get opportunities far from your way home and you grab those opportunities and make do with which other you would have received, some people are very super nice and go an extra mile to make you feel welcome, invite you to things and so forth. So that's how you get to socials more and maybe and more respect from other people that are outside your work space but otherwise yeah."*

4.5 Theme 4: Occupational adjustment

This sub-theme became evident when participants were questioned regarding their ability to adjust to society and the university environment. To explore this theme, questions regarding participants' sense of control over social, academic and work situations were asked. Interestingly, participants seemed rather weary and inhibited but with careful introspection and probing, issues such as sense of control and mixed perceptions of job titles were discovered. These ideas were also regarded as sub-themes. Participants expressed considerable confusion regarding their position and status within the labour market. When asked about their sense of control with regard to work, Participant Two said the following:

> *"Yah being a professional I think I have control of those outcomes, because when I look at my position like here in the university I look at myself as two things, one I am an authority, meaning as in power or control over the content that I deal with, say when I deliver classes or lectures right… I have control over that because I am a certified professional, two, I feel I am in control because I feel I am representing the university, whenever I am interacting with students I know I am acting on the fact of UKZN so I can say I am in control."*

Mixed perceptions of job titles

Participants revealed that they struggle with feeling as though their current titles, such as tutor, are not an adequate representation of their position. Participants indicated that they feel they do more work than they are actually being paid for. Furthermore, participants also indicated that the South African government policies bar them from actually attaining any permanent employment without the possession of a work visa. Interestingly, participants indicated that they have figured out that they can pursue a PhD for the sake of citizenship and gaining acceptance into the country because of various scarce skills here in South Africa. To illustrate this point, the participants said the following:

Participant Two:

> *"Uhm, I'm a senior tutor, although I don't qualify as a senior tutor I think I'm something above that because I also take lectures and I, maybe my conception of being a tutor is a bit different, but I feel I'm somewhere there yes."*

Participant Two:

"Yah, in terms of, I don't know what you call it in your language, of Industrial Psychology, but how people are contracted here, that might not apply directly to me but to other people I know, this whole idea of working, you have all of the papers in terms of what they acquire for you to assume that post, but they kind of just keep you just hanging, if it's renewing, you keep renewing on a term basis you see, so in other words you don't really know if you belong to that place if they seem to appreciate your services or they're just doing that because they don't have another option, I've seen that happening to some of my friends and to make matters worse students will always say "so why can't you be a full time lecturer" so you feel the consumers themselves feel satisfied but the system does not seem to be because they feel just to feel satisfied apart from your salary which I believe is your entitlement, and there's no way they can block it but in terms of motivating you and making you feel that you belong to the place, I think a lot still needs to be done, to an extent some people end up uh applying for jobs elsewhere and when they're about to go, the university, starts to kind of show some interest but they can't stop the process because its already in motion."

Participant Two:

"... the department is making some adjustments, protectionists policies so that the locals can have a better chunk of the cake and the rest is left for us foreigners, for us to compete, for now I understand there are no longer masters holders of the critical skills permit, why I think a number of people are doing their masters degree including South Africans, so it's like for one to get a work permit is a bit of a hassle, the best so far in my understanding is if you have a PhD, with a PhD it's automatic, a PhD in chemistry, a PhD in traditional medicine, a PhD in music, no matter what PhD, I believe the chances are still high, you apply for a five year permit, I think then at the lapse of that five year permit you can apply for permanent residence."

Participant Three:

"First and foremost I'm a PhD student and being a PhD student you may be given a chance to also work as a tutor right. South Africa has a lot of opportunities so much that sometimes I wish you people just understood how much opportunity you'll have and how you should use it when you can because back home just getting in a PhD

programme, getting accepted for a PhD, is so difficult you don't want to even try, the places are so limited and there is this elitist kind of screening that will make the majority of people simply unable to afford to, you have to pay the fees and half the time you cannot afford to pay the fees. So coming to South Africa was the best option because it's closer to all sorts of opportunities which are better and bigger in this country and the very fact that they understand the fact that if you're a PhD student you can also work in the college and earn a bit of money to sustain yourself because as a foreigner you cannot get grants, but at least you can work as a tutor and get a little pocket money and so forth. So that sort of drove me to study here and also work here, but I haven't had the real opportunity to try employment on the outside; just within the campus that's what I have tried."

Unequal opportunities

Unequal opportunities refer to the ways in which participants feel as though they are not receiving opportunities on the same basis as everyone else. One of the participants explained that although South Africa may seem to be promoting equal opportunities and fairness there are still undertones and reminders that foreign nationals are not included in reaping the benefits of equal opportunities in the country. Participants provided similar sentiments regarding the way in which they have missed out on the privileges granted to fellow South African citizens. Furthermore, participants seemed to share a perception regarding the discourse being shared through government and politics towards alienating and making foreign nationals feel less accepted in the country.

Participant Three:

"OK first and foremost I haven't been in here for a long time, to form a concrete opinion but what I have experienced so far is that as a foreigner you basically are second rate to everyone else. It does not necessarily matter how good you are or potentially good you can be, that very fact that you are an immigrant means you are treated as second best, to a local person. I haven't really gotten to a point where I have been measured, you know… one against the other, this is just a feeling that you get, every time you try to get into something, even if you are filling in a form for something you think it should be out for everyone, you read it's written 'SA nationals only', and so

forth, as a result you feel left out, you feel segregated, maybe it is too strong, you feel discriminated against."

4.6 Theme 5: Marginalisation and vulnerability

Participants seemed to present various mixed emotions regarding their stays in South Africa. These mixed emotions were reportedly linked to the way in which the environment they were exposed to influenced how they felt about South Africa as a country and their citizens. Participants not only shared their views in relation to being a tertiary educator in the university but also the way they felt they were treated by the rest of the community. The main theme referred to marginalisation and vulnerability. Participants indicated that although South Africa is a welcoming country with hospitable people, there was still a sense of feeling marginalised and outcast from society. Interestingly, participants raised notions regarding the Constitution, access to jobs and fair employment as examples to illustrate their sense of being marginalised by government and society. Vulnerability referred to the way in which participants felt as though they were not properly accepted by society and fearful of any situations that would make their stay uncomfortable or unaccommodating. Participants also emphasised that South Africa would be a wonderful country if certain attitudes regarding foreign nationals were eliminated. The sub-themes relating to this topic are: crime in South Africa, xenophobia and name calling, which will be discussed further.

Participant Six indicated the following:

"But by the way, when I tried going through the South African Constitution, all of us the foreigner, the immigrant and the refugee, they have some rights but they are not being exercised, but there is no way you can question the Constitution. Though we have equal treatment like the rest, there are some times the tendency is there when you say to a person, 'hey they are not one of us,' so those are some of the challenges we have, when we say, 'hey this person is not one of us.' We don't enjoy the same rights as the South Africans in terms of jobs; there are some jobs that are meant for the South Africans alone even if there's vacancy there you as a foreigner, as an immigrant you can't apply for the same job, but even if there's nobody taking the job you can't apply for it, so yah those are some of the things you face as a foreigner, apart from that everything is fine but though the professional work those are available for…"

Participant One said the following:

"In South Africa there is a lot to say, South Africans are very nice, the courtesy here is on a very high scale, very courteous. I want to believe that these xenophobic attitudes come from people who are not exposed. Most of the people that went to school are very loving and comforting and are ready to listen so I wouldn't consider South Africa as a [world] apart from the fact that people like the taxi guys in the township, beyond that I think a typical South African that is exposed is very at [home]."

Participant Three described a lowering of self-esteem:

"Yeah I think it has reduced me to the lowest self-esteem possible, I'm not a very confident person even at home I'm not that self-assured kind of person, very assertive, no I'm not but I know what I'm good at and I know given an idea I articulate it very well especially in written form but when you get a place they say that is not enough, you start wondering whether you really are that good, your self-esteem plunges lower than it was before. So from the time I was here I swing between a very high when I have achieved something and I have been applauded for it by someone kind enough to say that's excellent, and a very very low esteem when even the smallest is looking at you and you know is looking at you and you know all they can see is that Kwerekwere and nothing else, and you know that it really takes you down, it reduces you to a level that is not a nice feeling, it's not at all but yeah I suppose that's how everyone else being in a foreign country should feel maybe yeah."

Crime in South Africa

Participants complained about the levels of crime in the South African society that made it difficult to settle in the country. Crime was largely linked to incidences of xenophobia and violent acts towards foreign nationals. Participants described how crime was rare in their countries of origin. Participants regarded South Africa as having high levels of crime that they themselves had not personally experienced but witnessed in others.

Participant Two:

"Interesting, you know I was in Harare recently, for example crime, where I come from crime is a very rare occurrence right, but here in South Africa the fact that there is a lot of crime at times it makes you a bit uncomfortable and you feel home was better..."

