

**Engaging with Immigrant Adolescent Learners to Co-construct an
Acculturation Strategy for Integration in South African Schools**



UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG

By

Agrippa Mabvira

Student Number: 2372976

**Thesis submitted in fulfillment of the requirement for the degree of Doctor of
Philosophy (PhD) in Social Work at the University of Witwatersrand, Johannesburg.**

Supervisors

Dr. Roshini Pillay

Dr. Poppy Masinga

DECLARATION

Full Name: Agrippa Mabvira

Student Number: 2372976

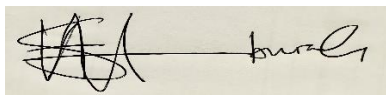
Institution: University of Witwatersrand

Degree/Qualification: Doctor of Philosophy (Social Work)

I hereby declare that the thesis titled **Engaging with Immigrant Adolescent Learners to Co-construct an Acculturation Strategy for Integration in South African Schools** is my own work, that it has not been submitted, or part of it, for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

I understand what plagiarism is and am aware of university policy and implications in this regard.

SIGNATURE: _____

A handwritten signature in black ink, appearing to read 'Agrippa Mabvira', written over a horizontal line.

DATE: 10 March 2023

Acknowledgments

First and foremost, I would like to thank almighty God for his mercy, grace and blessings. Without Him, I would not have been able to get to this point in life. Throughout my personal and academic journey, God protected and provided me with wisdom and strength which culminated in the successful completion of my studies.

I wish to express my heartfelt gratitude to my supervisors, Dr Roshini Pillay, and Dr Poppy Masinga. Their support, insights, constructive and informative comments and timely feedback on my draft chapters are deeply and profoundly appreciated. I am deeply indebted to them for their patience and how they graciously kept me in line. I also appreciate how they linked me to international conferences as well as the numerous opportunities they gave me to work with them. They went beyond their scope as supervisors to ensure that I develop professionally. The pair has really been a blessing to my academic journey.

I am particularly grateful to my father Claud Mabvira, mother Marry Immaculate Mabvira and sister Samantha Mabvira for their emotional support throughout the duration of my Doctoral studies.

I remain grateful to the University of Witwatersrand which is one of best universities in South Africa for giving me a chance to enrol for a Doctoral Degree at such a reputable institution. Moreover, I am deeply appreciative of the financial assistance through the University's Post Graduate Merit Award (PMA).

To my dear friends: Pettern Mpofu, John Sky Jordan, Yvette Nyuhkighan, Aurthur Simvula, Hanks Sai Sai and Emmerson Hokonya, thank you so much for your support in different capacities.

Finally, and most importantly, I would like to thank the research participants who gave to me their time during the research and shared their life experiences on their acculturation journeys in South Africa. Moreover, this study would not have been possible without permission from the Eastern Cape Provincial Department of Education and the School principals, thus I will forever be indebted to them.

Dedication

I dedicate this dissertation to my sister, Samantha Mabvira, who daringly sacrificed and supported me throughout this journey. I am mindfully aware that you desire the best for me.

Abstract

Immigrant adolescent learners have a dual task of acculturating into new society whilst adjusting to normative age-related psychological, social and biological developments. Hence, a theory-driven, and evidence-based acculturation strategy for integration is imperative in aiding immigrant adolescents as they navigate through the simultaneous occurrence of developmental milestones with acculturation related tasks. In this study, I aimed to explore the affordances and challenges faced by immigrant adolescent learners during their process of acculturation and use the findings to co-construct an acculturation strategy for integration. The paradigm of this intervention study is critical realism. The two theoretical frameworks that I used to underpin this study are the human capabilities approach and acculturation theory. This qualitative study used participatory action research, to ensure active involvement of twelve (12) immigrant adolescent learners as co-researchers. I used purposive sampling strategy to recruit participants from three public schools in the Mthatha Township, Eastern Cape Province, South Africa (SA). Data was collected through photovoice and focus group discussions. I then analysed the data using thematic data analysis which yielded a synthesis of affordances and challenges to acculturation. Findings of this study offered rich and thick descriptions of co-researchers' perspectives on how to foster successful acculturation and integration. Main findings include that language proficiency is a key determinant factor of acculturation outcomes. Hence, co-researchers recommended language support and immersion programmes. Moreover, discrimination by peers, educators, and community members emerged as a major impediment to integration. To address the problem of discrimination, this study recommends a culturally responsive curriculum in schools, intercultural training for educators and awareness campaigns that should focus on attitudinal change for communities. Another significant output of this study are recommendations given to various stakeholders who are key to an acculturation strategy for the integration of immigrant adolescent learners in SA schools. Moreover, supported by critical realism, the study calls for broader multiculturalism and diversity education to facilitate the integration of immigrant adolescent learners.

Key words: Acculturation Strategy, Co-construct, Immigrant Adolescent, Integration.

Table of Contents

1. ORIENTATION TO THE STUDY.....	1
1.1. Introduction and Background of the Study	1
1.2. Statement of The Problem and Rationale of the Study	2
1.3. Research Question	6
1.4. Aim and Objectives of the Study	6
1.5. Overview of the Theoretical Framework and Literature Review	7
1.6. Overview of the Research Methodology	9
1.7. Key Words Relevant to This Study.	10
1.8. Limitations and Delimitations of the Study	15
1.9. The Contents of this thesis.....	16
2. THEORETICAL FRAMEWORKS	19
2.1. Introduction.....	19
2.2. Theoretical Framework.....	20
2.2.1. Human Capabilities Approach	20
2.2.2. Acculturation Theory	30
2.3. Summary of the Chapter.....	35
3. LITERATURE REVIEW.....	36
3.1. Introduction.....	36
3.2. Trends in Migration.....	37
3.2.1. Global Migration Trends	37
3.2.2. Regional Migration Trends.....	38
3.2.3. Migration into South Africa Trends	38
3.3. Historical Overview of the Formal Education in South Africa	39
3.4. Historical Overview of Migration into SA.....	39
3.5. Push and Pull factors for Immigration	41
3.6. Policy frameworks linked to the well-being of immigrant adolescent learners.....	42
3.6.1. International and Regional Covenants and Declarations	42
3.6.2. National Legal Instruments.....	44
3.6.3. Landmark Court Judgments	47
3.7. Affordances that result in a sense of belonging	49
3.7.1. School.....	49
3.7.2. Community	50
3.7.3. Positive Academic Performance of Immigrant adolescent learners	50
3.7.4. Extra-curricular activities.....	51
3.7.5. Friendships	52
3.7.6. Resemblance between heritage culture and receiving culture.....	52
3.7.7. Paradox of belonging.....	53
3.8. Acculturation Strategies used by Immigrant Adolescent Learners	53
3.8.1. Assimilation.....	53
3.8.2. Identity	55

3.8.3.	<i>The role of language in acculturation.....</i>	57
3.8.4.	<i>Acculturation and Psychological Well-Being</i>	58
3.8.5.	<i>Integration.....</i>	58
3.8.6.	<i>Separation and marginalisation.....</i>	59
3.9.	Challenges Faced by Immigrant adolescent learners	60
3.9.1.	<i>Discrimination</i>	60
3.9.2.	<i>Stereotypes</i>	62
3.9.3.	<i>Crime in SA.....</i>	62
3.9.4.	<i>Role of the media.....</i>	63
3.9.5.	<i>Xenophobia</i>	64
3.9.6.	<i>Language as a challenge.....</i>	66
3.9.7.	<i>Cultural Confusion.....</i>	66
3.9.8.	<i>Redoing a Grade</i>	67
3.9.9.	<i>Pressure from Parents to Excel</i>	67
3.9.10.	<i>Acculturation Gap.....</i>	68
3.9.11.	<i>Stress About Prospects.....</i>	69
3.9.12.	<i>Constant relocation.....</i>	69
3.10.	Recommendations for an acculturation strategy for integration	70
3.10.1.	<i>Train Educators</i>	70
3.10.2.	<i>Language support programmes</i>	71
3.10.3.	<i>Disseminating correct information about immigrants</i>	72
3.10.4.	<i>Recommendation Against xenophobia</i>	73
3.10.5.	<i>Curriculum change/culturally responsive curriculum</i>	73
3.10.6.	<i>Financial Aid</i>	74
3.10.7.	<i>Resilience</i>	74
3.11.	Potential Contributions of Social Work to the Acculturation of Immigrant Adolescent Learners.	75
3.12.	Summary of the Chapter	76
4.	RESEARCH METHODOLOGY	77
4.1.	Introduction.....	77
4.2.	Research Paradigm	78
4.2.1.	<i>Introduction.....</i>	78
4.2.2.	<i>Basic Tenets of Critical Realism</i>	78
4.2.3.	<i>Reasons for adopting Critical Realism</i>	80
4.3.	Type of Research.....	82
4.4.	Research Approach.....	85
4.5.	Research Framework: Participatory Action Research (PAR).....	86
4.5.1.	<i>Introduction.....</i>	86
4.5.2.	<i>Values of PAR</i>	88
4.5.3.	<i>Challenges in utilising PAR</i>	89
4.6.	Research Design	90
4.7.	Population, Sample and Sampling Procedure	91
4.8.	Research Instrumentation	93
4.9.	Pre-testing.....	94

4.10.	Data Collection Methods	94
4.10.1.	Photovoice.....	95
4.10.2.	The Photovoice process	97
4.11.	Data Analysis.....	98
4.12.	Ensuring Trustworthiness.....	100
4.12.1.	Credibility	100
4.12.2.	Transferability.....	101
4.12.3.	Dependability	101
4.12.4.	Confirmability	101
4.12.5.	Reflexivity.....	102
4.13.	Ethical Considerations.....	103
4.13.1.	Voluntary Participation	103
4.13.2.	Informed Consent.....	104
4.13.3.	No Harm to Co-researchers.....	104
4.13.4.	Privacy/Confidentiality/Anonymity	105
4.13.5.	Ethics pertaining to photography	106
4.14.	Competence of the Researcher.....	107
4.15.	Summary of the Chapter	107
5.	PRESENTATION AND DISCUSSION OF FINDINGS.....	108
5.1.	Introduction.....	108
5.2.	Research Findings.....	110
5.2.1.	Affordances encountered by immigrant adolescent learners	113
5.2.2.	Acculturation Strategies utilised by immigrant adolescent learners	126
5.2.3.	Challenges faced by immigrant adolescent learners	134
5.2.4.	Recommendations for an acculturation strategy for integration	149
5.3.	Summary of the Chapter.....	159
6.	KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	160
6.1.	Introduction.....	160
6.2.	Key Findings, Conclusions and Recommendations per objective	161
6.3.	Summary of the Chapter	183
7.	SUMMARY OF RECOMMENDATIONS AND IMPLICATIONS OF THE STUDY	184
7.1.	Introduction.....	184
7.2.	Recommendations per Stakeholder.....	186
7.2.1.	National Assembly (NA) and the National Council of Provinces (NCOP)	186
7.2.2.	Local Government.....	187
7.2.3.	Government Communication and Information System (GCIS).....	187
7.2.4.	Governments of sending countries.....	187
7.2.5.	Parents of immigrant adolescent learners	188
7.2.6.	School management	189
7.2.7.	Sport Governing Bodies	190
7.2.8.	Department of Basic Education (DBE).....	190
7.2.9.	Social Workers and other Social Service Practitioners	192
7.2.10.	Media institutions.....	193
7.2.11.	Immigrant adolescent learners	194

7.3. Implications of the Study.....	195
7.4. Recommendations for Future Research.....	198
7.4.1. <i>More Research on an Acculturation Strategy for integration.....</i>	198
7.4.2. <i>Increased sample size and longitudinal studies</i>	198
7.4.3. <i>Cost Benefit Analysis of providing bursaries to immigrant learners.....</i>	199
7.4.4. <i>Acculturation and Social Justice.....</i>	199
7.4.5. <i>Return and Reintegration.....</i>	200
7.4.6. <i>Technology and Acculturation in the Modern Era.....</i>	200
7.5. Summary of the Chapter	200
8. APPENDIXES	220

List of Figures

Figure 1.1 Map of South Africa showing the location of Mthatha/Umtata (Google Maps, 2020).	14
Figure 2.1 Berry's (1991)'s Four Acculturation Strategies based upon orientation to two issues.....	31
Figure 4.1 "Critical Realism 's Stratified Reality" by Anderson (2022)	79
Figure 4.2 The first three phases of intervention research by Rothman and Thomas (1994)	83
Figure 4.3 Research procedures undertaken	95
Figure 4.4 Participatory diagramming by one of the co-researchers	99
Figure 5.1 My School	114
Figure 5.2 Appreciating diversity	115
Figure 5.3 Good treatment at the hospital.....	116
Figure 5.4 Positive Academic Performance	117
Figure 5.5 The Role of Sport in my Life.....	119
Figure 5.6 My Best Moment	120
Figure 5.7 My Community	121
Figure 5.8 My Friends.....	122
Figure 5.9 The South African Flag	124
Figure 5.10 Flags of Different Countries	124
Figure 5.11 Appreciating Diverse Cuisines	125
Figure 5.12 My Acculturation Journey	130
Figure 5.13 My First School	135
Figure 5.14 My Worst Moment	136
Figure 5.15 Public Institutions, a nightmare	137
Figure 5.16 My Challenge with Language.....	140
Figure 5.17 Xenophobia: My Worst Fear	142
Figure 5.18 Safety Within.....	143
Figure 5.19 My Challenge Adapting to South African Culture	145
Figure 5.20 The challenge of moving from place to place	148
Figure 5.21 Strategies needed against Xenophobia	155
Figure 5.22 Staying strong.....	158
Figure 7.1 Stakeholders who can improve the welfare of immigrant adolescent learners.....	185