Xenophobia

Xenophobia can be explained as the fear of outsiders or discrimination towards foreigners regardless of whatever source of rationality (Landau, Ramjathan & Singh, 2004). South Africa is considered to be a highly xenophobic society due to the citizens' immense fear of foreigners which has led to considerable violence and foreigners' human rights not being recognised (Landau et al., 2005). Similarly, in this research participants described a society heralded with xenophobic attitudes, violence and attacks. Participants were somewhat fearful about their future in South Africa due to the xenophobic attacks. Although participants were not asked direct questions regarding their experiences of xenophobia they provided accounts of encountering it. One of the participants explained that this was the only thing that prevented them from being fully welcome and immersing themselves into society. Participants also indicated that the laws regarding foreign nationals mandated by government transmitted a discourse that foreign nationals were "other". The following are some responses provided by participants regarding xenophobia:

Participant One:

"There's nothing really, apart from xenophobia there is nothing else. If we remove xenophobia South Africa is damn good. If we can stem that thing out of the system I tell you it's a good place. Of course the xenophobia attitude has made them put in a lot of laws like the new Home Affairs immigration laws that nobody cares about just for instance (interruption) because of that the Home Affairs are not really treating us well because of the new immigration regime where you have to go to VFS; it's meant to make the system effective, but we became worse off. You apply for a visa and wait for the months of waiting time and at the end of months no response and people are hanging with no appropriate permit. Like myself I applied for permanent residence based on the law, the law said if you have a scarce skills permit you can apply with it and after five months of application it was a waste of time and money, they take more money from you and they don't give the services and the people are … For me it stems from the issue of the same xenophobic attitude that hinders the smooth transmission for foreigners and the migrants, it's an issue still. So if that can be improved, you can put the law in place and then they don't follow the law and on the application in Section B of the Immigration Act which allows me to have a permanent residence permit and you are coming to judge me because of Section 26 A on a different criteria so how do you

place it? And when you place an appeal and that was another endless venture but you never see the outcome. So all this goes round to foreigners, xenophobia…"

Participant Three:

"No, not much I have a very understanding supervisor who would put your safety first, in turn if I said I don't feel safe, like there was a time again there was like a taxi war or something like that, it was a few weeks after the xenophobic thing there was a taxi something and I was supposed to submit something on that particular day and I got to the taxi rank and there was no taxi or the taxis were there but were not carrying people to Durban. So we asked what's going on and they say ok there's some conflict with the metro police and stuff like that but every time I talk to my supervisor she says it's your safety first stay put, you can always hand in your work when you are free and safe to do so. So it wasn't hard on the academic side because my maths supervisor always understands what's going on and also the fact that I was newly in the place. I wouldn't want to risk myself, unless I was sure that I was safe. So I don't feel disadvantaged that way because I could always talk to her and she would say, OK you hand in when you can."

Participant Two:

"Mhmm, well I can say in South Africa with the recent wave of xenophobia, I would want to shed a bit of light on that, [cough] eh fine I realise that most of the people I interact with are as human as I would expect them to be, so interacting with the South African community juxtaposed a Swazi community or against a Zimbabwean community where I have come from, I think our ideals are almost the same, that's my feeling, because even when those people back home felt that we were so vulnerable here because of the xenophobic attacks, we still felt secure because of the people we lived with, or are living with who had courage to condemn such acts of violence for me which shows the Ubuntu that is in me and that is in the other people that are from my country or my original country, so basically that's all I can say by means of comparison. I feel the same kind of humanity that I feel in South Africa, I live among, it's not different from how we would react to other foreigners in our midst back home."

The responses that have been presented relating to xenophobia indicate the deep tensions and connotations attached with being a foreign national in South Africa. Participants have

indicated various feelings and perceptions of their existence and identity within the country. The above responses have triggered a curiosity within the researcher in terms of understanding the challenges and reasons surrounding the attack and fear of foreign nationals within the country. In so doing, the theme acculturation is discussed and unpacks the dynamics of dominant and non-dominant groups.

4.7 Theme 6: Acculturation

Berry (2001) explained that acculturation is the process involving two or more groups where there is a dominant and non-dominant group, the latter referring to immigrants and indigenous people. Research has shown that various studies have focused on the process of intercultural contact which explains the way in which a dominant group can ignore or eliminate the other. The distinction between the dynamics which occur between the group levels assists in understanding the process of both cultural and psychological acculturation (Berry, 2001). This then leads to an understanding of *acculturation attitudes* which explain the reasoning and attitudes towards maintaining cultural attributes and the way in which indigenous people expect their group to acculturate (Berry, 2001). In this study the researcher looked for ways in which the lived experiences of immigrant tertiary educators were influenced by acculturation at work.

The university environment versus the external environment
Participants explained that the university environment can be described as a safe environment where attitudes, whether positive or negative, are controlled by the policies and procedures of the university that protect both the lecturer and the student. Participants also had positive experiences of being part of a protective and resourceful environment when compared to the participant's countries of origin.

Participant One:

> *"… they were very uncomfortable with that, we were waiting for a long while and the taxi was not moving and we got out of the taxi to join the other one and this guy became very hostile and he took out a metal rod and then if we didn't run possibly for our dear lives we could have been lynched and that's why I say for me Durban and the university where I live looks safe."*

One of the participants also shared that the university environment was one that was also corporate in nature with an atmosphere of professionalism and academic motivation.

Participants expressed that what happened outside the university environment was both shocking and terrifying and they noted that sometimes they came across those who were unfriendly and hostile towards them and who would not generally greet back.

Participant Two:

"It's the culture that you feel in the university atmosphere, like I said the culture is corporate, it's business orientated, so that makes that environment so unique, you meet people on campus, you greet, eat or whatever, some of the things you respect when you get off the fence, at times people don't even greet like when you get out there, but here in university you find that life is very different from what happens out there."

Participant Four:

"OK fine when it comes to people on the streets when you want to buy, let's say fruit on the streets you see they start speaking in Zulu, and then because you can't understand when you ask in English, let's say the price you say "how much?" you will see that things change. That smiling face starts frowning so that's one challenge that I face every single day."

Being a foreign lecturer

Participant tertiary educators appeared to experience lecturing students in their home countries differently to here in South Africa. The research study found that South Africans often displayed a more relaxed and 'free' attitude towards their superiors and lecturers. Some of the participants even described this phenomenon as being influenced by the democratic nature of the country where students and individuals are encouraged with free speech and have many rights that protect them from superiors. Participants added that in their home countries, participants and lecturers were on completely different levels; students were often intimidated by lecturers and professors often distanced themselves from students.

Participant Six:

"Uhm, like in Nigeria there is a large gap between the student and the lecturer, you can't just interact with the lecturer like that so that's why it's very different, here the relationship between the student and the lecturer is very very mutual compared to what we experience in Nigeria."

Some of the participants battled with the way in which South African students behaved during lectures and this affected the way in which they delivered their lectures. Participants expressed that even though students will always be students across various countries, it was still challenging to lecture a South African student as they appeared to attend lectures less regularly and were not threatened by the presence of a lecturer in the room. Participants rationalised this behaviour with the idea that South Africans have many rights and also being in a classroom and receiving an education was a student's choice. One of the participants described feeling a bit insecure and felt as if he was not being taken seriously when students walked out of the lecture as it was difficult to ascertain if this was out of disrespect or based on free will. Other participants expressed the following:

Participant Three:

> *"As a tutor I discovered children are children no matter where you are, yeah you cannot say this children, this child is South African therefore they behave any differently from another child back in Zimbabwe. The behaviour is generally the same, you know, OK fine at college during the day I used to teach at a secondary school, so the children were obviously younger than the varsity students but yeah you always have the same kind of behaviour, the bit of naughtiness, a bit of rudeness here and there but I haven't had some nasty experiences, most of my students are very respectful, they are, maybe because I'm very mature. They look at me as a mother; maybe they wouldn't dare be rude to their mothers. So as a result I felt, yeah no more children, there's nothing much different from the children that I taught at home. So that experience is similar, in other words everything else is very alien; it's quite alien in most cases yeah."*

Participant Two:

> *"Quite a number of them, for example in my capacity as a lecturer, tutor or teaching assistant or whatever title they gave me, there are times that I felt like people were looking at me like they're seeing me for the first time, they think that there's this young man, or there's this boy, some even call you a boy and they don't have this confidence in whatever you're doing, like it happened last semester there was a time you could find that you go to a venue for a lecture then you realise that as you are introducing the lecture someone walks out, to me that's a challenge because of the tradition that I'm used to, you have to listen to someone and get to understand what they are trying to*

say, isn't it, but now as someone has not even finished his introduction you walk out, what does that mean, it shows that you don't respect that person, you don't even expect to get anything useful or meaningful from that person, to me those are obstacles, but I managed to overcome them, because I have asserted my authority and I have demonstrated my authority over them by the content that I deliver and I look at that as victory on my part."