List of Tables

Table 2.1 How the current study expanded and explored capabilities.....	22
Table 2.2 Acculturation strategies from the view of non-dominant groups.....	31
Table 4.1 Practical implementation of intervention Research (D&D) model.....	84
Table 4.2 Application of the Characteristics of PAR to the study	87
Table 4.3 The <i>SHOWED</i> Method	98
Table 5.1 Biographical information of the co-researchers (psedonyms used).....	109
Table 5.2 Themes and Sub Themes List.....	111

Abbreviations and Acronyms

ACRWC African Charter on the Rights and Welfare of the Child

DBE Department of Basic Education

DHA Department of Home Affairs

DoE Department of Education

DSD Department of Social Development

EC Eastern Cape Province

GCIS Government Communication and Information Systems

HDI Human Development Index

HRW Human Rights Watch

IOM International Organisation for Migration

KSDM King Sabata Dalindyebo Municipality

MPFA Migration Policy Framework

NA National Assembly

NAP National Action Plan

NCOP National Council of Provinces

ORTDM OR Tambo District Municipality

PAR Participatory Action Research

PLC Professional Learning Community

RSA Republic of South Africa

SA South Africa

SAMP South African Migration Project

SASAS South African Social Attitudes Survey

SMT School Management Team

TTA Teacher and Training Agency

UNCRC United Nations Convention on the Rights of the Child

UNDESA United Nations Department of Economic and Social Affairs

CHAPTER ONE

1. ORIENTATION TO THE STUDY

1.1. Introduction and Background of the Study

The need to map acculturation experiences of immigrant adolescent learners is imperative because of the unprecedented increase of international migration. Globally, international migration has been greatly increasing, to an extent that Bell et al. (2015), indicated that migration has substituted fertility and mortality as the main cause of demographic change. The United Nations report "International Migrant Stock 2020" shows that the number of international migrants has been steadily rising from 173 million in 2000 to 281 million in 2020, constituting 2.8 per cent and 3.6 per cent of the global population respectively (UNDESA, 2020). The same report shows that child migrants (aged 19 years and under) accounted for 14.6 per cent of the total migrant population and 1.6 per cent among children globally (UNDESA, 2020). Noteworthy, the percentage of child migrants grows proportionately to the growth of the adult migrant population (Bartlet, 2015).

It was necessary for me to conduct this current study because immigrant adolescent learners have unique experiences of dealing with simultaneous occurrences of acculturation related challenges and normative developmental tasks (Jugert & Titzman, 2019). I focused on immigrant adolescent learners in public basic education institutions for two major reasons. Firstly, a school is the first form of social organisation that children encounter in their navigation of a new world (Crawley, 2009). Therefore, an exploration of immigrant children's acculturation experiences within a school setting facilitated a broad understanding of challenges that they were exposed to and/or opportunities that could best be targeted to facilitate their acculturation and integration. Secondly, schools are not value neutral, they are a microcosm of dynamics that ensue in the wider society (Adebanji et al., 2014). Hence, in this study I provide some perspective on ways to foster general adaptation and integration of immigrant adolescent learners in South Africa, other similar developing and developed countries.

As shown by other scholars such as Manzoni and Rolfe (2019), acculturation in developing countries is hampered by the absence of strategies to facilitate integration. Oucho and Williams (2018) also note that most governments in Africa are often

reluctant to integrate migrants due to the desire to protect limited resources, such as land, housing facilities, health, water, and natural resources. In concurrence, Menjivar (2016) argues that most host communities are hostile to migrants for the fear of losing scarce and valuable resources.

The governmental reluctance to facilitate migrants' integration can also be seen within the South African education system that has no integration policies besides the general statutory instruments that advocate for non-discrimination on enrolment (Manzoni & Rolfe, 2019). An example of the non-discrimination statutory instruments is Section 5(1) of the South African Schools Act No 84 of 1996, which prescribes that a public school must not discriminate in any way including one's immigration status (RSA, 1996). Whilst such statutory provisions are plausible, they need implementation to produce direct legal effect. I was guided to pursue this study by Crush and Tawodzera (2013) who argue that strategies to facilitate integration must go beyond focusing on statutory stipulations and include practical strategies that facilitate incorporation and involvement of immigrants as equal role players in a host society.

Owing to an advanced economy and relative political stability, SA is a significant destination country in Africa, attracting migrants, asylum seekers and refugees from within and outside Southern Africa (Manji, 2017; Mbeve & Ngwenya, 2022; Mbeve et al., 2020). As the migrant population continues to grow, immigrant children have begun to experience South African learning institutions in various and uniquely challenging ways (Vandeyar, 2012). In the South African context, challenges encountered by migrant children include prejudice, discrimination, and marginalisation, factors that impede acculturation (Adebanji et al., 2014; Crush & Tawodzera, 2011; Vandeyar & Vandeyar, 2017). Thus, in this study I aimed to explore the affordances and challenges faced by immigrant adolescent learners in the process of acculturation and use the findings to co-construct an acculturation strategy for integration in the South African schooling system.

1.2. Statement of The Problem and Rationale of the Study

Due to its unprecedented growth globally, there is a growing interest in the field of international migration (United Nations, 2021). Most studies on migration tend to focus virtually solely on exposing myriad of challenges that are faced by the migrant population in their host countries (Carrillo & O'Grady 2018; Gordon, 2022; Mbeve &

Ngwenya, 2022; Palmary, 2009). Most of these studies do not pay much attention to opportunities that migration creates. In my current study I was influenced by a paucity of research on the opportunities and challenges for acculturation experienced by adolescents in SA. In the current study, I also examined the implications this dearth of information could have in the quest for acculturation strategies in the South African context (Manji, 2017).

Immigrant adolescent learners are an important population to study, because during their developmental phase they experience several changes that are nearly universal across cultures (Berry et al., 2006; Grob, 2020). The changes affect the young persons' growth potential. These changes are known as "developmental tasks" and include developing a sense of identity, building relationships, and acquiring skills to cope with stress and life challenges (Smith, 2022). For immigrant adolescent learners, normative developmental tasks intersect with acculturation opportunities and challenges, to create unique experiences that may or may not be beneficial for their own growth and development (Jugert & Titzman, 2019). Hence it was important to explore these aspects from the perspective of the adolescent learners themselves.

Immigrant adolescent learners are often misunderstood and rendered largely invisible in policy spheres because there is limited research that gives voices to immigrant adolescent learners within SA (Bartlet, 2015). Using my current study, I provided a platform for the voices of immigrant adolescent learners to be heard through collaboration between the researcher and the participants, using participatory action research (PAR). Through PAR, all adolescent learners that were involved in this study were actively and genuinely co-researchers. Adebajji et al. (2014) acknowledges that school is a microcosm of society that gives immigrant adolescent learners a platform for their voices to be heard, and prepare them to participate in broader social, and democratic processes. Moreover, I believed that following a participant-centred quest for an acculturation strategy, was my acknowledgement of the inherent assets, talents, and resources that immigrant adolescent learners have as human beings.

In the current study, I captured the voices of immigrant adolescent learners and included them as inputs towards identifying acculturation strategies that are beneficial for integration (Schachner et al., 2017; Tati, 2008; Yu & Wang, 2011). Findings that I report in this study build up recommendations for various stakeholders who can be

instrumental in improving the well-being of immigrant adolescent learners in SA. The implementation of these recommendations is expected to improve acculturation of immigrant adolescents.

In addition to the absence of strategies to facilitate integration in SA as observed by Oucho and Williams (2018), there is lack of knowledge about the experiences of immigrant children and adolescents. The gap in knowledge largely emanates from the tendency to view immigrants as a homogeneous group whose challenges are the same regardless of age (Vandeyar, 2012). Secondly, this view misses that the interaction and societal dynamics of children and adults cannot be entirely the same because they traverse through different generational worlds (Jugert & Titzmann, 2019). Thirdly, existing research in SA has not yet sufficiently yielded theory-driven, evidence-based, and comprehensive acculturation strategies for the integration of immigrant adolescent learners (Menjivar, 2016). Therefore, in this study I engaged with immigrant adolescent learners as they traverse through developmental tasks alongside acculturation related tasks. The rationale for this study was to unearth information that may not have been previously captured by research because of its framing of immigrants as a homogeneous group.

The unique experiences of immigrant adolescent learners deserved inquiry so that I could contribute new information to SA's knowledge economy. Hence, I sought to explore the unique acculturation challenges faced by immigrant adolescent learners in schools. I also explored the opportunities that could be harnessed to ease the challenges associated with integration and the acculturation process. In addition, I revealed the implications of the study's findings on the livelihood of immigrant adolescent learners and society in general. I anticipated that the findings of the study could also assist in the development of strategies that can be utilised by social service practitioners and education personnel to enhance the well-being of immigrant adolescent learners.

In my current study I also note how previous research has focused on exposing the negative factors that hamper acculturation such as discrimination, harassment, isolation, language barriers, social standing exploitation, marginalisation, and exclusion from social, and civic space (Carrillo & O'Grady, 2018; Menjivar, 2016). Such focus on negative social factors only, fails to capture positive experiences and affordances that often exist in communities. Yet, information on positive experiences can provide

an alternative perspective (Cheung et al., 2011). My focus on existing assets that immigrant adolescent learners already possess is in line with the human capabilities approach and developmental social work approach (Ingrid & Byskov, 2021).

Moreover, an in-depth analysis of adolescent learners' input delineated positive from negative experiences. This enabled me to identify how social service and education professionals could maximize success and minimise challenges. In so doing, I obtained inputs of adolescent learners. The inputs culminated in recommendations that can be used to develop strategies to support the acculturation process and enhance the well-being of immigrant adolescent learners. Hence in this study, I sought to focus on the voices of immigrant adolescent learners as co-researchers and allowed them to co-direct the research process. My role was to guide the research process, not as an expert but co-researcher, working in partnership with participants as equals in the quest to identify factors that can facilitate integration as a matter of priority to protect the rights of immigrant adolescent learners and promote justice.

Additionally, mapping the schooling experiences of immigrant adolescent learners contributes new information to SA's knowledge economy, because there has been a tendency by researchers to assess acculturation success solely based on indicators of academic performance (Bartlet, 2015; Christensen & Stanat, 2007; Cranston-Gingras, 2010). Previous empirical studies are important because they provide valuable insights on the impact of diversity issues on academic performance. But these studies do not sufficiently identify implicitly intersecting factors such as the subjective complexities associated with the developmental stage of adolescence and adapting to a new environment; aspects that were best unearthed through a qualitative exploratory study of this nature.

Moreover, my exploration and exposition of the implicitly intersecting factors allowed me to successfully establish grounds for the need to develop appropriate acculturation strategies to enhance integration in the South African context. This was necessary and crucial because successful integration of immigrant adolescent learners has been associated with better educational outcomes and employment prospects (Hanley & Ackley, 2005; Mickelson, 2014). Grob (2020) attests that without successful integration, immigrant adolescent learners will struggle to occupy the same social

spaces and experience the school environment as local citizens do. Through this study I answered the following research question.

1.3. Research Question

- What acculturation strategy is recommended for the integration of immigrant adolescent learners in South African schools?

1.4. Aim and Objectives of the Study

Against the background, the study was guided by the following **aim**:

- To engage with immigrant adolescent learners as co-researchers in co-constructing an acculturation strategy to enhance the integration of immigrant adolescent learners into South African schools.

This aim was achieved through the following research **Objectives**:

1. To conduct a review of literature and provide a conceptual and theoretical framework to understand the acculturation experiences of Immigrant adolescent learners.
2. To co-comprehend how immigrant adolescent learners, acculturate within the school environment in South Africa.
3. To co-understand the challenges that immigrant adolescent learners experience that impede their integration and well-being.
4. To co-explore the affordances that result in a sense of belonging to facilitate acculturation in South Africa.
5. To co-identify available interventions that assist immigrant adolescent learners acculturate into South Africa.
6. To co-construct an acculturation strategy with immigrant adolescent learners to enhance the integration and well-being of immigrant adolescent learners.

1.5. Overview of the Theoretical Framework and Literature Review

I located the current study within the critical realism paradigm, and utilised two theoretical frameworks, which are: acculturation theory and the human capabilities approach. I used critical realism because it recognises the advantages of empiricism and social constructionism while recognising their limitations to create a superior and solid epistemological position (Bogna et al., 2020).

The human capabilities approach was applicable to this study as it provided a comprehensive and holistic framework for understanding the acculturation process. The human capabilities approach acknowledged that acculturation involves more than the acquisition of specific cultural traits; it encompasses the transformation of an individual's entire way of life and the evaluation of their well-being within a new cultural context (Ingrid & Byskov, 2021). By focusing on individuals' capabilities to function effectively, this approach captured the complex and multidimensional nature of acculturation, considering various domains of life simultaneously (Nussbaum, 2000).

Moreover, the human capabilities approach offered a valuable framework for assessing the outcomes of acculturation beyond economic indicators. Traditional measures of acculturation often focus on assimilation or adaptation indicators, neglecting important dimensions such as cultural preservation, identity maintenance, and personal development (Hanley & Ackley, 2005; Mickelson, 2014). By considering individuals' capabilities, this approach enabled a broader evaluation of acculturation outcomes, encompassing subjective well-being, cultural competence, and the preservation of cultural diversity (Suarez-Orozco, 2018).