Accent

Participants seemed to be conscious about the way their accents were perceived as this influenced the way they were treated by the students and fellow colleagues. One of the participants described how some students seemed so preoccupied with accent that they neglected focusing in class. Some of the participants expressed their frustrations in being in a province that promoted the use of a single ethnic language. These ethnic groups were regarded as arrogant and forceful as learning and grasping this language was not in some of the participants' interests. Some of the participants also expressed pain as they were very interested in interacting with others but their accents would automatically label them as "foreigners" and communication thus became a battle.

Participant Six:

> *'The language, students are used to their local language so students cannot complain to me to learn the language because we observe that teaching in the Zulu language and that is where students understand, every time you continue speaking English they battle with English, and our accent is different from theirs so there's a problem of a communication barrier."*

Participant One:

> *"My experience here in South Africa gives me a higher level of confidence when I travel to India. As a matter of fact if I had not come to South Africa I wouldn't have been comfortable in India because South Africa gave me an opportunity to meet Indians, Blacks and Whites and the South African people. So when I went to India I didn't have much difficulty in understanding because people speak in the accent and it was a little bit easier for me to understand issues because I know how the Zulus speak, Indian, English and all that to give me a little bit of leverage to understand the guys*

there. It was actually an exposure, the style of driving here was actually the same as India so I didn't have issues; even in the UK because in Nigeria we drive the other way, it's the American style. So coming here and meeting all the staff was a huge advantage to me following the trip to India that I embarked on."

Participant Three:

"I can't be judged by my accent if someone thinks the way I speak English is wrong because I pronounce words differently from how he's been taught to speak then it shouldn't be a measurement as to who's a better English speaker because accent will differ according to my background, which school I went to, which school they go to, and they will tend to differ; as long as we can spell the same word the same way it shouldn't matter anyway, but do little tiny things sometimes demarcate you from the next person. How do you speak, how do you pronounce and how do you, you know all little things that really shouldn't matter seem to matter and that seems to lower your self-esteem even lower then it was, yeah."

Participant Four:

"OK fine when it comes to people on the streets when you want to buy, let's say fruit on the streets you see they start speaking in Zulu, and then because you can't understand, when you ask in English, let's say the price you say "how much?" you will see that things change. That smiling face starts frowning; so that's one challenge that I face every single day."

4.8 Theme 7: Conceptualisations of home

Participants' conceptualisations of home can be discussed according to the sub-themes of birth right and home as a place where one belongs.

Birth right

Participants were often very loyal and proud to represent their countries of origin and expressed extreme loyalty to the countries in which they were born. There was also a sense of entitlement and esteem when the topic of birth place was brought up in the interview. When participants were asked where they consider home, without hesitation they would refer to their places of birth. Even participants who had been in South Africa for a long time would

still speak passionately of their birth place as home. Some participants became emotional as the topic brought back painful memories and sadness. This part of the research was difficult because all participants described how much they missed home but still needed to be in South Africa to earn money and reach their goals in an institution that furthered them academically and offered career development.

Participant Six:

"Home? Where I was born!! My home country Nigeria yeah that's my home, that's my home exactly!"

Participant Six:

"Oh, it's very lovely because eh there's no place like home, so I'm happy that I was birthed from there, so its fine, it's a very nice place because after all of the studies my experience here was [word] from Nigeria, now it's just to equate my experience to my students there so that I can intermarry the quotient"

Participant One:

"Of course, my home is my home, my Delta State is my home I'm from Asaba the capital of Adata State, Asaba is my home, I love Asaba." [laughs]

Participant Two:

"Home, there are two homes my friend, the first home is where they say home is the best place, obviously, where my birth right is, which is Zimbabwe, in Mbemberenqwe in particular, where I come from, but in the modern sense of home it's unfortunate, I would refer to South Africa as my home because that's where my future is, because I don't see myself settling in Zimbabwe anytime soon; so that's why I said there are two homes, home is where I can think of a place where I can spend money ... yes, it's north of the Limpopo, but home as in where I look forward to establish myself, it's South Africa ."

Home as where one is accepted

Some of the participants quickly answered that home is where they felt accepted and welcomed. Similarly, according to modern and traditional perceptions of home, participants felt as though South Africa was home when they felt accepted and accommodated but in

53

times of trouble and mistreatment from South African citizens where they felt unwelcomed and unhappy, South Africa would not be considered home.

Participant Five:

"Home is where I am accepted and welcomed."

Participant Three:

> *"Ah I have to think about this, home should be where I'm at that particular time, yeah if home is not where I am? It changes the whole definition of home. If I'm living in South Africa for the next three years that's my home and it should feel like home, I should feel protected, loved and you know, belonging, because that's where I am for the next three years; but if home is where the roots are then South Africa is not my home for now, and it turns to, if that's the definition we are going with, it turns to make me feel that I don't have any loyalty towards South Africa therefore I shouldn't feel grateful for the opportunities that they have given me which would be wrong, right? So if I felt at home, If South Africa is my home which I think is right, I deserve to feel at home, to belong until I move back to another home, ok that's my feeling, you know people will differ you know, some would say your home is where your roots are, your ancestral home is your home, anywhere else you are visiting for a space of time and you go back home but for now I'm home in South Africa, ***, *** is my home and it's odd to feel belonging here."*

4.9 Perceptions surrounding the names 'foreigner', 'immigrant' and 'refugee'

In conclusion, it seemed useful to record the various reactions and perceptions from participants regarding different names. Participants were asked to describe or speak about the feelings or perceptions they have when the words 'foreigner', 'immigrant' and 'refugee' were used towards them. Participants appeared to experience significant anger and tension when any of these words were used in the study. Hence, the researcher used the term 'foreign national' in order not to come across as offensive or insensitive to the participants. All the other words have negative connotations and are perceived as insults. They lowered the self-esteem and humanness of the participants in many ways. This is because these terms are so

often used in the media and by government to describe foreign nationals that they now form a network of connotations that make participants feel unwelcomed and less human. Participants expressed that these words made them feel unwanted and as though all the problems in the country are as a result of their arrival.

Participant Three:

> *"Foreigner OK it's similar to the immigrant term, again foreigner is nothing special, foreigner is a person that need to be, get rid of the foreigner if you can yeah, don't give them the opportunity to settle in and have roots otherwise they don't want to go back to their countries so make they life very uncomfortable remind them every day that they are foreign also they will set back and think that South Africa is there land and steal resources that are meant for South Africans and I'm hoping people I not doing that but that's sort of the implication I come to have what at a foreigner, how a foreigner is looked at in this country, sad but it's how I feel, OK."*

Participant Two:

> *"Unfortunately, I look at these three words from one angle which is negative, for me they carry negative connotations, they are not politically correct ... fine political correctness is debatable but I would look at them as having negative connotations and I would offer other terms which are a bit friendly, like foreign nationals not foreigners but foreign nationals because it kind of accommodates those people but refugee, foreigner and immigrant it carries connotations of looking down upon, they kind of frame someone who is kind of a fugitive, someone who is not welcome, someone who cannot integrate with the community understand what I'm saying? Yah that's my feeling."*

Perceptions of other

One of the participants explained that words such as refugee, immigrant and foreigner made him feel "Other". Even though this otherness was not communicated they still felt as though they were regarded as unequal to South Africans in subtle ways such as through public government institutions and policies of development. Participants felt as though they were never included as part of the government's plan of development.

Participant Six:

"But by the way, when I tried going through the South African Constitution, all of us the foreigner, the immigrant and the refugee they have some rights but they're not being exercised; but there is no way you can question the Constitution. Though we have equal treatment like the rest, there are some times the tendency is there when you say to a person 'hey they are not one of us' so those are some of the challenges we have, when we say 'hey this person is not one of us'. We don't enjoy the same rights as the South Africans in terms of jobs; there are some jobs that are meant for the South Africans alone even if there's vacancy there you as a foreigner, as an immigrant, you can't apply for the same job but even if there's nobody taking the job you can't apply for it, so yah those are some of the things you face as a foreigner, apart from that everything is fine, although the professional work those are available for ...if you have the qualification and what it takes to be there they give it to you even if it's not a permanent position like this."

4.10 Chapter Summary

In conclusion it can be seen that the various factors that can assist in providing insight on lived experiences. Through asking questions relating to describing where home is and perceptions of obstacles and challenges there is an emergence of information relating to issues such as marginalisation, discrimination, xenophobia and feelings of otherness. These factors were discussed in this chapter. However the central though that emanated from the participants in the current study is that despite the challenges and feelings of isolation there is still a lot that participants gain from South Africa such as better living conditions, good quality of education, more work opportunities and a higher standard of life as opposed to their countries of birth. The next chapter will be focusing on the discussion of the findings in relation to other studies and the results from the research study.