Acculturation theory focuses on the psychological, social, and cultural changes that occur when individuals or groups encounter and interact with a new cultural environment. It seeks to understand the processes, strategies, and outcomes of cultural adaptation, taking into account factors such as cultural identity, language acquisition, social integration, and cultural maintenance (Berry, 1991; 2001; 2013). Thus, I opted for acculturation theory as it provided a framework for studying the complex interplay between immigrants and the host society, shedding light on their experiences, challenges, and potential outcomes.

Moreover, acculturation theory provided me with a lens to examine the strategies and mechanisms employed by immigrant adolescent learners to navigate cultural differences and integrate into the host society. By considering various dimensions, such as language proficiency, intercultural competence, and identification with the heritage and host cultures, acculturation theory helped me to uncover the intricate processes of cultural adaptation among immigrants (Grob, 2020). Furthermore, acculturation theory is significant as it recognises that immigrants often negotiate their identities in response to cultural changes and challenges (Viola et al., 2018). Thus, it allowed me to effectively examine processes such as identity fusion, biculturalism, and identity integration, shedding light on how immigrant adolescents developed and maintained their cultural identities in the context of immigration.

These two theoretical frameworks that I used connected me to existing knowledge and assisted me to unpack the study's objectives by providing a critical lens to examine the responses by immigrant adolescent learners.

There are many relevant international, regional, and national covenants, declarations, and legislations that enforce laws and regulations to promote safety and well-being of immigrant adolescent learners in host countries (See Chapter 3, section 3.2). However, in SA, there is a gap at national level between policy and practice. Certain legislative frameworks still need to be codified or aligned to ensure policy coherence and avoid the existing legislative and practice disjuncture. Previous studies have also confirmed the misalignment and poor translation and implementation of legislation, policies, and regulations. Yet to encourage acculturation and integration, there is need for effective translation and implementation of policies that address racism, racial discrimination, xenophobia, and related intolerance (National Action Plan [NAP], 2018). This is because, many years of racist and isolationist policy of apartheid culminated in xenophobia against and among Africans which has negatively impacted the integration of immigrants in SA.

Literature has also reported that African migration has witnessed notable trends in recent years, reflecting the evolving dynamics within the continent and globally. One significant trend is the increase in intra-African migration, characterized by movement between African countries (Rugunanan, 2022). This has been driven by factors such as economic disparities, regional integration efforts, and conflict-induced displacement

within the continent. Literature reviewed also indicated that mostly SA hosts economic migrants, and that South to South migration will dominate global migration trends rather as compared to Global South to Global North migration (Gordon, 2022). This is partially due to the implementation of stricter migration controls in the European Union and North American countries. Judging from many studies that have examined acculturation strategies (Bartlet, 2015; Berry, 2013; Mickelson, 2014), integration is the most preferred acculturation strategy by the non-dominant group. It has been established that the host society members evaluate positively and perceive immigrants who conform to their beliefs, values, and interests as less threatening, while differences lead to intercultural threat and conflict (Aliti, 2014). This justifies the current study's quest for an acculturation strategy for intergration in South Afrian schools.

1.6. Overview of the Research Methodology

This current study is an intervention research that adopted a qualitative approach which allowed me to provide rounded, detailed illustrations, and analysis of the realities of immigrant adolescent learners (Carey, 2013). In line with qualitative research approach, I utilised PAR framework so that in the current study, power was equally distributed between myself as the researcher and participants to promote genuine collaborative and empowering partnerships. MacDonald (2012) defines PAR as a transformative yet empowering process whereby researchers and participants co-create knowledge and negotiate meanings. Hence, in this study participants are identified as co-researchers, who contributed to the co-construction of an acculturation strategy.

The study was exploratory in nature, and I utilised a multiple case study design to acquire an in-depth comprehension of the complex nature of being an immigrant adolescent learner in SA. In addition, I gained knowledge to identify the facilitators of acculturation to promote integration of immigrant adolescent learners within the South African educational system. I chose three schools that had more than twenty (20) immigrant adolescent learners. A multiple case study design was appropriate for this study because it allowed me to gain an in-depth understanding of the acculturation experiences of immigrant adolescent learners.

The research population for the current study is all immigrant adolescent learners in schools that are in Mthatha in EC, SA. Accordingly, four immigrant adolescent learners were purposely sampled from three schools, culminating a total of 12 participants. I

deemed a small sample size suitable for this study since I focused on detailing each participant's narrative before explicating their shared experiences. In substantiation, De Vos et al. (2011) states that a small sample is advantageous for qualitative studies because it allows an in-depth exploration of the research topic.

Cameras were used as the primary tool for data collection for the photovoice participatory research method. Photovoice was used to capture everyday realities of immigrant adolescent learners' acculturation experiences. Tamara and Wang (2006) state that photovoice recognises the agency of immigrant adolescent learners through allowing them to capture issues that are important to themselves. Pictures that were captured were discussed through focus group discussions (FGDs).

The first level of data analysis was conducted using the SHOWeD method, which is a set of standardised questions that were used in photovoice with the co-researchers (Limaye et al., 2018). Whilst in the focus group sessions, the SHOWeD method and the technique of narrative storytelling, enabled the co-researchers to share stories about their photos. Wang et al. (1998) emphasise that the group discussion stage is the most fundamental aspect of photovoice because presenting photographs and discussing them is beneficial to critical reflection, on an individual situation and on the whole community.

The second level of analysis was conducted through participatory diagramming whilst the third level utilised Braun and Clark's six phases of thematic analysis. Moreover, trustworthiness was ensured through various strategies which are discussed more in Chapter 4 of this thesis. Various ethical considerations were made, and these are unpacked in detail in Chapter 4 (See Section 4.13).

1.7. Key Words Relevant to This Study.

Acculturation Strategy

The word "acculturation" was introduced by American anthropologists, as early as in 1880, to explain culture changes between two different cultural groups upon interaction (Yu & Wang, 2011). However, the first scholarly definition of acculturation was tendered by Redfield et al. (1936), as follows:

Acculturation comprehends those phenomena, which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups. (Redfield et al., 1936, p.149).

Various theories have documented acculturation strategies to explain how immigrants adjust and adapt into a new environment. Of particular interest in the current study is Berry's (1991; 1994; 2001) acculturation theory that presents four acculturation strategies namely assimilation, marginalisation, integration, and separation. Berry's theory is useful as a theoretical framework in my study to unpack and describe how immigrant adolescent learners acculturate into SA. However, this study goes above and beyond describing acculturation by proposing a strategy to facilitate the integration of immigrant adolescent learners in SA. Accordingly, my study defines an acculturation strategy as a programme that encompasses a variety of measures that can be put in place by stakeholders who can play a part in improving the well-being of immigrant adolescent learners.

Co-construct

In the current study, I used participatory action research (PAR). In PAR projects such as this one, researchers and participants are equally involved in the research process and take equal responsibility for the outcome of the research endeavour (Strydom, 2011). Therefore, immigrant adolescent learners were my partners and power was evenly distributed in this research project. Thus, together with the immigrant learners, we sought to co-construct an acculturation strategy. The prefix "co" is added to the word "construct" to indicate active involvement of immigrant adolescent learners in the development of the acculturation strategy emanating from this study. Thus, co-construct in the context of the current study denotes coming up with an acculturation strategy through active participation of immigrant adolescent learners as decision makers. PAR is discussed in detail as a research framework for this study (Chapter 4, section 4.4).

Immigrant Adolescent

According to IOM (2023) an immigrant from the perspective of the country of arrival is a person who moves into a country other than that of his or her nationality or usual

residence, so that the country of destination effectively becomes his or her new country of usual residence. Thus, from the point of view of the country of departure, the person will be an emigrant and from that of the country of arrival, the person will be an immigrant (Bartlet, 2015). Adolescence is a transitional phase of growth between childhood and adulthood that falls between ages 10-19 (Smith, 2022). It is essential to also make a distinction between accompanied and unaccompanied immigrant adolescent learners. Accompanied immigrant adolescent learners migrate with parents, guardians or relatives whilst unaccompanied immigrant adolescent learners take risks by migrating alone (Crush & Tawodzera, 2011). In the current study I focused on immigrant adolescent learners in schools irrespective of documentation status, being unaccompanied or not. However, I paid special attention to the voices of participants to identify and capture their various individual experiences

Integration

There are multiple definitions of integration. Robinson (1998, p. 118) has suggested that “integration is a chaotic concept: a word used by many but understood differently by most”. Thus, the concept is, “individualised, contested and contextual” (Robinson, 1998, p. 118). Similarly, Ager and Strang (2008) see little prospect for a unifying definition. This is a sentiment echoed by Pisarevskaya et al. (2022) who attest that integration as a concept continues to be controversial and hotly debated because it is understood differently by practitioners, policy-makers, researchers and academics.

In the current study, my understanding of integration is influenced by Berry’s (1991; 2001) version of the acculturation theory and Arger and Strang’s (2008) conceptual framework for defining core domains of integration. Berry’s (1991; 2001; 2013) acculturation theory states that integration is an acculturation strategy that is characterised by the freedom of immigrants to maintain original culture whilst adopting the culture of the receiving society. Berry (1991; 2001; 2013) further argues that integration is possible in host societies that embrace a multicultural ideology. The multicultural ideology/multiculturalism seeks inclusion of immigrants while maintaining respect for their differences (Viola et al., 2018). Berry’s (1991; 2001) conviction is that immigrants can only use integration as an acculturation strategy in a multicultural society.

Whilst Berry (1991) views integration as a means for acculturation, Arger and Strang (2008) posit that integration must be the outcome of successful acculturation, marked by basic and civil rights fulfilment (See Chapter 2 Section 2.2.2 of this thesis). Accordingly, the current study embraces a more nuanced definition which is attuned with Ager and Strang's (2008) conceptualisation whereby integration is seen as the goal of the information acquired through this study, thus the end rather than the means to an end. Therefore, I define integration as a state whereby immigrant adolescent learners are eventually an accepted part of society, treated in a similar way as the non-migrant population.

This study also recognises that for integration to take place both immigrant adolescent learners and the host community have a role to play. For an immigrant learner, integration entails building new relations with educators and other learners whilst developing a sense of acceptance and belonging to the new environment (Smith, 2022). For the host school, integration should involve closing the social gap between the immigrant adolescent learners and native students (Akram, 2012). Thus, in this study integration is conceived as a dual process of reaching out by the immigrant adolescent learners and being welcome by the host society.

Mthatha/Umtata

The current study was conducted at Mthatha. Mthatha is the administrative centre of the King Sabata Dalindyebo Municipality (KSDM). KSDM is part of the OR Tambo District Municipality (ORTDM) in the Eastern Cape Province (EC). EC is located on SA's south-eastern seaboard and is the country's second largest province in land mass (Pemunta & Tabenyang, 2021). Mthatha, which served as the capital town of the Transkei Bantustan during apartheid under the name Umtata, is the primary administrative centre of KSDM. Umtata, now known as Mthatha, arose in the late 1860s in response to a request for protection by White colonists from the Cape Colonial Government.

Based on all poverty measures, ORTDM, where Mthatha is located (See Figure 1.1 below), is the poorest district in EC (Pemunta & Tabenyang, 2021). Moreover, ORTDM has the lowest Human Development Index (HDI) of 0.45 and the highest poverty gap in the province (Pemunta & Tabenyang, 2021).

It was deemed essential to study acculturation in Mthatha because research has shown that neighborhoods and communities that experience immense poverty are the epicenters of anti-immigrant sentiments due to competition for scarce resources (Lopez & Fry, 2013; Menjivar, 2016; UNDESA, 2020).

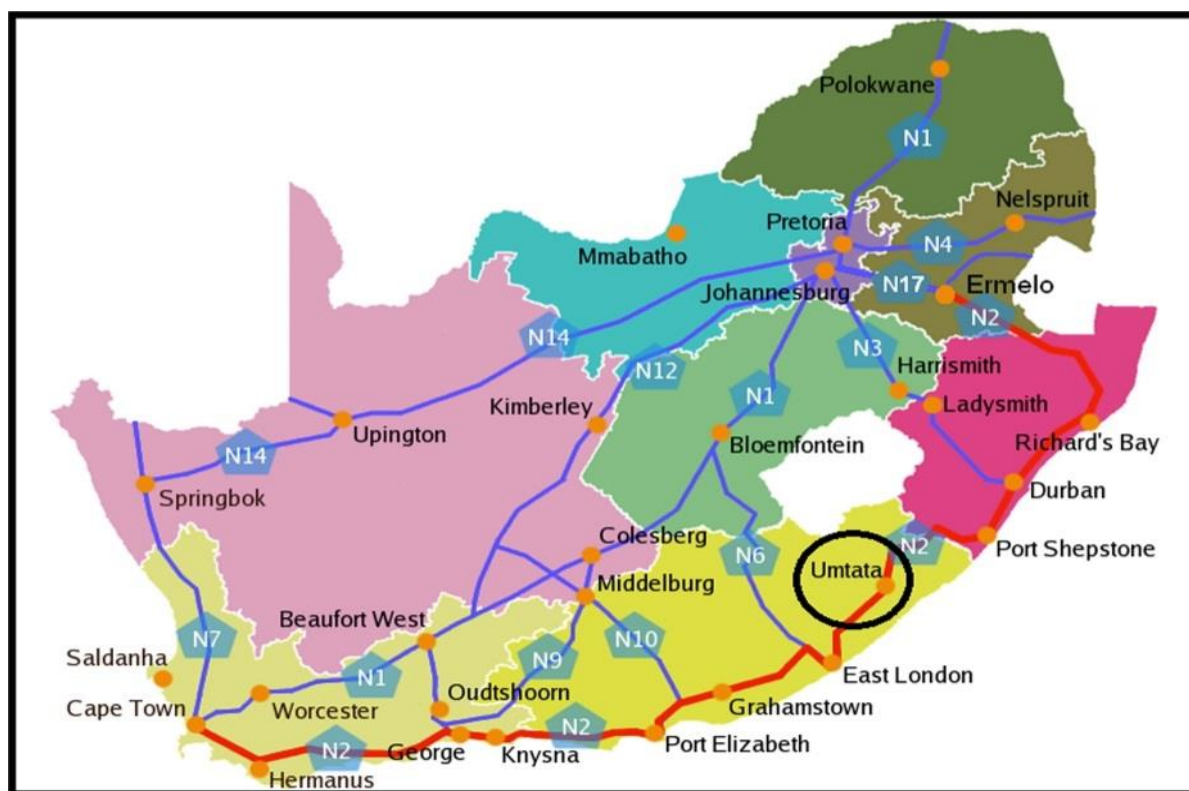


Figure 1.1 Map of South Africa showing the location of Mthatha/Umtata (Google Maps, 2020).

Mthatha is the KSDM's tourism hub whose attractions include Mthatha Dam, Nelson Mandela Museum, Owen Dam, Mthatha airport, Qunu Village, Induli Nature Reserve, Jonopo Cultural Village, Mabhelani Dam, Wonkumntu, and Mthatha Mouth (Pemunta & Tabenyang, 2021). Resultantly, in this study I focused on schools that are in Mthatha because there are high possibilities of a high concentration of immigrant adolescent learners. This was the case during the fieldwork where some schools had as many as 50 immigrant adolescent learners. Moreover, my focus on schools in Mthatha enabled me access to valuable information for policy makers and other stakeholders on acculturation in low-income towns.

1.8. Limitations and Delimitations of the Study

Research limitations are problems that are encountered by the researcher when conducting a study and may jeopardise the study's validity (Du Plooy-Cilliers et al., 2014). The delimitations reflect the choices that I intentionally made to address the limitations within the parameters of the study. Below is an outline of the limitations and delimitations that I applied in this study:

- Firstly, the unprecedented advent of the COVID-19 pandemic and its induced social distancing regulations was an obstacle for FGDs and in acquiring permission to conduct the study. I countered this limitation by presenting to the Provincial Department of Education (DoE) a document outlining the safety precautions that I was going to adhere to, in order to mitigate the spread of COVID-19. Moreover, during the period of conducting this study, I ensured and assured participants that social distancing, and wearing of masks were adhered to during interactions concerning this study. In addition, FGDs were held in outdoor venues.
- Secondly, the process of data collection was compromised because of delays. It lasted up to three months to secure a permission from the EC DoE. Furthermore, there were delays in obtaining the assent forms from the immigrant learners, and informed consent forms from their guardians. To reduce the impact of these delays on the progression of my study, I started working on my literature review whilst waiting for permission and consent.
- Thirdly, due to recent spates of xenophobic attacks and an array of discriminative acts that have been perpetrated on immigrants, there was a possibility that co-researchers would not fully cooperate in fear of victimisation. I countered this by explaining to co-researchers the purpose of the study, how data was going to be used, stored, and that this study had a strong ethical foundation. Therefore, I would not be allowed to disclose information that was likely to put the co-researchers in danger of deportation.
- Fourthly, there was an issue with gate keeping. Some learning institutions were not willing to permit the study to be carried out within their premises. For example, one of the school Principals stated that they feared that my study could

expose issues that could result in low enrolment. As a result, I had a short period of time to find alternative schools that would cooperate. The logistics of organising learners and preparing for them to participate at short notice, compromised the research process and affected the timelines for the research project.

- Finally, the time that was permitted by the Provincial DoE led me to speed up certain processes. Moreover, the DoE has a policy that states that research should not interfere with teaching time. As such I had to schedule meetings after school, and this was an inconvenience for some co-researchers. After school meant that the meetings were held in later hours of the day, so, some co-researchers would struggle to find transport to go home. As a delimitation, I organised a vehicle to transport co-researchers to their respective homes after every meeting.

1.9. The Contents of this thesis

This thesis is divided into seven chapters that are arranged according to the following format:

Chapter 1: Orientation of the study

In this chapter I introduce the study and provide background information on acculturation and integration of immigrant adolescent learners in South Africa and globally. I present the background of the study, definition of terms, statement of the problem, and rationale. Moreover, in the chapter, I state my research question, aim, and research objectives. My discussion proceeds with an overview of the theoretical frameworks, literature review and research methodology. This is followed by the definition of key terms and I conclude by discussing the study's limitations and delimitations.

Chapter 2: Theoretical and Practice Frameworks

In this chapter I summarise relevant policies, acculturation theory, and the human capabilities approach that are my theoretical frameworks. I also summarise my research framework, which is participatory action research. These frameworks were chosen because of their effectiveness in connecting me to existing knowledge.

This assisted me in unpacking my study's objectives by providing a critical lens to examine the responses by immigrant adolescent learners.

Chapter 3: Literature Review

In this chapter I review global and local literature on acculturation and integration of immigrant adolescent learners in learning institutions. The chapter starts by providing trends in migration, a historical overview of formal education in SA, historical overview of migration to SA, followed by push and pull factors for immigration into SA. This is followed by a discussion of covenants, treaties, legislation, and policies designed to safeguard the welfare of immigrant adolescent learners. I end the chapter with a discussion of literature that is linked to each of my current study's objectives.

Chapter 4: Research Methodology

In this chapter, I present research methodology and include the research paradigm, research framework, research approach, intervention research as a sub-type of applied research, sampling method, target population, study setting, data collection techniques, tools used and data analysis. I end the chapter with a discussion of ethical considerations, methods to ensure trustworthiness, and limitations encountered during the study.

Chapter 5: Interpretation of the Study and Data Analysis

In this chapter I present and discuss this study's findings. I present the findings as narratives that are categorised into themes. Findings are discussed along with previous literature on topics relevant for this study. The presentation and analysis of data is conducted in line with the research objectives.

Chapter 6: Summary of findings per objective, Conclusions and Recommendations

In this chapter I synthesise the study and provide a conclusion that shows the extent to which the aim and objectives were met. In the chapter, I provide some key recommendations that, if successfully implemented, could enhance the lives of immigrant learners.

Chapter 7: Recommendations to Stakeholders, Implications of the Study and Further Research

In this chapter I continue with the discussion from chapter 6. Chapter 7 explains the recommendations to various stakeholders who can have an impact on the welfare of immigrant adolescent learners. I further explore how the conclusions and recommendations drawn from this study may be important for policy, practice, and theory. I also show how this study will impact immigrant adolescent learners as the study population, and the social work field of practice. I end the chapter with providing specific recommendations for further research on areas such as implementation of acculturation strategy for integration, increased sample size, undertaking longitudinal studies, acculturation and social justice, return and reintegration, technology and acculturation, and cost benefit analysis of providing bursaries.

CHAPTER TWO

2. THEORETICAL FRAMEWORKS

2.1. Introduction

In this chapter I focus on phase 2 of the intervention research model. I discuss the human capabilities approach and acculturation theory as theoretical frameworks. Both of these theories have been used to shed light on the complex interplay between culture, identity and psychological well-being. Hence, this chapter examines the theories in detail, exploring their key concepts, theoretical underpinnings and practical applications to my study. Accordingly, through this exploration I aim to provide a deeper understanding of the ways in which immigrant adolescent learners navigate cultural differences and how these processes can act as challenges and/or affordances to acculturation. Thus, these theories have strengthened my study through creating a solid foundation that connects my study to an existing body of knowledge. These theoretical frameworks were selected to answer the study's primary research question, which was:

- What acculturation strategy is recommended for the integration of immigrant adolescent learners in South African schools?

The research question was answered through the following aim:

- To engage with immigrant adolescent learners as co-researchers in co-constructing an acculturation strategy to enhance the integration of immigrant adolescent learners into South African schools.

This aim was achieved through the following research Objectives:

1. To conduct a review of literature and provide a conceptual and theoretical framework to understand the acculturation experiences of Immigrant adolescent learners.
2. To co-comprehend how immigrant adolescent learners, acculturate within the school environment in SA.

3. To co-understand the challenges that immigrant adolescent learners experience that impede their integration and well-being.
4. To co-explore the affordances that result in a sense of belonging to facilitate acculturation in SA.
5. To co-identify available interventions that assist immigrant adolescent learners acculturate into SA.
6. To co-construct an acculturation strategy with immigrant adolescent learners to enhance the integration and well-being of immigrant adolescent learners.

2.2. Theoretical Framework

According to Wentz (2014, p. 83), “a theory describes the best-known explanation from the nature and causes of a phenomenon”. Hence, a theoretical framework strengthens a study by connecting the researcher to the existing body of knowledge concerning the phenomena under study (Houston, 2010). As such, theoretical frameworks strengthened my current study by directing the discussions that I had since I was conceptualising this study until data analysis and write-up of this thesis (Wentz, 2014). I utilised the human capabilities approach by Sen (1999) and Nussbaum (2000), and acculturation theory by Berry (1980; 2000; 2008) to establish the need for an acculturation strategy for integration – based on the positionality of immigrant adolescent learners and how they encounter personal, social, and material resources that are available to them.

2.2.1. Human Capabilities Approach

According to Castles (2010), the human capabilities approach is a theoretical framework that is based on two core normative claims. The first claim is that freedom to pursue happiness is fundamentally morally important (Gasper, 2002). The second claim is that the liberty must be contextualised in consideration of people's capabilities, that is, their real opportunities and what they have a reason to value (Castles, 2010). The key proponents of the human capabilities approach are Sen (1999) and Nussbaum (2000). Sen (1999), and Nussbaum (2000) concur that human capabilities approach addresses both general and specific concerns by considering how people are positioned, encounter personal, social, and material resources within their reach (Holscher, 2016). The objectives of my current study are aligned with this theory because I identified

personal, social, and material resources at the disposal of immigrant adolescent learners as they acculturate into SA.

2.2.1.1. *Significance of the Human Capabilities Approach*

To support my identification of resources for participants, the human capabilities approach enabled me to examine how immigrant adolescent learners' power, privilege and positionality in the South African societies (Ingrid & Byskov, 2021). In so doing, the capabilities approach allowed me to unpack the affordances and challenges associated with migrant or minority acculturation (Gasper, 2002). This was affirmed by Hugman (2010) who notes that the human capabilities approach can serve as a practical tool for gauging the state of liberties enjoyed by immigrants. Thus, a means for informing those policy recommendations that social workers in this field must make, and as a feed-back loop for practice. The table below highlights how the objectives of the study expanded the central capabilities of immigrant adolescent learners as postulated by Nussbaum (2000).

Table 2.1 How the current study expanded and explored capabilities

Central capability	How the study expanded central capabilities	How each capability was explored in the study and its link to the study objectives
Bodily health	This capability entails being able to have a life that is well maintained and sustained (Nussbaum, 2000). This study's recommendations for an acculturation strategy are aimed at ensuring that immigrant adolescent learners live a life that is well maintained and sustained.	This capability was explored through engaging immigrant adolescent learners as co-researchers to examine if their lives are well sustained. This capability helped me gauge the well-being aspects and inform recommendations for an acculturation strategy to enhance integration. This is linked to objectives 3 and 6.
Bodily integrity	This capability entails the freedom of mobility and living without fear of harm (Nussbaum, 2000). The extent to which this capability is met assisted the researcher in contextualising the impact of challenges that are faced by immigrant adolescent learners.	This capability is explored through the study's objective number 3, that seeks, "To understand the challenges that immigrant adolescent learners experience that impede their wellbeing"

Senses, Imagination, and Thought	According to Nussbaum (2000) this capability entails being able to use mental faculties in a ‘truly human’ way – a way informed and sustained by adequate education. Integration has been associated with better educational outcomes (Titzmann et al., 2015). Hence, the recommendations for an acculturation strategy to enhance integration, co-constructed with immigrant adolescent learners as sought by this study, have the potential to successfully improve educational outcomes.	Photovoice, a PAR technique, recognises the agency of immigrant adolescent learners by allowing them to creatively imagine, think and reason whilst directing the course of the study. This activity informed almost all the objectives of the study.
Practical reason	Nussbaum (2000) notes that this capability entails being able to form a conception of right or wrong and to engage in critical reflection regarding the direction of one’s life.	The engagement of immigrant adolescent learners through PAR techniques to co-construct an acculturation strategy for integration as stated in objective 6 recognised the agency of immigrant adolescent learners and their inherent potential for practical reasoning.
Affiliation to Nature	This capability entails being able to live in an environment of self-respect and non-humiliation (Nussbaum, 2000). This capability suits the aim of integration efforts; to equalise the social space for both citizens and immigrants.	Empirical evidence on both negative and positive experiences of immigrant adolescent learners explores this capability. This aspect is linked to all the study’s objectives.

Play	According to Nussbaum (2000) this capability entails being able to laugh, play and enjoy recreational activities. When immigrant adolescent learners are integrated, they enjoy this capability by occupying the same social space as local citizens.	Allowing the immigrant adolescent learners to be creative through photovoice and giving them the liberty to act as co-researchers facilitated enjoyment throughout the research process. This occurred whilst exploring objectives 2, 3, 4, and 6.
Control over personal environment	This capability entails the ability to participate in societal activities on an equal basis with others (Nussbaum, 2000). Acknowledging the agency of immigrant adolescent learners by allowing them to participate as co-researchers in the study is the first step in giving the participants control over their personal environment.	The recommendations for an acculturation strategy co-constructed with immigrant adolescent learners as outlined in objective 6 aims to equalise social space for both immigrant adolescent learners and native learners.
Other Species	Nussbaum (2000) asserts that this capability entails the ability to harmoniously live alongside animals, plants, and the world of nature.	The researcher asserts that when immigrant adolescent learners feel a sense of belonging, they live in harmony with nature which enables them to live highly fulfilling lives. This is linked to objectives 3 and 4.