CHAPTER FIVE: DISCUSSION

5.1 Introduction

In this section findings are discussed using codes to critically analyse gathered data. The data was divided into codes then grouped into categories that contain related codes (Braun & Clark, 2006). The data showed that foreign national tertiary educators face quite many daily challenges apparently unseen. Other studies corroborate with the findings that the lived experiences of foreign nationals are influenced by qualification level, religious background, and socio-economic status (Semyonov, Raijman & Gorodzeisky, 2008). Other research also identified that the lived experiences of foreign nationals depend on the political and situational characteristics of that country.

This research was fundamentally interested in exploring and understanding experiences of tertiary educators from other African countries. The research was able to establish from the data and in-depth interviews, a subtle but very pronounced existence of tensions experienced by foreign nationals living in South Africa. These tensions can best explained using Social Identity Theory and Realistic Group Conflict theory, as well as Social Constructionist theory in relation to the data that has been analysed and the literature that has been used to introduce this research. These theories were found to explain various attitudes that are associated with foreign nationals such as anti-immigrant attitudes. Social Identity Theory helped to explain the perceived threat from those in the host country. The discussion will also explore the challenges and experiences of foreign nationals as tertiary educators.

This research recognises that South Africa has gone through massive political and social changes since becoming a democratic country. According to Booysen (2007), South Africa has gone through radical changes that have resulted in new notions regarding power dynamics within groups. These groups refer to the way in which individuals have classified and identified themselves with over the years. This leads us to the idea of identity which is associated with the way in which we perceive ourselves.

5.2 Social Identity Theory

In relation to this research, Social Identity Theory principles can be explained as follows. The first principle asserts that individuals actively seek to attain and maintain a positive social identity, which they derive from the group to which they belong. This was evident in the research findings as the underlying tensions that are experienced between foreign nationals and South African citizens. The research findings described the real experience of South Africans asserting and enhancing their group status through political and academic avenues. Landau (2011) found that the tensions that still remain from post-apartheid migration policies in South Africa has contributed to the xenophobic violence that had occurred in 2008. These tensions are a result of the attitudes entrenched by South Africans who have enhanced group status through, for example, the difficulties in the Department of Home Affairs where administrative and documentation issues have prevented foreign nations from living comfortably and attaining living rights (visas) in this country.

The following quote by Participant Two illustrates this point:

> *"...the department is making some adjustments, protectionists policies so that the locals can have a better chunk of the cake and the rest is left for us foreigners, for us to compete, for now I understand there are no longer masters holders of the critical skills permit, why I think a number of people are doing their master's degree including South Africans, so it's like for one to get a work permit is a bit of a hassle, the best so far in my understanding is if you have a PhD, with a PhD it's automatic, a PhD in chemistry, a PhD in traditional medicine, a PhD in music, no matter what PhD, I believe the chances are still high, you apply for a five year permit, I think then at the lapse of that five year permit you can apply for permanent residence."*

The above statement provided by Participant Two is a reflection of the shared sentiments of foreign national tertiary educators who have used attaining advanced qualifications as a platform to gain access to the country. The disorganisation in Home Affairs and ultimately the government is seen to have negatively affected foreign nationals in this country.

Individuals are said to actively seek to attain and maintain a positive social identity, which they derive from the group to which they belong – this is evident at this time in South Africa to ensure job security and therefore maintain an enhanced group status. Evidence of this is based on research done by Hampshire (2013) which suggested that there is public scepticism

towards immigration and even though government is unlikely to restrict immigration political parties have been used as mechanisms to promote anti-immigrant mobilisation. Hampshire (2013) further postulated that discourses about immigration do not exist 'out there' floating freely, but are constructed and manipulated by actors. He explained that the politics of immigration are to some extent a 'battle over discourse' in which actors seek to define issues and shape perceptions in ways that are conducive to their interests. Furthermore, Hampshire (2013) considered the discursive construction of immigration as a threat to national identity as one of the most powerful weapons in anti-immigrant actors' armoury because it leads to deep-seated affective attachments and in-group favouritism.

To substantiate this point Participant Six explained that

> "…*We don't enjoy the same rights as the South Africans in terms of jobs; there are some jobs that are meant for the South Africans alone even if there's vacancy there you as a foreigner, as an immigrant you can't apply for the same job, but even if there's nobody taking the job you can't apply for it…*"

Participants indicated that although South Africa is a welcoming country with hospitable people, there was still a sense of feeling marginalised and outcast. Interestingly, participants raised notions regarding the Constitution, access to jobs and fair employment as examples to illustrate their sense of being marginalised by Government and society. Vulnerability referred to the way in which participants felt as though they were not properly accepted by society and fearful of situations that could make their stay uncomfortable or unaccommodating. Social Identity Theory has shown that from both an individual and governmental level, certain groups are perceived as negative and dissimilar to the in-group.

The second principle underlying SIT is positive social identity which is largely based on positive comparisons that can be made between in-groups and another appropriate out-group i.e. the in-group has to be positively distinguished from an appropriate out-group in order for the positive social identity of the in-group to prevail. This is evident in the way in which visas and work permits restrict foreign nationals from becoming citizens. Restricting access to citizenship and access to other privileges and job opportunities pose as exclusionary measures by the government. Landau (2011) posited that under apartheid, immigration and citizenship were closely associated. When the National Party came to power in 1948, it immediately passed the South African Citizenship Act of 1949, which was amended in 1961 and then remained till 1993. Landau (2011) explained that in the post-apartheid period, citizenship was

not associated with the consultative and legislative processes on international migration yet the Green Paper on International Migration did advise replacing the Aliens Control Act with a law on immigration, naturalisation, and migration, without specifying the content of the naturalisation dimension.

The laws that are in place to control the entering and leaving of foreign nationals in South Africa has led to migrants having very limited possibilities to remain legally for extended periods of time. They are often unable to meet the conditions required to apply for permanent residence, making citizenship unattainable.

The way in which the country as a whole propagates these differences has led to an established distinction between the in-group and the out-group. The in-group in this case refers to the South African citizens that feel they are not foreign nationals and those who feel they are not subjugated to the laws passed by government that distinguish the foreigner from the South African. The in-group also refers to citizens who have ideas that foreigners should be regarded as 'other'. When participants were asked to describe the different words used to refer to 'foreign national' there were various responses, most negative and linked to South African anti-immigrant attitudes. This was evident to such an extent that the researcher had to be sensitive to the way in which terms and names were used to described individuals who had immigrated to South Africa in order not to offend participants. The researcher had to use 'foreign national' as the term that was not viewed as derogatory and defamatory.

The following quotes illustrate the distinctions between in-group and out-group in which Participant Two and Participant Three express their feelings regarding the negative attachments that have been placed on foreigners in South Africa.

Participant Two:

> *"So communities here the way they use those terms, they have some elements of superiority and inferiority in them, you see that's why we say call us foreign nationals because the fact that you calling us foreign nationals means you recognise us as but we only different because we don't have the ID book that we have, but with everything else we are the same, mmm that's my feeling…"*

Participant Three:

> *"Foreigner OK it's similar to the immigrant term, again foreigner is nothing special, foreigner is a person that need to be, get rid of the foreigner if you can yeah, don't give them the opportunity to settle in and have roots otherwise they don't want to go back to their countries so make they life very uncomfortable remind them every day that they are foreign also they will sit back and think that South Africa is their land and steal resources that are meant for South Africans and I'm hoping people I not doing that but that's sort of the implication I come to have what at a foreigner, how a foreigner is looked at in this country, sad but it's how I feel, OK."*

Furthermore, language has been used as way of differentiating the in-group from the out-group. The research showed that not only was grasping the language of the host country difficult but there were political and cultural challenges. The way in which language was perceived by foreign nationals in this study suggested that South Africans used their language to assert their cultural identity and the status of the in-group was seemingly uplifted in the process. Another aspect of Social Identity Theory is based on perceptions of foreign nationals as a cultural threat. Social Identity theorists explain the existence of hostility between different ethnic groups as based on a clash of cultural identities. Duckitt (1998) explained that the more individuals identify with their groups, the more bias will be directed against the out-group. Hence, the need to positively affirm one's group leads to psychological pressure to distinguish the in-group to achieve superiority over groups when comparing them. Tajfel and Turner (1979) explained that individuals will inevitably display nationalistic and exclusionary attitudes towards ethnic immigrants. Language is often used by the ethnic majority in the country to display their superiority as the in-group.

Foreign nationals working as tertiary educators indicated that they sometimes struggle due to language problems in the host country. Participants indicated that the root of their struggles was strongly aligned with the inability to communicate with the rest of society outside the university environment. One participant noted he was unable to communicate with street vendors and taxi drivers in their language which was often reciprocated with intimidation and threat. Participants explained that the university environment served as a shelter from the rest of society and an escape from the rest of the underprivileged society that expects foreign nationals to know their local language.

Participants also indicated that that they sometimes felt as though knowing the language was an advantage not only for the purposes of communication but as a way of detecting when people are gossiping. Participants raised concerns in terms of the politics surrounding the use of language as well as noting how these excluded and alienated individuals. One participant indicated that it seemed rather rude when a South African spoke freely to the next person in their presence in their home language especially in the university environment. This participant explained that in his home country, the university environment was strict in terms of using English as the only language in a tertiary institution. Participant Four noted the following:

> *"The main issue is language, because of the language I have some challenges, and because of some perceptions of the less educated or less civilized South Africans you can see that ..."*

It has been posited that language plays an important role in the process of discourse as the English language is universally linked to social acceptance (De Fina & King, 2011). Garcia and Linton (2009), cited in Fina and King (2011), explained that being competent in the English language and monolinguism are regarded as the ultimate way in which immigrants can be successfully integrated into society. Immigrants may find difficulty in integrating themselves successfully in a society where the English language is the main channel of communication and acceptance. This may lead to issues such as discrimination, victimisation and isolation as immigrants who are not fluent in English or the native language of that community feel outcast and lonely and uncomfortable socially and in the workplace.

As research has indicated, language is considered to be the way in which participants either feel excluded or accepted into society. Social Identity Theory explains the way in which language has an effect on the individual. Tajfel and Turner (1979) proposed a theory of intergroup conflict that explains the dynamics of identity with regard to in-groups and out-groups. Social Identity Theory is a cognitive theory that posits that individuals have the tendency to categorise themselves and others into social categories and these categorisations have a considerable effect on how individuals interact with one another (Booysen, 2007). Thus, Social Identity Theory primarily explores psychological and sociological aspects of how groups behave and explains the psychological basis of how groups behave, associate with each other, as well as intergroup discrimination that occurs as result of in-groups and out-groups (Booysen, 2007). This theory is especially relevant in the South African context

where diverse race and ethnic groups exist and interact with each, especially in the workplace. The dynamics and conflict underlying intergroup behaviour in South African organisations will form the basis of this section.

The third principle underlying Social Identity Theory is that when the social identity of a particular group is deemed as unfavourable, individuals will either leave their group and seek to identify with and join a more favourable group, or they will seek to enhance the existing group to which they belong by making it more favourable in relation to the other group (Tajfel & Turner, 1979). In the context of South Africa, this is especially prevalent among academics and non-academics. This study involved tertiary educators and found that individuals within the university felt secure and better protected from any negative experiences and discrimination for being a foreign national when compared to the lower levels of society in places like townships and informal settlements. A possible explanation for this is that people with a higher level of education are less prone to displaying favouritism towards their in-group and bias towards the out-group (Coenders & Scheepers, 2003). Gabennesch (1972) found that the more educated were better able to understand diversity and showed more cultural acceptance towards the out-group. This is evident in the response from the participant below who highlighted the differences between life outside the university and within.

Participant One:

> *"In South Africa there is a lot to say, South Africans are very nice, the courtesy here is on a very high scale, very courteous. I want to believe that these xenophobic attitudes come from people who are not exposed. Most of the people that went to school are very loving and comforting and are ready to listen so I wouldn't consider South Africa as a [world] apart from the fact that people like the taxi guys in the township, beyond that I think a typical South African that is exposed is very at [home]."*

Another example is based on participants that explained that although South Africa may seem to be promoting equal opportunities and fairness there are still undertones and reminders that foreign nationals are not part the benefits of equal opportunities in the country. Participants showed similar sentiments regarding the way in which they miss out from the privileges granted to fellow South African citizens. Furthermore, participants seemed to share a perception regarding the discourse being shared through Government and politics towards

alienating and making foreign nationals feel less accepted in the country. This is also evident in the way in which legislation was passed in the apartheid era and is still apparent in the current South African democracy.

Perberdy and Crush (1998) explained that South African immigrant legislation has always been an outcome of colonialism, segregation and Apartheid. Acts such as the 1991 Aliens Control Act were initially designed to serve racist and separatist ideologies. According to research by Peberdy and Crush (1998), whites were deemed the only welcome immigrants and throughout the late 1980s and early 1990s, Africans from neighbouring countries were not welcomed as immigrants to South Africa regardless of whether or not they could contribute their skills to the country. African immigrants were simply regarded as temporary migrants that would be sent back to their country when they were no longer useful.

The Indian immigrants and the Immigration Regulation Act of 1913 laid out the requirements relating to potential permanent residents for the purposes of gaining entrance to South Africa. Those who did not qualify for permanent residency were referred to as 'prohibited immigrants' under the Act. Furthermore, the implementation of the Act granted immigration officers and the police the right to detain and arrest prohibited immigrants (even if only suspected) without a warrant of arrest. Immigration officers were also allowed to place prohibited immigrants under warrant. It was evident from the law that immigrants were not allowed into the country unless they were needed for their services and labour. For instance, the South African mining industry was exempt from the provisions of the Act.

5.3 Realistic Group Conflict Theory

According to this theory, incompatible goals or competition between groups over scare resources leads to intergroup conflict and superordinate goals or co-operative activities between groups induce social harmony (Foster & Louw-Potgieter, 1991). This theory can be applied to the current situation regarding the way in which foreign nationals are treated in South Africa.

In essence, this theory proposes that different social and ethnic groups compete for the same resources on different levels; intergroup competition thus leads to negative attitudes towards the competing groups. Economic survival is prevalent throughout this research and it contributes to the tensions that are currently evident in South Africa such as xenophobia as

well as the debates surrounding migration policies and the way in which foreign nationals have been accommodated into the national labour market by the South African labour market. Lancee and Pardos-Prado (2013) explained that, according to Realistic Group Conflict Theory, those who are in a low economic position or who are socio-economically vulnerable will tend to express negative attitudes towards immigration because of their perception that foreign nationals are an economic threat or are in competition with them for resources such as jobs, housing and other essential benefits. Hence, the severity of the economic conditions in a country can dictate the increase in negative attitudes toward immigration (Lancee & Pardos-Prado, 2013). Research has also identified that individuals that are unemployed seem to be more concerned with immigration in both the upper and the lower strata of the country (Lancee & Pardos-Prado, 2013). Similarly, research by Gorodzeisky (2011) explained that countries with poor economies experience more conflict with foreign nationals than those in more highly economically developed countries. Moreover, not only is economic vulnerability the only cause for concern but perceived economic vulnerability leads to conflict because individuals who are perceived to be economically vulnerable will have negative attitudes towards foreign nationals.

Participant Two mentioned economic survival when asked about reasons for deciding to work in South Africa:

> *"Well [laughs] I don't think I am a good candidate for this question because the reason is, it's almost obvious, Zimbabweans especially at this point, we're known as economic fugitives, we're running away from an atmosphere that does not seem to promote work, there's so much unemployment, some are unemployed, some are misemployed and some are underemployed and some are not employed at all. So it doesn't... for me it's not rich enough. It looks like our reason is obvious; we're running away from an economic atmosphere that is not conducive."*

There appear to be many reasons associated with why Africans leave their home countries to come to South Africa, and a study by Kalitanyi and Visser (2010) found that reasons associated with migrating were associated with economic and political conditions experienced by citizens in neighbouring African countries. Political instability experienced by foreign nationals from African neighbouring countries were said to threaten the lives of immigrant entrepreneurs since an absence of peace dictates a lack of success in business, and children from those countries suffer as they are unable to receive proper education (Kalitanyi

& Visser, 2010). Realistic Group Conflict Theory attempts to explain that the need for economic survival and competition over scarce resources leads to one group wanting to remove the other group. Verberk, Scheepers and Felling (2002) explained that if the majority group feels they are unable to benefit or obtain these scarce resources from the minority group, they will develop hostile attitudes. This also explains the xenophobic attacks that are related to the perceived competition of economic resources from the in-group with relatively poor economic backgrounds attacking foreign nationals for benefiting from resources from Government as South Africa is currently struggling with the high levels of unemployment and poverty.

5.4 Research questions answered

The next section considers whether the research questions have been answered.

1. **What issues (difficulties or challenges) do foreign nationals identify as crucial in their immigration experience?**

It is important to note that the theories used in this research study were based on intergroup conflict and intergroup hostility which can be explored in networks of prejudice, stereotyping and issues relating to discrimination. Factors such as the prejudice felt by the participants of this study can be explained through various paradigms and psychodynamic factors. It is important to note that the traditional forms of prejudice were solely perceived as direct and visible while contemporary forms of prejudice are seen to be camouflaged in subtle and indirect ways. An example of this could relate to the issue of racism which is still prevalent in post-apartheid South Africa in the form of social media and commentary.