Nussbaum's (2000) conceptualisation of the human capabilities approach is based on the rationale that people can utilise their full potential if central capabilities, as illustrated in Table 1, are considered. Nussbaum argues that the list of essential capabilities should be enshrined in the constitutions of all countries (Nussbaum 2000; 2003; 2006). However, Sen (1985) has been somewhat vague in responding to the question of how to select and weigh capabilities. Sen (1985) argues that each group must be empowered to weigh, trade off, sequence, or aggregate capabilities, and prioritise them in relation to other normative considerations such as agency, efficiency, and stability (Ingrid & Byskov, 2021). In this study I struck a balance between the views of Sen and Nussbaum by empowering the co-researchers to expand the list of central capabilities in line with their priorities. Giving immigrant adolescent learners the freedom to select, weigh, and trade off capabilities conforms to PAR's empowerment agenda.

Nussbaum (2000) argues that the most basic entitlements listed above should be the aim of public policy. Therefore, Nussbaum's (2011) understanding is that the list of basic entitlements should provide a threshold of dignified life which is central to human development. The constituents of a dignified life for immigrant adolescent learners, that I gathered through the human capabilities approach were the primary focus of my recommendations for acculturation strategy in this study. Nussbaum (2000) attests that whilst the list is abstract, the translation and implementation of policies should be conducted at a local level, considering the unique features of local communities (Ingrid & Byskov, 2021). The open ended and non-dictatorial stance was important for my current study because it aligns with the empowerment principles of participatory action research.

Sen (2005, p. 158) consistently and explicitly refused to defend, "one pre-determined canonical list of capabilities, chosen by theorists without any general social discussion or public reasoning". It is worth noting that Sen (2005) utilised, for several purposes, particular selections of capabilities in empirical and normative work (Ingrid & Byskov, 2021). A particular concern by Sen (2005) in relation to capabilities is that communities should decide for themselves, which capabilities should apply to them. This view aligns well with the core principles of participatory action research whereby the people involved are empowered to make important decisions.

Sen (1987; 1992; 2005; 2009) consistently stated that capabilities should be construed as the true freedom to achieve those doings and beings that we 'have reason to value'. On one hand, the 'having reason to value' definition emphasises the importance of considering what people value doing and being when assessing their well-being (Ingrid & Byskov, 2021, par. 24). The intensive engagement with immigrant adolescent learners as co-researchers in the current study was an attempt to capture what immigrant adolescent learners "have reason to value" as essential for integration. The intensive engagement goes against objective measures of well-being, such as utilitarianism or resourcism, which hold that people's well-being should be evaluated according to some objective measures (Ingrid & Byskov, 2021).

However, Sen (1987; 1992) 's emphasis on individual effective freedom as the primary concern of the capabilities approach has been criticised as excessively individualistic. For example, some communitarians see Sen's (1987; 1992) account as, sometimes explicitly hostile to communal values and ways of life due to an overemphasis on individuals. Charles Gore argued that Sen's approach solely considers states of affairs and social arrangements' benefits or harm on individuals' well-being and freedom (Gore, 1997). Resultantly, Sen's approach excludes considerations for other 'irreducibly social' goods that individuals may have a reason to value but cannot be reduced to individual properties, for example, common language, moral norms, or political structures (Gore, 1997). Ingrid and Byskov (2021) adds similar criticism that Sen's emphasis on individual freedom is vague, and it does not consider how an individual's freedom may affect others. For example, Nussbaum explicates how a just society requires balancing and limiting some freedoms, such as expressions of racist views. To set these limitations one must commit to assessing and dividing the freedoms according to good or bad, and important or trivial (Nussbaum 2003).

2.2.1.2. *Synergy of the Human Capabilities Approach with Critical Realism*

The human capabilities approach was adopted because of the way it extends the structural discussion that is posited by critical realism (See Chapter 4, Section 4.2). There is a synergy between critical realism and capabilities approach, as they both emphasise the social, institutional, and environmental contexts that affect conversion factors (Bogna et al. 2020). The institutional dimension is captured in the actual level of critical realism (McNeill & Nicholas, 2019). Critical realism stresses the importance

of analysing the impact of structures, but the human capabilities approach adds the means versus ends dichotomy (Sen, 1992). The capability approach shifts the emphasis from means (what people have and public goods that they can access) to ends (what people can do with those resources and goods) (Ingrid & Byskov, 2021). In the following section I discuss the distinction between means and ends. I stress that resources and goods alone do not translate to people converting them to actual doings and beings.

2.2.1.3. *The means-ends distinction*

As demonstrated in the preceding paragraph, the capability approach unequivocally supports and relies on a key analytical distinction in practical philosophy, thus, the means-ends distinction. Sen's (1987) "Equality of What?" Tanner lectures are among the most prominent examples of this distinction. Sen challenges the audience to consider two people who have the same set of resources, but one of them has a disability. Concerning the capabilities of utilising a similar resource, Sen (1987) posits that the disability one has, renders them unequal to the able-bodied person. This means that due to positionality, every group of people is unique. Therefore, it is imperative to understand acculturation experiences of immigrant adolescent learners in SA instead of solely relying on literature from other countries.

The means-ends distinction stresses that, “we should always be clear, when valuing something, whether we value it as an end in itself, or as a means to a valuable end” (Ingrid & Byskov, 2021, par. 31). Sen (2005) attests that, interpersonal comparisons are not valid if they do not consider people’s capabilities. This implies that the capability approach evaluates policies and other changes according to their impact on people’s capabilities and their actual functioning.

My framing of research objectives was in line with Ingrid and Byskov’s (2021) conceptualisation of the means-ends distinction. The objectives enquired whether and how immigrant adolescent learners could acculturate into South African schools. I also wanted to explore if the means or resources that were necessary for this capability, such as supportive educators, embrative community and school structures, protection from discrimination, and access to basic services, were present. The primary reason for me focusing on outcomes rather than means is that people differ in their ability to convert

means into valuable opportunities (capabilities) or outcomes (functionings) (Sen, 1992).

2.2.1.4. *Capabilities as Real Freedoms*

In Sen's work, one of the key features, that is also essential in understanding the human capabilities approach is the distinction between capabilities and real freedoms (Sen, 1987; 1992; 2005; 2009). Real freedom in the context of this study is achieved if immigrant adolescent learners have acquired all the required means that are necessary to achieve intergration. Sen (1987) posits that, it is not merely the formal freedom to do or be something, but the substantial opportunity to achieve it. For example, an immigrant adolescent child might have formal freedom, in the form of constitutional rights to enrol at a government school. However, she might not be able to enrol because some schools insist on demanding documentations that a migrant might not have. Therefore, capabilities are real freedoms because they are connected to the substantial opportunity potential to achieve certain freedoms (Ingrid & Byskov, 2021).

In accordance with the preceding reasoning, functionings refer to those capabilities that have been achieved voluntarily or by chance. Utilising the example by Ingrid and Byskov (2021), an immigrant adolescent learner might have the real freedom to enrol at a learning institution but chooses not to do so and does not have the functioning of learning. The achievement of capabilities is affected by what are known as conversion factors, that I discuss in the next section.

2.2.1.5. *Conversion factors*

Sen introduced the phrase "conversion factors" to capture the relationship between a good and the achievement of certain beings and doing. Sen posits that the capability to achieve a certain doing or being depends on conversion factors (Sen 1992, p. 19-21). Conversion factors are characteristics of a good or commodity that enable or contribute to functioning. For example, learning institutions where immigrant adolescent learners are enrolled can enable the functioning of human development, belongingness, and reduce the probability of poverty. However, empirical studies (See Chapter 5) show that it is not every immigrant adolescent learner who can transform the school as a resource into a functioning.

In learning institution where instructors code switch to IsiXhosa, immigrant adolescent learners who could speak isiXhosa had a high conversion factor enabling them to understand the taught content. On the other hand, immigrant adolescent learners with no understanding of a local language had a very low conversion factor of learning the content. Therefore, the conversion factors represent how much functioning one can get out of a good or service (Ingrid & Byskov, 2021); or in my above example, how much taught content can be understood with or without mastery of a local language.

While the capability approach is typically focused on converting resources into individual capabilities and functionings, it has been argued that it is overly individualistic (Ingrid & Byskov, 2021). In fact, my research supports the notion that many capabilities can only be held or achieved through collective action, which is why I chose PAR. The use of PAR aligns with Ibrahim's (2020) concept of 'collective capabilities'. For example, the abilities of friendship, assembly, and political speech can only be held or achieved in collaboration with other people (Ibrahim, 2020).

2.2.1.6. *Acknowledging human diversity and agency*

One of the key theoretical driving forces behind the capability approach is a strong recognition of human diversity. According to Ingrid and Byskov (2021), one of the criticisms levelled at mainstream moral and political philosophy is the relative invisibility of the fate of those who belong to non-dominant ethnic, racial, and religious groups, such as immigrant adolescent learners. As a result, I chose the capability approach, which accounts for human diversity in at least three ways.

First, by paying attention to the plurality of functionings and capabilities as important evaluative spaces (Ingrid & Byskov, 2021). Ibrahim (2020) adds that by incorporating a variety of dimensions in the conceptualisation of well-being and well-being outcomes, the approach broadens the "informational basis" of assessments, incorporating some parameters that may be especially important for some groups but less so for others. Secondly, the capability approach appreciates human diversity through explicit focus on personal and socio-environmental conversion factors that make possible the conversion of commodities and other resources into functioning (Ingrid & Byskov, 2021). The capability approach posits that each immigrant adolescent learner has a unique profile of conversion factors that include those that are body-related, shared with

community members, and shared with people who have similar social characteristics (Ibrahim, 2020).

Third, human diversity is captured within the capability approach by an acknowledgement of human agency and the variety of life goals that immigrant adolescent learners may have. Sen distinguishes between two types of freedom: well-being freedom and agency freedom (Sen, 1985). The above points show that the capability approach provides an appropriate analytical tool for understanding the experiences of immigrant adolescents based on their capabilities as determined by their positionality in the South African societies. Having explored the capabilities, I saw the need for a theory that could unpack the multifaceted and often versatile interactions between immigrants and the dominant culture. Thus, I opted for acculturation theory which I discuss in the following section.

2.2.2. Acculturation Theory

In this study, I used acculturation theory to unpack the realities of immigrant adolescent learners who are adapting into a SA society. Acculturation theory states that when two cultures come into constant contact, changes occur to one or both cultures (Finos, 2018). Therefore, one construes how acculturation is the modification of a culture because of contact with other cultures (Berry, 1994). During this process, cultural features are exchanged, and the original cultural patterns of either or both groups may be altered. However, the groups remain distinct (Lamar, 2018).

Objective 2 of my study explored various acculturation strategies that were used by immigrant adolescent learners. Acculturation strategies reflect individual and group attitudes toward plural societies (Berry, 1991). Acculturation theory proposes two issues that determine where immigrant adolescent learners are in their acculturation process (Berry, 1991). The first issue considers the participant's willingness to retain cultural characteristics from home, highlighting the significance of each participant's own cultural behaviours in the larger society (Finos, 2018). The second issue addresses the urgency of immigrant adolescent learners in engaging with the larger plural society, in the case of my study, the Mthatha Area. The engagement indicates any kind of relationship with groups of different cultural backgrounds in the larger society. The diagram below is extracted from Berry (1991), to depict four acculturation strategies based on orientation to the two issues discussed above.

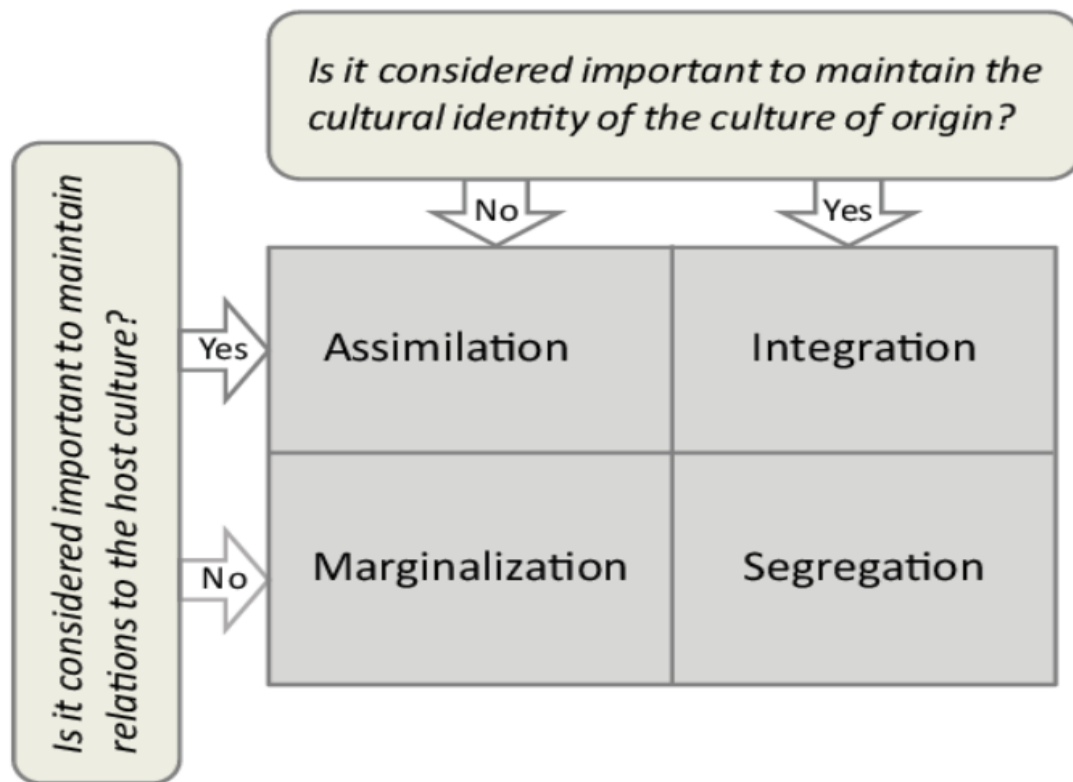


Figure 2.1 Berry's (1991)'s Four Acculturation Strategies based upon orientation to two issues.

The table below separates the terms shown in the above figure, to provide clarity on how acculturation strategies differ when implemented by each group.

Table 2.2 Acculturation strategies from the view of non-dominant groups.

Acculturation Strategy	Description according to (Berry, 2008, p. 331)
Assimilation	There is no interest in maintaining cultural heritage and immigrant adolescent learners consider themselves as part of the mainstream culture.
Integration	Maintenance of original culture whilst adopting, at the same time, the culture of the receiving society.
Segregation	Preserving traditions by avoiding inter-group interaction.
Marginalisation	When there is little possibility or interest in cultural maintenance and little interest in having relations with others (often because of discrimination or inter-group hostility).

2.2.2.1. *Bi-dimensional model of acculturation*

The bi-dimensional model of acculturation is of particular interest in the current study. The bi-dimensional model posits that throughout the acculturation process, immigrant adolescent learners are not passive receivers of the host culture, but they are active agents of their own acculturation process (Akram, 2012). The attitudes and behaviors that immigrant adolescent learners adopt determine how they will acculturate (Berry, 2008). This explains why some immigrants find it easier to acculturate than others.

According to Berry's acculturation model, active participation of immigrants can be achieved through a dimensional model in which individual and group level variables contribute to the acculturation process. Berry (2013) provides a detailed list of individual and group level variables that are important in a bi-dimensional model. Individual immigration motivations such as personality traits, demographics, length of stay in the host country, social support, and negative experiences are examples of individual level variables (Akram, 2012). The group level variables include aspects of the original culture, host culture, and the group's overall acculturation style (Berry, 2013). As a result, individual and group level variables facilitate the acculturation process.

In line with the logic in the preceding paragraph, one notes that the receiving society influences the choice of acculturation strategies by immigrant adolescent learners. Viola et al. (2018) concurs by asserting that when the host society embraces a multicultural ideology, integration is called “multiculturalism.” On the other hand, when marginalisation is imposed, the majority group is using the exclusion strategy. When separation or assimilation is enforced, segregation or melting pot, respectively, occur.

Numerous scholars (Berry, 2008; Schachner et al., 2017; Titzmann et al. 2015; Yu & Wang, 2011) attest that, mostly, integration and multiculturalism are preferable because they favour interaction and contact between different cultural identities. However, there are certain essential needs that must be satisfied as aspects of a successful integration process (Ager & Strang, 2008), discussed further below.

2.2.2.2. *Provisions essential for Integration*

Berry (2013) considers integration to be feasible within a mainstream characterised by a multicultural ideology that promotes hospitality and inclusion. In concurrence, Ager and Strang (2008) considers integration in terms of the fulfilment of basic needs and civil rights. Following these theoretical lines my study delved into the acculturation experiences of immigrant adolescent learners to identify essential acquisitions for a successful integration. These were then forwarded as recommendations for an acculturation strategy for integration (See Chapters 6 and 7).

Ager and Strang (2008) also state that specific provisions are required for a successful integration process. At the most basic level, the future of immigrant adolescent learners must ensure their access to key areas of public activity such as employment, housing, education, and health. Success in these areas is a marker and means to support integration (Ager & Strang, 2008). In a case of immigrant adolescent learners and the human capabilities approach, education can be construed as a conversion factor for future employment which translates in the ability to afford decent housing, living and health.

Moreover, Ager and Strang (2008) attest that at second level are the facilitators that allow one to navigate structural barriers, that concern two main areas: (1) language and cultural knowledge, and (2) safety and security. Concerning language, numerous scholars (Adebanji et al., 2014; Gokhale, 2015; Lamar, 2018; Schachner, 2017) confirm that language is an important vehicle for acculturation. Furthermore, the extent of acculturation can be measured by examining the migrant's ability to learn the language of communication in the host society. Therefore, Ager and Strang (2008) argue that multicultural contexts should avail mediation services to enable communication among cultures. Concerning safety and security, Adebanji et al. (2014) attest that fear creates a pessimistic outlook for most immigrant families who are attempting to assimilate, acculturate, and integrate into the host country. The photovoice narratives by co-researchers in my current study concur with the above conviction that, for immigrant adolescents to integrate they must feel safe in SA. However, integration is hampered by acculturation stress, which I discuss in the following section.

2.2.2.3. Acculturation Stress

A final element of acculturation theory which I used in my current study is acculturation stress. Acculturation stress refers to the behavioural or psychological effects that immigrant adolescent learners face due to problems such as cultural conflicts (Lamar, 2018).

Sam and Berry (2010) state that acculturation stress indicators offer practitioners an idea about the individual's psychological experiences of the changing attitudes and cultural behaviours, that happen when immigrants experience stress and anxiety in the host culture. The challenges faced by immigrant adolescent learners can be understood as acculturation stress indicators. According to Courtney's (2018) study of the acculturation experiences of graduate student immigrants at the University of San Francisco, the most common factors that affected the psychological acculturation process were language acquisition, difference in cultural behaviours, lack of community, financial hardships, racism, and discrimination. I discuss these further in the literature review section of this thesis, as challenges faced by immigrant adolescent learners whilst acculturating into SA.

2.2.2.4. Critique of Acculturation Theory

Acculturation theory has been criticised for assuming a bidirectional flow of cultural influence between a static "culture of origin" and a similarly static "host culture" (Finos, 2018). This approach ignores the impact of globalisation, which has enabled access to more diverse cultures and knowledge from around the world via the internet (Gokhale, 2015). As a result of globalisation, there is more cross-cultural influence in the dynamics of immigrants' acculturation (Bartlet, 2015). Therefore, the cultural frame of reference for any immigrant adolescent learner cannot be blindly assumed to be their 'culture of origin' since their attitudes, values and beliefs are also influenced by globalisation. This criticism of acculturation theory was countered by also utilising the human capabilities approach, a theoretical framework that considers various influences on well-being based on one's positionality.

To conclude, acculturation theory was useful in understanding the experiences of immigrant adolescent learners in acculturating into SA, keeping in mind the impact of globalisation on these dynamics. Altogether, these theoretical frameworks provide

good grounding for a study on the acculturation experiences of immigrant adolescent learners in SA.

2.3. Summary of the Chapter

In this chapter I discussed the human capabilities approach and acculturation theory as my theoretical frameworks. The discussion on the human capabilities approach and acculturation theory has proven that the two theories provide an appropriate analytical tool for understanding the experiences of immigrant adolescent learners in acculturating into SA. The chapter that follows delves into the literature review.

CHAPTER THREE

3. LITERATURE REVIEW

3.1. Introduction

Literature is an enduring possession of humanity. Therefore, existing knowledge from relevant literature is a crucial base for any research (Wentz, 2014). Accordingly, in this chapter I provide contextual information for better understanding the experiences of immigrant adolescent learners' acculturation into the South African society. My discussion in this chapter focuses on the following main areas: (1) trends in migration (2) a historical overview of formal education in SA, (3) historical overview of migration to SA (4) push and pull factors for immigration (5) covenants, treaties, legislation, and policies designed to safeguard the welfare of immigrant adolescent learners (6) an overall focus on literature linked to each of my current study's objectives. I conclude by summarising all the literature that I discuss through the chapter.

To recap, I reviewed literature in line with the study's primary research question:

- What acculturation strategy is recommended for the integration of immigrant adolescent learners in South African schools?

The research question was answered through the following aim:

- To engage with immigrant adolescent learners as co-researchers in co-constructing an acculturation strategy to enhance the integration of immigrant adolescent learners into South African schools.

This aim was achieved through the following research Objectives:

1. To conduct a review of literature and provide a conceptual and theoretical framework to understand the acculturation experiences of Immigrant adolescent learners.
2. To co-comprehend how immigrant adolescent learners, acculturate within the school environment in SA.
3. To co-understand the challenges that immigrant adolescent learners experience that impede their integration and well-being.

4. To co-explore the affordances that result in a sense of belonging to facilitate acculturation in SA.
5. To co-identify available interventions that assist immigrant adolescent learners acculturate into SA.
6. To co-construct an acculturation strategy with immigrant adolescent learners to enhance the integration and well-being of immigrant adolescent learners.

3.2. Trends in Migration

3.2.1. Global Migration Trends

There is a view that in the future, South-to-South migration will dominate global migration trends instead of Global South to Global North (Rugunanan, 2022). This is partly because the Global South imposes flexible compared to stricter immigration controls across many European Union and North American countries (Rugunanan, 2022). The projected future trends have led to a call for more research on the acculturation trajectories of immigrants in the Global South (UNDESA, 2020). This acted as one of the motivations for me to conduct the current study in SA.

In 2017, approximately 97 million migrants born in developing countries migrated to other developing countries (South-to-South migration); and approximately 89 million migrants born in developing countries migrated to developed countries (South-to-North migration) (IOM, 2021). Noteworthy, many migrants from developing countries such as Mozambique, Nigeria, Zimbabwe, the Democratic Republic of the Congo, Pakistan, India, and Lesotho settle in SA, another developing country, in search of socio-economic success (Rugunanan, 2022).

In line with the global migration trends, Berry (2008) examined the connection between acculturation and globalisation, which involves the amalgamation of cultures, economies, people, and policies on a global scale. From an economic standpoint, globalisation is advantageous because it facilitates free trade and places global markets within nation-states (Courtney, 2018). On the other hand, a cultural perspective on globalisation suggests that there is a loss of cultural distinctiveness of the non-dominant groups (Courtney, 2018). In my current study, I agree with Berry (2008) in recognising that globalisation is a complex phenomenon and that the original notion of the

formation of a homogeneous culture can be challenged, and this justifies the need for more research on acculturation.

3.2.2. Regional Migration Trends

African migration has witnessed notable trends in recent years, reflecting the evolving dynamics within the continent and globally. One significant trend is the increase in intra-African migration, characterised by movement between African countries (Rugunanan, 2022). This has been driven by factors such as economic disparities, regional integration efforts, and conflict-induced displacement within the continent. Additionally, there has been a rise in mixed migration flows, where individuals migrate for a combination of reasons, including economic opportunities, family reunification, and seeking international protection (IOM, 2021). Furthermore, there is a growing trend of urbanisation and internal migration within African countries, as individuals move from rural to urban areas in search of better living conditions and employment opportunities (Madziyire, 2016). These recent trends in African migration highlight the diverse drivers and patterns of movement within the continent, underscoring the complex dynamics and challenges faced by migrants and policymakers.

3.2.3. Migration into South Africa Trends

South Africa has experienced significant trends in migration in recent years, shaped by various factors and influencing the country's demographic landscape. One notable trend is the increase in labour migration, particularly from neighboring countries such as Zimbabwe, Mozambique, and Lesotho (Rugunanan, 2016). Economic disparities, political instability, and limited job prospects in these countries have driven individuals to seek employment opportunities in South Africa. Additionally, there has been a rise in asylum seekers and refugees from countries experiencing conflict and persecution, such as Somalia and the Democratic Republic of Congo (IOM, 2021). This reflects the country's role as a regional hub for protection and asylum. Furthermore, South Africa has also attracted skilled migrants from various parts of the world, including professionals seeking better career prospects (Gordon, 2022). These recent trends in migration to South Africa highlight the multifaceted nature of migration flows into the country and the diverse motivations driving individuals to seek opportunities and refuge.

3.3. Historical Overview of the Formal Education in South Africa

South Africa's formal education system has been shaped by its complex history, including colonisation, apartheid, and post-apartheid developments (Hadebe, 2022). Education in the region began with the arrival of European colonisers in the 17th century, initially catering to the needs of white settlers and focusing on religious instruction and basic literacy (Taylor, 2010).

During the apartheid era, racial segregation was institutionalized, leading to the establishment of racially segregated schools (Gordon, 2022). The Bantu Education Act of 1953 further solidified the discriminatory system, creating separate education systems with unequal resource allocations for different racial groups (Taylor, 2010). The aim was to perpetuate social divisions and maintain the dominance of the white minority.

Post-apartheid, the South African government pursued the transformation of the education system to foster inclusivity and equality. The 1996 Constitution of South Africa underscored the right to education for all citizens, irrespective of race or ethnicity (RSA, 1996). Efforts were made to integrate schools and provide equal educational opportunities for all learners. However, the policy initiative has not been effectively translated into practice (Crush & Tawodzera, 2013). This is evident in how persistent inequalities in resource allocation and the legacy of apartheid still contribute to discriminatory practices in learning institutions (Madziyire, 2016). However, this has not prevented immigration into South Africa.

3.4. Historical Overview of Migration into SA

South African immigration cannot be understood without an exegesis of its historical context. The historical context brings to the fore the race relations that informed policies of the apartheid regime (Crush & Tawodzera, 2013). The race relations have an impact on the acculturation experiences of immigrant adolescent learners and the attitudes of the host society's members.