The work of Tajfel (1969) is particularly relevant in this research study because it explores the notions surrounding discrimination and prejudice and also supports the idea of the categorisation of people into in-groups and out-groups which gives rise to distinctions such as 'we' and 'they'. This was evident in this research when participants were asked to describe the words 'foreigner', 'immigrant' and 'refugee'. It became clear that there is definitely a subtle and almost indirect prejudice and distinction between the in-group and the out-group based on the responses provided by the participants. This accords with Social Identity Theory and the idea that individuals associate themselves with a group for the enhancement of self-esteem and the satisfaction of gaining membership into a group.

According to Social Identity Theory, the distinction between the in-group and the out-group explains intergroup violence which is attributed to the tensions and negative attitudes surrounding anti-immigrant and xenophobic attitudes that affect the way in which foreign nationals experience life here in South Africa. Intergroup bias is evident in the use of 'we' and 'they'. Tajfel (1969) explained that when there is categorisation of people or objects into specific groups, there is a mutual perception between group members with regard to similarity and overlooking of difference. Slight differences are often exaggerated and similarities over generalised. This can give rise to distorted perceptions of particular groups, social affiliations and group distinctiveness. Some participants in this research complained about derogatory words used to refer to them such as "*Kwere Kwere*", an offensive term that implies that a foreign national is unwanted and is not considered part of the in-group.

2. What pressure do foreign nationals experience to acculturate?

According to Social Identity Theory, individuals seek a positive self-identity by gaining membership into a prestigious or highly viewed group. What makes categorisation complex is that ideas of the self or inner personality increase the emotional aspects of self-categorisation and distinctions between differences and similarity. In other words, an individual may belong to a particular ethnic group and have a way of thinking and behaviour because of the way certain things are perceived emotionally. For instance, South Africans from poor socio-economic backgrounds who have suffered because of the impact of Apartheid might perceive foreign nationals as different and threatening because of the belief that foreign nationals are a threat and have contributed to negative events in the country. The theory was, however, unable to assist the researcher in the sense of considering the influence of the self, a subjective process, difficult to explore only in interviews.

Home
The benefits of being part of a group vary from gaining material goods, attaining knowledge and the basic experience of belonging and feeling secure which can be attained in the in-group. This research found that although foreign nationals had settled into South Africa, for several years they still had strong connections to their places of birth and where they grew up as opposed to where they had chosen to settle. The study found that home is where the heart is and in this case, this was in the countries of origin. The theories were unable to provide the researcher with explanations as to why this was so for participants in this research.

3. What are the perceived tensions of being a foreign national in South Africa?

In-group membership tends to decrease psychological distance and it contributes to the arousal of tension and empathy. Empathy relates to the way in which individuals are more supportive and empathetic towards the in-group than towards out-group members. Similarly, tensions were prevalent in the research as South Africans were more tolerant and accepting of themselves and South African ethnic groups compared to the foreign nationals, the minority which was considered the out-group.

Brewer and Kramer (1984) explained that within the in-group, there is tolerance and cooperation even as limited common resources are shared. These resources could be jobs, positions and qualifications. The research study found that foreign nationals perceived South Africans as less tolerant of their existence in terms of the limited number of jobs in the country and the current economic situation. The participants complained of the exclusion they experienced even in the selection of candidates as well as in government situations such as Home Affairs where participants experienced underlying anti-immigrant attitudes.

Tensions can also be attributed to the idea that behaviour is perceived differently by the in-group and out-group. In-group members are more likely to tolerate each other's behaviours and successful outcomes or happenings are affiliated to the in-group. However, the in-group is more likely to read too deeply into the behaviour of the out-group. Biases appear to perpetuate stereotypes even in unlikely circumstances. When participants were seen in public or spoke with an accent or in another tongue, this was noted as different and sometimes participants were not even greeted. It appears that the in-group had perceptions that foreign nationals were not to be trusted because they associated the out-group with violent thieves competing for resources and increasing the levels of crime.

The research study found that when participants were asked about their experiences here in South Africa they spoke about instances where a simple task of asking for directions in English was considered as offensive and intolerable by various other ethnic groups. This demonstrated underlying stereotypes and anti-immigrant attitudes; foreign nationals appear to be expected to know South African languages.

Realistic Group Conflict Theory

This theory is useful in explaining feelings of prejudice and hostility in the presence of competition. Research has found that there is a link between the levels of prejudice and stereotypes when there is an influx of problems in a country such as an economic crisis that has contributed to a lack of jobs. Unspoken tensions increase between the in-group and the out-group during hard times faced by a country.

Realistic Group Conflict Theory claims that everyone is trying to live a comfortable life of contentment and if there is competition, this causes disharmony and tension. As described in a doctoral thesis by Hello (2003), the competition is experienced as "they take our jobs". Hence, perceptions of group and personal threat give rise to a need to protect one's social or group identity. A clear boundary develops between the in-group and the out-group. Therefore, this theory posits that in-group favouritism and hostility towards the out-group are the direct results of intergroup competition.

This theory has assisted this research by pointing out that deteriorating economic conditions are likely to cause tensions amongst foreign nationals. Findings from various cross-sectional studies found that high levels of unemployment and unique individual factors have an effect on the way people perceive and treat foreign nationals. One of the participants explained that since the economic condition in their country was bad, they had to relocate to South Africa for development and progress. From literature and the current situation in South Africa, it is clear that since there is over population and the currency is declining, local citizens are finding it hard to accept that foreign nationals have rights to public resources that are perceived as South African. However, the tensions between the in- and out-groups over these scarce resources have led to discriminatory behaviour. This has occurred to such an extent in South Africa that there have been violent xenophobic attacks.

5.5 Challenges

This research study found that with South Africa's economic condition not being ideal, prejudice and discrimination towards foreign nationals was rife in certain parts of society. Realistic Group Conflict Theory explains that discrimination arises when the out-group is in close competition with the in-group for resources such as jobs or status. The research found that foreign nationals felt protected within the university environment where anti-immigrant

attitudes were rare, although it did appear that foreign nationals were the second choice when it came to being offered jobs.

The theory claims that discriminatory attitudes depend on contextual factors and the severity of economic factors for a particular part of society. This study found that groups from lower socio-economic backgrounds were more threatened by foreign nationals taking their jobs or space. Since this study was based in a university environment, feelings of threat were not experienced as everyone was on the same level and there was no competition for resources. Participants described experiencing threat only when they were in contact with South Africans outside of the university, in town or in broader society.

The challenges for foreign nationals appeared linked to gaining full citizenship in the country and being able to apply for a visa in a hassle-free non-discriminatory process. There was also a problem regarding language and being able to communicate.

Participants did not have permanent working visas and permanent positions because the law does not grant permanent residence to foreign nationals unless they are in possession of what are considered as scarce skills or are enrolled in courses of study at a PhD level (which a majority of the participants were enrolled in part-time).

5.6 Conclusion

As is evident from the interview excerpts in this study, the individual, personal, lived experiences of tertiary educators who were research participants resulted in a wide range of psychological concerns and emotional pain. The findings of this research have provided a phenomenological view into the participants' lived experiences which were organised into several themes. The conclusions related to the findings presented in this chapter as well as the limitations and recommendations for future research in this field are presented in Chapter Six.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview of the study

This study aimed to explore the lived experiences of seven foreign nationals working as educators at a tertiary institution in South Africa. In particular, the study aimed to explore the challenges that these tertiary educators faced being in a foreign country. A qualitative, interpretivist approach was employed to explore their lived experiences. Seven tertiary educators were identified using purposive sampling as well as the snowballing sampling method. Semi-structured interviews were recorded and subsequently transcribed by the researcher using thematic analysis.

The following discussion will present conclusions as well as recommendations for future research, policy and practice.

6.2 Conclusions about research findings

As a result of the power shifts that occurred post-apartheid, South Africa has enforced policies and legislation to redress the disparities of the past, such as affirmative action and Black Economic Empowerment policies, which have contributed to shifting the economic power from whites to blacks especially in the workplace (Booysen, 2007). However, attention was placed on equalising the disparities between black and white citizens while ignoring the existence of foreign nationals and not considering them as a group that was also affected in that they had also been barred from entering the country by the previous Apartheid government. Due to this substantial loss in economic power for whites, many do not agree with these policies and see them as a threat to their collective identities; this is a cause of anxiety, job insecurity and conflict towards other social identity groups, namely blacks (Roccas & Brewer, 2002; Ivanova, 2005). This has resulted in conflict where negative perceptions and stereotypes are held between these social identity groups, between foreign nationals, blacks, and whites.