My discussion of the historical context begins from the migration patterns to diamond mines in Kimberley and the Rand in SA, around the turn of the twentieth century. The discovery of diamonds and gold increased migration into SA (Rugunanan & Xulu-Gama, 2022). This migration was characterised by internal and international labour

migration. Mining companies and the government were recruiting migrant workers from neighbouring colonies and Europe to work and live in mining towns (Rugunanan & Xulu-Gama, 2022).

Gordon (2022) attests that most of the twentieth century migration flows were governed by two distinct policy frameworks. The first framework was preserved primarily to offer White migrants basic rights, protections, and eventually, the benefits of full citizenship. The second migration framework focused on Black contract laborers and was designed to use them for certain industries (such as the minerals industry) (Gordon, 2022). These contract workers were subject to draconian movement controls.

Vandeyar (2012) posits that the preferential treatment of White migrants was internalised by Black people in SA, which explains why immigrants from African countries are the most victims of xenophobic violence which acts as an impediment to acculturation. Madziyire (2016) adds that high rates of unemployment and poverty results in poor and unemployed South Africans feeling threatened by migrants with whom they must compete for limited employment opportunities. Moreover, Crush and Tawodzera (2013) attest that the draconian control on movement, that was implemented and normalised decades ago seem to continue influencing the South African policies on migration. These implications of the draconian controls seem to continue having an impact on the acculturation of immigrant adolescent learners.

However, during democratic transition, the post-apartheid government joined the Southern African Development Community (SADC) in 1994. SADC was committed to a paradigm of linear market integration, pursuing the stepwise harmonisation of goods, labour, and capital markets (Gordon, 2022). The freedom of movement of people was consistent with SADC's vision of Pan-African integration (Gordon, 2022). For example, the new African Economic Community, which was established in 1991, made it a priority to open national borders to foster socio-economic growth, which resulted in an increase in the number of immigrants to SA (Crush & Tawodzera, 2013).

According to Menjívar (2016) when Black immigrants from within the African continent arrive in SA, they join the ranks of Black indigenous people who are languishing at the bottom of the racial hierarchy. New forms of racialisation and competition for limited resources at this low margin have led to hostility towards the

out-group, that is, Black immigrants, and this poses a challenge to acculturation (Rugunanan, 2016). In the following section I discuss some of the reasons why some immigrants consider SA a preferable destination.

3.5. Push and Pull factors for Immigration

Lee et al. (2020) argues that one of the best ways to understand migrants' acculturation trajectories is through a careful consideration of push and pull factors of migration. Push factors refer to the conditions and circumstances in the home country that encourage or compel people to migrate, while pull factors are the factors in the destination country that attract and entice individuals to immigrate (Batisai, 2022). These factors vary across contexts and can encompass social, economic, political, and environmental dimensions. Push factors may include factors such as political instability, conflict, persecution, poverty, lack of economic opportunities, and environmental disasters, while pull factors may involve factors such as better job prospects, higher wages, educational opportunities, political stability, and favorable immigration policies (Hadebe, 2022).

From the Southern Africa region, one of the main countries of origin for migrants living in SA is Zimbabwe (Mbeve et al., 2020). Hadebe (2022, p. 40) summarises the push factors for most Zimbabweans as a consequent of “an economy in free-fall, soaring inflation and unemployment, the collapse of public services, political oppression and deepening poverty”. According to a report by IOM (2021), Zimbabweans were the largest group of foreign-born individuals living in South Africa. The report estimated that there were approximately 1.3 million Zimbabweans living in South Africa, with many having migrated due to economic and political instability in their home country. Whilst statistical information provides valuable insight, it is important to note that migration is a complex and dynamic phenomenon, and accurate statistics on migration flows can be difficult to obtain and may be subject to change.

Moreover, IOM (2021) shows that most migrants in SA are economic migrants. Rugunanan (2016) adds that migrants opt for SA because of its economic potential and untapped markets. Therefore, according to this perspective, migration to SA can be understood as a poverty reduction strategy for some African migrants, who consider the country as the regional economic powerhouse (Rugunanan & Xulu-Gama, 2022).

Other reasons cited as pull factors for migration into SA are temperate weather conditions, clean environment, lower population density, relative political stability, space, and absence of the frenzied lifestyle that characterises the home countries of most immigrants (Bartlet, 2015; Batisai, 2022; Rugunanan, 2016). The availability of religious freedom is also cited as a strong pull factor by migrants (Rugunanan, 2016). Rugananam (2022) confirms that cultural similarity and geographic proximity are also reasons for migrants choosing to migrate to SA. Furthermore, many migrants move to SA because the cost of migrating to the North of the continent far outweighs that of migrating to the Global South. More importantly, due to previous chain and labour migration practices, SA already has a network of resources in place, which provides a sense of home for migrants (Rugananam, 2022).

3.6. Policy frameworks linked to the well-being of immigrant adolescent learners

Applicable international and regional covenants and declarations, national legislations and policy frameworks for administering laws and regulations that address the well-being of immigrant adolescent learners include the 1948 Universal Declaration of Human Rights; the United Nations Convention on the Rights of the Child (UNCRC); the African Charter on the Rights and Welfare of the Child; the Constitution of the Republic of SA; the South African Children's Rights Charter; the Children's Act 38 of 2005; The South African Schools Act 84 of 1996. These are discussed below.

3.6.1. International and Regional Covenants and Declarations

SA has signed and ratified a plethora of international and regional treaties with the intention of upholding and shielding the rights of all children within its borders (UNCRC, 1989). These treaties contain laws that are legally binding for SA, and signing these treaties implies that the country agrees to abide by the accord stipulated in the laws. Exceptionally, both international and regional laws explicitly state that a child's best interests should always take precedence. According to the treaties, immigrant adolescent learners should be treated as children with the same rights as South African children. Access to social services such as social security, health care, housing, and education is guaranteed regardless of nationality or immigration status. Reference is given here to the following legal documents:

The UN Convention on the Rights of a Child of (UNCRC, 1989)

The 1989 adoption of the United Nations Convention on the Rights of the Child (UNCRC) is a critical commitment to promoting and protecting the rights of immigrant adolescent learners against maltreatment, neglect, all forms of violence, and exploitation (Madziyire, 2016). The UNCRC which was signed and ratified by SA promotes equality for all children, regardless of their country of origin. Article 28 (1), for example, states that all learners have a right to education and must be given equal opportunities (UN Convention on the Rights of the Child, 1989). Article (2) of the UNCRC (1989) requires that all children be protected in SA without discrimination, whereas Article (3) validates the principle that the best interests of the child come first. This current study's acculturation strategy for integration seeks to improve the well-being of immigrant adolescent learners, which is in their best interest as children.

It must not be presumed that the rights enshrined in the UNCRC only apply to citizens, rather, Article 2(1) states that the Convention commits governments to apply the tenets without discrimination based on the: legal guardian's race, ethnic or social origin, birth, or other status. Article 21(1) also commits governments to make special provisions to enhance children who are asylum seekers or refugees' welfare, including their access to education (UNCRC, 1989).

The African Charter on the Rights and Welfare of the Child

The African Charter on the Rights and Welfare of the Child (ACRWC) ratified by SA in 2000 extends the right to education and safety in several ways (African Union, 1990). Article 3 on "Non-Discrimination" stipulates that the right to education extends to all regardless of commonly used demarcations such "race, ethnic group, colour, sex, language, religion, political or other opinion, national and social origin, fortune, birth or other status" (African Union, 1990, p. 74). According to Article 11 (5), every child has the right to an education and should not be denied this right due to fear of violence and intimidation by peers or educators. Article 16 (1) affirms that specific legislative, administrative, educational, and social measures must be implemented to protect children from all forms of abuse and maltreatment (African Union, 1990). In the following section I discuss the legal instruments that were framed within SA.

3.6.2. National Legal Instruments

South African Constitution

The South African government has several legislations in place to protect and uphold human rights, in accordance with the international community. First, the South African Constitution, the country's highest law, contains several sections pertaining to human rights protection. Section 9(1) states that everyone is equal before the law and has the right to equal protection and benefit from it (RSA, 1996a). This implies that no one, including immigrant adolescent learners in schools, should face discrimination.

Children's Act (Act 38 of 2005)

The rights of children are clearly stipulated in the South African Constitution and are effected through the Children's Act (Act 38 of 2005). Chapter 1(1) of the Children's Act defines a child as any person below the age of 18 without making a division between citizens and non-citizens (RSA, 2005). This means that the provisions of this legislative piece apply to all children in SA including immigrant adolescent learners (Palmary, 2009). Zola Skweyiya the former Minister of Social Development, affirmed this premise whilst addressing the "Getting SA Ready to Implement the Children's Act" conference on 27 May 2008. By not distinguishing children on the basis of their citizenship the Children's Act, suggests that migrant children have the right to access the same protective measures as those granted South African children (Palmary, 2009). If assistance and protective measures were to be availed to immigrant adolescent learners, they would ease acculturation. However, Crush and Tawodzera (2013) notes that the ability to get assistance in SA depends invariably on a child's documentation status. The child protection agencies such as courts and child youth care centers are reluctant to take on cases of children lacking all necessary documentation. The reluctance to attend to the needs of some children shows a gap between legal policies and practice which acts, all to the detriment of immigrant children.

Immigration Act (Act 13 of 2002)

Section 2(1) (c) of the Immigration Act (Act 13 of 2002) mandates the Department of Home Affairs (DHA) to "detect and deport illegal foreigners" with a provision to check learning institutions to ensure that illegal foreigners are not enrolled. The Immigration

Act (Act 13 of 2002) adds that institutions that enroll learners whose legal status in SA is not known or unclear can be charged with aiding and abating an illegal foreigner (Crush & Tawodzera, 2011). Despite contravening the constitutional right to education, this contradicts the UN Convention on the Rights of the Child (1989) and the African Charter. The impact of this confusion cannot be underestimated. It leaves some immigrant adolescent learners in a state of fear, which can in turn affect their integration in learning institution (IOM, 2021).

The powers that were granted to administrative officials under the Immigration Act were challenged in the case of *Lawyers for Human Rights versus Minister of Home Affairs and Others* (2017). The Constitutional Court passed a Judgement that Section 34(1)(b) and (d) of the Immigration Act 13 of 2002 are inconsistent with the rights guaranteed by sections 12(1) and 35(2)(d) of the Constitution's Bill of Rights, therefore it is invalid. Rather than consistently policing immigrants, the DHA could make a significant contribution if it played its role as stipulated in Section 3(1)(f) of the Immigration Act of 2002 (RSA, 2002). Section 3(1)(f) mandates DHA to organise and participate in communal campaigns to deter xenophobia and educate the citizenry in migration issues (RSA, 2002). The World Migration Report (2018) posits that participation in communal campaigns will undoubtedly have a significant impact towards diminishing prejudice and assist in easing the acculturation of immigrant adolescent learners.

SA Schools Act (Act No 84 of 1996)

Section 5(1) of the SA Schools Act No 84 of 1996 governs enrolment in public schools and states that a public school must enroll students and meet their educational needs without discrimination. Furthermore, Section 5(2) states that school authorities may not administer any test related to a learner's admission to a public school (RSA, 1996b). Section 9 of the Admissions Policy for Ordinary Schools confirms the issue of non-discrimination by stating that a public school's admission policy and admissions administration must not unfairly discriminate on any basis against an applicant (RSA, 1996). Section 19 of the Admissions Policy adds that this policy should apply equally to learners born outside SA. However, the South African Schools Act (1996b) emphasises the need for identity documentation to be supplied before enrolment. This has been negatively impacting on the enrolment of immigrant adolescent learners who

do not have the required documentation. However, the request for identity documentation has been challenged in the Centre for Child Law versus the Minister of Basic Education 2020 and has been removed (see section 3.4 on Landmark court judgments).

White Paper on International Migration

The 2017 White Paper on International Immigration is an important step toward immigrant integration in SA. According to the paper, well-managed international migration is generally beneficial and should be supported by the Constitution and the National Development Plan 2030 (DHA, 2017). One of the objectives contained in the White Paper concerns the integration of international migrants, and in this context, it stresses that an integration policy requires the adoption of a coherent whole-of-government approach (DHA, 2017). In the current study's context such an approach brings together all relevant parts of the government that have an impact on the welfare of immigrant adolescent learners such as the DHA, Department of Social Development (DSD), Department of Education (DoE), and other non-governmental actors to legitimise the rights of immigrant adolescent learners in the South African classroom and counteract negative perceptions of immigration.

Aliens Control Act

The immigration context in SA is inextricably linked to its history. The Aliens Control Act of 1991, dubbed “apartheid’s last act,” has served as the foundation of South African immigration policy (Gordon, 2022). According to DHA (2017), the apartheid legislation on residential segregation, influx control, and preferential job criteria, influenced immigration, and South Africans’ overall reaction to immigration. The different constraints, imperatives and political choices tracing to apartheid legislation contributed to current migration management practices and stereotyped images of foreigners. These have shaped approaches to reforming migration policy well into the 21st century (Gordon, 2022). For example, in the early 1990s, laws controlling immigration essentially replicated the principles enshrined in the 1937 Aliens Control Act (Peberdy, 2009). Even though the Aliens Control Act was subjected to constitutional review with the advent of independence. The remnants of Aliens Act can

be found in current practices, administrations, and institutions in charge of migration management (Crush & Tawodzera, 2013).