Altogether, these challenges attributed to the political and economic change experienced by South Africa contribute to understanding the challenges and tensions experienced by foreign nationals; Social Identity Theory and Realistic Group Conflict Theory are helpful in understanding the situation. Moreover, these theories were able to pinpoint the origins of

prejudice and discrimination through subtle events that are everyday challenges for the foreign national tertiary educators who were participants in this study. This research found however that as much as these theories explained the macro level experiences of the foreign national, it was difficult to understand some of the ethnic and behavioural aspects of the participants. If the study was done on a larger scale, it may have been easier to understand if this is a reality for a majority of foreign national tertiary educators in the country.

This study has noted that human have different ways of making their realities or, said in another way, there are different ways humans can attach themselves to reality (Geertz, 1973). Therefore, in making sense of culture and group identity, for example, an anthropologist will analyse different events or symbols and try to work out the meanings attached to that particular event. For instance, a wink explained using thick description reveals there are different meanings attached to blinking by carefully exploring the deep meaning underlying a simple blinking of the eye that could mean different things to different people (Geertz, 1973).

In order for a world view to be concrete and cemented into a person's reality, Geertz (1973) explained that culture creates meanings for people that motivate and dictate moods and create a common sense reality which informs the individual's understanding of his/her reality. Symbols can explain the way in which individuals are expected to live and behave (Swidler, 1986). This study acknowledges that this topic is deep and intricate and can be perceived from different angles. There is a considerable amount of other research to take into consideration, such as that noted above.

6.3 Recommendations for research and practice

The researcher is of the opinion that there is a need to understand immigrant workers' experiences and perceptions in relation to those of the accused perpetrators of such tensions, that is the larger community. The researcher is aware of the bias in the present study that focuses exclusively on a limited number of foreign national tertiary educators and recommends that future studies incorporate a wider sample population in order to contextualise these findings better.

Analysis suggests that future research needs to develop more dynamic models of group interactions that take not only the social but also the material and possibly the political

context into account. Furthermore, future research should interrogate how these factors affect people's sense of group identity and levels of anxiety related to processes of social identification in order to understand how these variables further impact prejudiced attitudes.

Based on the findings of this study, a number of further research ideas and topics can be recommended. First, the presence of xenophobia in official spheres of the university that was alleged by the research participants could be investigated such as, for example, amongst staff, lecturers and the soccer league officials. Both a qualitative study with focus groups as well as a quantitative study involving an anonymous questionnaire could prove useful in this regard.

Further research could be conducted amongst all university students regarding initiatives they think could curb and diminish xenophobia on campus and ensure better integration, knowledge sharing, co-operation and bonding amongst the African students, other international students and the local student population.

6.4 Limitations

The following limitations and difficulties were identified in this study:

- Transcription of interviews due to the difficulty in understanding foreign accents.
- Not being able to engage with the participants in their first language.
- The limited number of participants prevents any form of generalisation of the findings of the study.
- The use of westernized theories to explain African contextual issues and dilemmas has proven to be a challenge.

  Despite these limitations, this study has produced useful information that can contribute to understanding the lived experiences of foreign nationals in a university environment.

6.5 Chapter Summary

This final chapter of this study has outlined the findings and conclusions, briefly outlined some limitations as well as presented some recommendations for future research into the lived experiences of foreign nations and the way in which the South African society accommodates these workers.

REFERENCES

Amason, P., Allen, M. W. & Holmes, S. A. (1999). Social support and acculturative stress in the multicultural workplace. *Journal of Applied Communication Research, 27*, 310-334.

Berry, J. W. (2001). A psychology of immigration. *Journal of Social Issues*, *57*(3), 615-631.

Booysen, L. (2007). Societal power shifts and changing social identities in South Africa: Workplace implications for management. *South African Journal of Economic and Management Sciences*, *10*(1), 1-20.

Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2)77-101.

Brewer, M. B., & Kramer, R. M. (1986). Choice behavior in social dilemmas: Effects of social identity, group size, and decision framing. *Journal of Personality and Social Psychology, 50*(3), 543.

Coenders, M., & Scheepers, P. (2003). The effect of education on nationalism and ethnic exclusionism: An international comparison. *Political Psychology*, *24*(2), 313-343.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage.

Crush, J. (2001). The dark side of democracy: Migration, xenophobia and human rights in South Africa. *International Migration*, *38*(6), 103-133.

Daldy, B., Poot, J., Roskruge, M., & van Dyk, M. (2011). Immigrant integration and workplace discrimination in New Zealand. Integration of Immigrants Programme Working Paper. Palmerston North: Massey University.

Deetz, S. (1996). Crossroads describing differences in approaches to organization science: Rethinking Burrell and Morgan and their legacy. *Organization Science, 7*(2), 191-207.

Dey, I. (2003). *Qualitative data analysis: A user friendly guide for social scientists*. London: Routledge.

De Fina, A., & King, K. A. (2011). Language problem or language conflict? Narratives of immigrant women's experiences in the US. *Discourse Studies, 13*(2), 163-188.

Duckitt, J. (2001). A dual-process cognitive-motivational theory of ideology and prejudice. *Advances in Experimental Social Psychology*, *33*, 41-113.

Durrheim, K. (2007). Research design. In M. Terre Blanche, K. Durrheim, & D. Painter (Eds.), *Research in practice: Applied methods for the social sciences* (2nd ed.) (pp. 33-59). Cape Town: University of Cape Town.

Esses, V. M., Deaux, K., Lalonde, R. N., & Brown, R. (2010). Psychological perspectives on immigration. *Journal of Social Issues*, *66*(4), 635-647.

Filindra, A., & Pearson-Merkowitz, S. (2013). Together in good times and bad? How economic triggers condition the effects of intergroup threat. *Social Science Quarterly*, *94*(5), 1328-1345.

Foster, D. E., & Louw-Potgieter, J. E. (1991). *Social psychology in South Africa.* Johannesburg: Lexicon.

Frank, S. T. (2013). Nurses experiences of work engagement: A qualitative study. Unpublished masters thesis, University of KwaZulu-Natal. Available from: http://researchspace.ukzn.ac.za/xmlui/handle/10413/10069

Gabennesch, H. (1972). Authoritarianism as world view. *American Journal of Sociology, 77*, 857-875.

Gebre, L. T., Maharaj, P., & Pillay, N. K. (2011). The experiences of immigrants in South Africa: A case study of Ethiopians in Durban, South Africa. *Urban Forum*, *22*(1), 23-35.

Geertz, C. (1971). *The interpretation of cultures.* New York: Basic Books.

Gorodzeisky, A. (2011). Who are the Europeans that Europeans prefer? Economic conditions and exclusionary views toward European immigrants. *International Journal of Comparative Sociology*, *52*(1-2), 100-113.

Hampshire, J. (2013). *The politics of immigration: Contradictions of the liberal state*. Cambridge: Polity.

Harris, B. (2002). Xenophobia: A new pathology for a new South Africa. In D. Hook & G. Eagle (Eds.), *Psychopathology and Social Prejudice* (pp.169-184). Cape Town: University of Cape Town

Hatchard, (1994). The Constitution of the Republic of South Africa. *Journal of African Law*, *38*(1), 70-77.

Hello, E. (2003). Educational Attainment and Ethnic Attitudes. How to explain their relationship. Unpublished dissertation, Nijmegen, KUN.

Henriques, G. (2011). *A new unified theory of psychology*. New York: Springer.

Holdstock, T. L. (2000). *Re-examining psychology: Critical perspectives and African insights*. London: Routledge.

Holland, R. (1999). Reflexivity. *Human relations*, *52*(4), 463-484.

Huddy, L. (2001). From social to political identity: A critical examination of social identity theory. *Political Psychology*, *22*(1), 127-156.

Islam, G., & Zyphur, M. (2006). Critical industrial psychology: What is it and where is it. *Psychology in Society*, *34*, 17-30.

Ivanova, N. L. (2005). Social identity under various socio-cultural conditions. *Russian Education and Society, 47*(11), 71-87.

Kalitanyi, V., & Visser, K. (2010). African immigrants in South Africa: Job takers or job creators? *South African Journal of Economic and Management Sciences*, *13*(4), 376-390.

King, R. (2009). Geography, islands and migration in an era of global mobility. *Island Studies Journal*, *4*(1), 53-84.

Krauss, S. E. (2005). Research paradigms and meaning making: A primer. *The Qualitative Report*, *10*(4), 758-770.

La Barbera, M. (2015). *Identity and Migration in Europe: Multidisciplinary Perspectives*. Switzerland: Springer International Publishing.

Lancee, B., & Pardos-Prado, S. (2013). Group conflict theory in a longitudinal perspective: analyzing the dynamic side of ethnic competition. *International Migration Review*, *47*(1), 106-131.

Landau, L. (2011). *Contemporary migration to South Africa: A regional development issue*. A. Segatti (Ed.). World Bank Publications.

Landau, L. B., Ramjathan-Keogh, K. & Singh, G. (2005). Xenophobia in South Africa and problems related to it. Forced Migration Studies Programme, University of the Witwatersrand.

Lowell, B. L., & Martin, S. (2005, October). Research on migration and development. In *Fourth Coordination Meeting on International Migration*.

Mackenzie, N. & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in Educational Research*, *16*(2), 193-205.

Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, *1*(2), 13-22.

Mouton, J., & Marais, H. C. (1988). *Basic concepts in the methodology of the social sciences*. Pretoria: HSRC Press.

Myers, C., Abrams, D., Rosenthal, H. E., & Christian, J. (2013). Threat, prejudice, and stereotyping in the context of Japanese, North Korean, and South Korean intergroup relations. *Current Research in Social Psychology*, *20*(7), 76-85.

Neuman, L. (2011). *Social research methods: Qualitative and quantitative approaches (7th Ed.).* USA: Pearson International.

Padilla, A. M., & Perez, W. (2003). Acculturation, social identity, and social cognition: A new perspective. *Hispanic Journal of Behavioral Sciences*, *25*(1), 35-55.

Peberdy, S. (2010). Setting the Scene: Migration and Urbanisation in South Africa. *South African Civil Society and Xenophobia*.

Peberdy, S., & Crush, J. S. (1998). Trading places: cross-border traders and the South African informal sector. Southern African Migration Project.

Pfeifer, J. H., Ruble, D. N., Bachman, M. A., Alvarez, J. M., Cameron, J. A., & Fuligni, A. J. (2007). Social identities and intergroup bias in immigrant and non-immigrant children. *Developmental Psychology*, *43*(2), 496.

Pietersen, H. J. (1989). An epistemological view of industrial/organisational psychology. Some perspectives and implication for future knowledge development. *South African Journal of Psychology, 19*(2), 101-108

Roccas, S. & Brewer, M.B. (2002). Social identity complexity. *Personality and Social Psychology Review, 6*(2), 88-106.

Rowthorne, R. (2004). The economic impact of immigration. Civitas online report accessed from www. civitas. org. uk/pdf/Rowthorn_Immigration. pdf

Semyonov, M., Raijman, R., & Gorodzeisky, A. (2008). Foreigners' impact on European societies: Public views and perceptions in a cross-national comparative perspective. *International Journal of Comparative Sociology, 49*, 5-29.

Sherif, M. (1966). *Common Predicament: Social Psychology of Intergroup Conflict and Cooperation.* Boston: Houghton Mifflin.

Stacks, D.W., & Hocking, J. E. (1992). *Essentials of Communication Research*. New York: Harper Collins.

Swartz, L. (2002). *Culture and mental health: A Southern African view*. Oxford: Oxford University Press.

Swidler, A., (1986). Culture in action: Symbols and strategies. *American Sociological Association, 51*(2), 273-286

Tajfel, H. (1969). Social and cultural factors in perception. *Handbook of Social Psychology, 3*, 315-394.

Tajfel, H. (1981). *Human groups and social categories: Studies in social psychology*. CUP Archive.

Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. *The social Psychology of Intergroup Relations*, *33*(47), 74.

Taylor, S. J., & Bogdan, R. (1998). Introduction to qualitative research methods: *A guidebook and resource*. New York: John Wiley & Sons.

Teo, T. (2009). Philosophical concerns in critical psychology. In D. Fox, I. Prilleltensky, & S. Austin, (Eds.), *Critical psychology: An introduction* (pp. 36-50). London: Sage.

Verberk, G., Scheepers, P., & Felling, A. (2002). Attitudes and behavioural intentions towards ethnic minorities: An empirical test of several theoretical explanations for the Dutch case. *Journal of Ethnic and Migration Studies*, *28*(2), 197-219.

Zarate, M. A., Garcia, B., Garza, A. A., & Hitlan, R. T. (2004). Cultural threat and perceived realistic group conflict as dual predictors of prejudice. *Journal of Experimental Social Psychology, 40*(1), 99-105.

APPENDICES

Appendix 1: Ethical Clearance

Appendix 2: Informed Consent

Appendix 3: Interview Schedule

Appendix 4: Biographical Data Sheet

Appendix 5: Gatekeeper Permission

Appendix 1: Ethical Clearance

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

10 June 2015

Miss Bongiwe Lydia Ngwane 210532138
School of Applied Human Sciences
Howard College Campus

Dear Miss Ngwane

Protocol reference number: HSS/0581/015M
Project title: "Home is where the heart is ... or is it?" An explorative study on the lived experiences of immigrants working as tertiary educators at University of KwaZulu-Natal in Durban: A Qualitative Study

Full Approval – Expedited Application

In response to your application received on 25 May 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have 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 Shamila Naidoo
On behalf of Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dean Isaacs
Cc Academic Leader Research: Prof D McCracken
Cc School Administrator: Ms A Ntuli

Appendix 2: Informed Consent

Dear Research Participant

The purpose of this document is to notify you that you have been selected to participate in a research study and to attain informed consent if you decide to partake.

The current study is interested in the lived experiences of immigrants working in a South African organisation.

You are being invited to participate in this research because of your experience as an immigrant worker in the organisation. There will be no direct benefit to you if you participate in this research, but your participation is likely to help generate knowledge and greater understanding on the issues surrounding immigration in South Africa. Your participation will be voluntary and your identity will be protected throughout the research. Anonymity will be ensured by omitting any identifying characteristic, such as your name, or department. If you have any queries please feel free to contact me (Bongiwe Lydia Ngwane at 074 747 6857/ bongyngwane@gmail.com)

I………………………. (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire. I consent to my interview being tape recorded for the purpose of the study.

SIGNATURE OF PARTICIPANT………………..... DATE………………

Appendix 3: Interview Schedule

1. How would you describe your experience in the South Africa to this point? Please explain, using examples if necessary.

2. Please provide a brief background of where you have lived by addressing the following questions:

   a. Where were you born?

   b. How would you describe your birthplace?

   c. Where do you consider home?

   d. Where else have you lived?

   e. How would you describe these places?

3. Why did you decide to study in the South Africa?

4. In what ways have your experiences in the South Africa been similar to experiences in

   a. Other countries where you have lived?

5. In what ways have your experiences in the South Africa been different than experiences in other countries where you have lived?

6. To what extent do you feel you have control over the outcomes of social situations you encounter in the South Africa? What do you attribute control to in these situations?

   a. To what extent do you feel you have control over the outcomes of academic situations you encounter in the South Africa? What do you attribute control to in these situations?

   b. To what extent do you feel you have control over the outcomes of family situations you encounter in the South Africa? What do you attribute control to in these situations?

   c. How does your sense of control in the South Africa compare to your sense of control before coming to the South Africa?

7. How does your experience in the South Africa impact the way you feel about yourself?

8. What has helped you to become better at interacting with people and carrying on with your daily life in the South Africa?

9. What would help you to become better at interacting with people and carrying on with your daily life in the South Africa?

10. What has hindered your ability to become better at interacting with people and carrying on with your daily life in the South Africa?

11. What are some challenges you have experienced as an immigrant working in the South African workplace?

12. What obstacles have you overcome that have helped you to become better at interacting with people and carrying on with your daily life in the South Africa?

13. How have you changed as a result of living in the South Africa?

14. Please explain any other significant experiences regarding your time in the South Africa

15. How would you describe the words refugee, immigrant and foreigner?

Appendix 4: Biographical Data Sheet

Please answer the following biographical data sheet.

INSTRUCTIONS: (Please answer the following questions by marking the appropriate boxes)

Gender

MALE	FEMALE

Age Group

20 - 30	31 - 40	41 - 50	51 - 60	61+

Marital Status

Single	Married	Divorced	Widow	Remarried

Race

Black	White	Coloured	Indian	Other

Number of Dependents

None	1	2	3	3+

Highest Qualification Obtained:

_____

Number of Years working for the Organization:

_____

Please indicate your position in the organization:

_____

Please indicate the type of organization:

_____

What previous positions have you held with the organization?

_____

_____

_____

Briefly describe your work responsibilities (as you would on a resume):

_____

_____

_____

_____

_____

Appendix 5: Gatekeeper Permission

UNIVERSITY OF ™
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

20 May 2015

Miss Bongiwe Lydia Ngwane
School of Applied Human Sciences
College of Humanities
Howard College Campus
UKZN
Email: 210532138@stu.ukzn.ac.za

Dear Ms Ngwane

RE: PERMISSION TO CONDUCT RESEARCH

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

"Home is where the heart is ... or is it?" An explorative study on the lived experiences of immigrants working as tertiary educators at University of KwaZulu-Natal in Durban: A Qualitative Study

It is noted that you will be constituting your sample by performing interviews with UKZN Lecturers who are foreigners/immigrants, and who are willing to participate in the interview.

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.

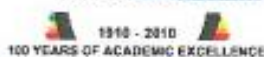Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

MR B POO
REGISTRAR (ACTING)