Prevention and Combating of Hate Crimes and Hate Speech Bill

The bill was introduced in 2016 and seats before the National Assembly as of 2023. The bill's goal is to standardise the definition of hate crime among all those involved in the criminal justice system. If passed, the bill will provide a means to track efforts and trends in addressing hate crimes, including those against immigrants, and will allow for proper coordination among government service providers (NAP, 2018). Furthermore, in relation to social media, the wording of clause 4(1)(a) defines and criminalises hate speech. According to the bill's clause 4(1)(b), it is an offence to purposefully distribute or make available hate speech material, such as anti-immigrant material, through an electronic medium (NAP, 2018). Clause 4(1)(c) states that any person who intentionally displays any material or makes available any material which constitutes hate speech, which is accessible by or directed at a specific person who can be a victim of hate speech, is guilty of an offence (NAP, 2018). In the next section I discuss court rulings that have significantly contributed to improving the well-being of immigrant adolescent learners.

3.6.3. Landmark Court Judgments

Centre for Child Law versus Minister of Home Affairs 2019

It was a significant judgement when the court ruled that children may not be detained for being in the country illegally. The high court ruled in Centre for Child Law versus the Minister of Home Affairs that the detention of children for immigration reasons was illegal. The court ruled that children, as a vulnerable group, are entitled to protection under the Children's Act regardless of their documentation status (Center for Child Law v. Minister of Home Affairs, 2019). The judge reiterated that Section 28(1)(g) of the South African Constitution states that: Every child in SA has the right not to be detained except as a last resort, in which case, in addition to the rights a child enjoys under sections 12 and 35, the child may be detained only for the shortest appropriate period of time (Center for Child Law v. Minister of Home Affairs, 2019).

Watchenuka versus Minister of Home Affairs and Others 2004

The Watchenuka versus Minister of Home Affairs and Others, 2004 case involved a Zimbabwean mother and her son who were contesting the Refugees Act, which generally prohibited them employment/studying while their asylum application was pending. The Court ruled that prohibiting migrant children to remain in the country while their asylum status is not yet finalised violates the Bill of Rights enshrined in the Constitution (human dignity) - especially if it is a general prohibition without guidelines or case by case considerations (Watchenuka v. Minister of Home Affairs and Others, 2004).

The judge held that human dignity should not be considered differently based on people's nationalities and the freedom to study is an important aspect of human dignity. Without the freedom to study, a person is deprived of the potential for human fulfillment. The judge affirmed the premise that the rights of immigrant children are protected by Section 29(1) of the Bill of Rights, which guarantees everyone the right to a basic education, including adult basic education, and further education (Watchenuka v. Minister of Home Affairs and Others, 2004).

Centre for Child Law versus Minister of Basic Education 2020

In 2016, the Eastern Cape Department of Education decided to withhold funding from schools whose students had not produced identity documents, according to their database (Centre for Child Law v. Minister of Basic Education, 2020). As a result of this decision, schools stopped receiving funding for undocumented students who enroll. As a result, undocumented students were barred from attending some schools that were unwilling or unable to bear the burden of providing an education to unfunded students (Center for Child Law, 2022).

Similar exclusions of undocumented children occurred throughout SA, not only due to budgetary constraints, but also because teachers and heads of learning institutions were concerned about violating sections 39 and 42 of the Immigration Act of 2002, which prohibits learning institutions from providing training or instruction to illegal migrants and makes it an offence to aid and abet or assist an illegal migrant in obtaining instruction or training (Center for Child Law, 2022).

In a landmark ruling, a full bench of the Court asserted that everyone has the right to basic education regardless of their status or their ability to provide proof of identity such as a birth certificate or other official documentation (Centre for Child Law v. Minister of Basic Education [DBE], 2020). After the ruling on the case, on 11 February 2021, the DBE published a new draft Admissions Policy for Ordinary Public Schools and stated that schools may not prevent the admission of learners from schools or exclude them from any aspect of the right to basic education based on the lack of documentation (Center for Child Law, 2022).

3.7. Affordances that result in a sense of belonging

3.7.1. School

The role of a school in facilitating integration cannot be underestimated. Writing on the importance of feeling accepted within the school environment Asanova (2005) argued that two important factors initiate a sense of belonging and are capable of fostering identity: how teachers relate to students, and the school administration and staff's acceptance of diversity. Similarly, in their study, Agbenyega and Peers (2010) observed that immigrant adolescent learners' sense of belonging was enhanced when their peers and adults with whom they interacted with at school and in the community were concerned about their well-being.

The school as an affordance facilitates learners' school belonging. Goodenow (1993, p. 80) cited in Schachner (2017) defines school belonging as "the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment". Research has consistently shown that immigrant students experience a lower sense of belonging at school than their mainstream peers (Bartlet, 2015; Berry et al., 2006; Mickelson, 2014). Yet, a high level of school belonging has been identified as a major protective factor that is associated with lower levels of delinquency amongst immigrant adolescent learners (Titzmann et al., 2015).

In the South African context, the Three2six programme employs immigrant teachers to facilitate school belonging. This has a dual advantage of benefiting both immigrant adolescent learners and the teachers. Teachers gain familiarity with the South African curriculum and immigrant learners are taught by educators with whom they share similarities (Three2six, 2020). However, according to the OECD report (2015), hiring

teachers with migrant backgrounds should not be the only strategy for ensuring effective teaching for migrant children. There must also be a need to emphasise the importance of intercultural training and educator monitoring.

3.7.2. Community

Children live in communities, and so is the location of learning institutions. Most immigration research has focused on immigrant adaptation, and immigrants are serving as the protagonists of integration (Smith, 2022; Tati, 2008; Yu & Wang, 2011). Some studies have focused on the perspectives of immigrants to adopt or propose a process for their adjustment (Akram, 2012; Tati, 2008; Yu & Wang, 2011). There is little research that has offered recommendations for changes that need to be made in the migrants' host society (Aliti, 2014). Since the community can act as an affordance, integration of immigrants should not be considered as solely concerning immigrants. The citizens, governments, and the overall receiving society is also concerned, hence the bi-dimensional model of acculturation is significant (Berry, 2013).

The bi-dimensional model of acculturation posits that individual and group level variables contribute to the process of acculturation (Akram, 2012). Since, communities can act as key tools for integration, an acculturation strategy for integration can be aimed at making the community more receptive. Communities can be made more receptive through initiatives that aim at changing public attitudes (Murjani, 2014). Moreover, Aliti (2014) argues that, in facilitating acculturation, public attitudes towards immigration and immigrants are more important than integration policies.

In the same vein, Lamar (2018) argues that communities can facilitate acculturation through the promotion of multiculturalism. Berry (2013) posits that for multiculturalism to take place, the host culture needs to provide support to immigrants, to integrate them into the dominant culture. Akram (2012) adds that an essential prerequisite of multiculturalism is acknowledging diversity within and between groups (that is, host and immigrant cultures) rather than expecting total homogeneity of cultures by becoming a melting pot.

3.7.3. Positive Academic Performance of Immigrant adolescent learners

Positive academic performance by immigrant adolescent learners paints an optimistic picture for integration in SA. Several reasons have explained the positive academic

performance by immigrant adolescent learners. For example, Fuligni (1997) documents that migrant children are often in families that strongly support academic achievement.

In addition, the school environment can act as an affordance for positive academic outcomes. A study on Turkish immigrant students in Belgium confirms that a sense of relatedness with the school has a stronger effect on academic achievement (Coskan et al., 2015). Similarly, a study on Latino students in the United States of America (USA) also confirms that students who had a better relationship with their teachers and felt connected with their school environment were more motivated to attend school, and this was associated with better academic outcomes (Schachner et al., 2017).

The impact of teachers and supportive school environment in improving the academic performance of immigrant adolescent learners was also confirmed by experimental demonstration on the power of expectations known as the “Pygmalion Effect” which showed that teachers’ expectations could serve as an educational self-fulfilling prophecy for students’ intellectual performance (Rosenthal & Jacobson, 1968).

However, positive academic performance seems to contradict findings from some large-scale educational surveys, such as the Programme for International Student Assessment that have noted a gap in academic achievement, where immigrant students performed poorly compared to their native peers (Schachner et al., 2017). Furthermore, immigrant learners’ positive academic performance has, in some cases, acted as a facilitator of discrimination. For example, Aliti (2014) states that host societies perceive immigrants as a threat when they are academically performing well because this accentuates that immigrants take opportunities away from native individuals. Another affordance is extra-curricular activities that I discuss in the following section.

3.7.4. *Extra-curricular activities*

Some studies have reported that extra-curricular activities, that promote meaningful participation provide a variety of benefits that include higher levels of learners’ engagement, and lower rates of school dropout (Carrillo & O’Grady, 2018; Koehler, 2017; Menjivar, 2016). Thus, from the perspective of integration, extra-curricular activities can facilitate the development of a sense of belonging which is essential for acculturation. The OECD (2018) affirms that extracurricular activities can be

instrumental in strengthening social support systems, developing social skills, relationships, and enhancing neighborhood cohesion.

There is also research that has indicated that students feel more comfortable to partake in extra-curricular activities if the school's staff is diverse and includes educators who also have an immigrant background (Nilsson & Bunar, 2016). To achieve this, some researchers have suggested that increasing the number of teachers from diverse ethnic or migrant backgrounds could facilitate integration through increasing pupils learning experiences and sense of belonging (Katsarova, 2016). For example, in England and Wales, the Teacher and Training Agency (TTA) implemented measures to make teaching more accessible and attracts more ethnic minorities (Manzoni & Rolfe, 2019).

3.7.5. *Friendships*

Friendships as an affordance plays an instrumental role in determining acculturation outcomes. Reynolds and Crea (2017) attest that integration can be studied through examining individual, peer-to-peer friendships. Research suggests that friendships can provide social support, protect against anxiety and depression, encourage academic achievement, often, through encouraging greater connection to the school and learning (Adebanji & Phatudi, 2014; Vandeyar & Vandeyar, 2017; IOM, 2021). Youth higher in sociality (the inclination to nominate friends and be nominated as a friend) may be associated with improved outcomes over the life course (Reynolds & Crea, 2017).

In corroboration, Neumann (2009) posits that when children are asked what helped them “succeed against the odds,” help from peers or informal mentors is more frequently mentioned than the activities of paid professionals such as Social Workers. Resultantly, in carrying out my current study, I heeded Neumann's (2009) advice that when developing conscious strategies to promote children's resilience, one must be careful not to underestimate nonprofessional sources, and ensure that one's actions do not weaken such naturally occurring sources of support.

3.7.6. *Resemblance between heritage culture and receiving culture*

Bartlet (1970) cited in Bornstein (2017) hypothesised that similarities between heritage and receiving culture helps to determine the course of acculturation. Similarly,

Searle and Ward (1990) argued that the fit between the things done in one's country and those done in the destination country makes the acculturation of immigrants easy. In accordance with Searle and Ward's (1990) line of thought, African immigrants in SA could be expected to experience less conflict between cultures of home and school than African immigrants living in China where Asian values and ways of doing things prevail. Thus, some of the recommendations of an acculturation strategy for integration emerging from this study capitalised on similarities between cultures to create a sense of belonging. Menjivar (2016), attests that since immigrant children spend most of their time at school, symbolic gestures by the school can shape the overall perception of the host country.

3.7.7. Paradox of belonging

The paradox of belonging demonstrates that immigrant adolescent learners can feel more at home in SA than in their home countries, even if they are in the country illegally (Finos, 2018). Conversely, as found by Hadebe (2014), it can mean that even when immigrant adolescent learners have been in SA for decades and hold citizenship or permanent residency, they may still feel that they belong to the country of origin more than SA. However, because of their migration journeys, immigrants frequently have multiple relationships of belonging with multiple places (Berry, 1980). Finos (2018) attests, that this is a result of straddling worlds or being, 'here' and 'there' at the same time. Therefore, it was important for me in this study, to utilise the social work principle of individuality by heeding to the personal acculturation experiences of every co-researcher because immigrant adolescent learners have different acculturation journeys.

3.8. Acculturation Strategies used by Immigrant Adolescent Learners

3.8.1. Assimilation

Early empirical studies on acculturation and ethnic identity show that immigrants who acculturate to the host culture are more likely to forget ethnic culture traditions (Berry & Annis, 1974). However, in recent years, acceptance of one culture and abandonment of the other have been viewed as two independent practices that can occur concurrently in immigrant adolescent learners (Albina, 2016). Furthermore, the development of a new cultural identity that is aligned to mainstream culture does not necessarily imply the loss of one's ethnic identity (Albina, 2016). Other studies show that identity can be

a major factor for ethnic minorities when compared to members of the ethnic majority (Chao & Otsuki-Clutter, 2011).

According to Schachner (2017), in assimilation-oriented countries, a stronger mainstream and a weaker ethnic orientation can be more advantageous for school adjustment. Furthermore, a study based on PISA 2009 data confirmed that in Germany, which could be taken as an example of such a country, assimilation was associated with high reading competences (Edele et al., 2013 in Schachner, 2017).

Moreover, a study of Chinese immigrant adolescent learners in Germany discovered that assimilation is significantly positively correlated with integration ($r = .414$, $p < 0.01$) but significantly negatively correlated with separation ($r = -.463$, $p < 0.01$) (Yu & Wang, 2011). According to this school of thought, the more likely students are to be assimilated, the more likely they are to be integrated and the less likely they are to be separated.

However, assimilation is not without challenges. Aliti (2014) postulates that immigrants in most cases find it hard to assimilate because they are viewed as not having the same right to completely belong to the nation or civil society, hence they are not granted complete privileges. In addition, there are challenges that emanate when immigrant adolescent learners are forced to assimilate. Aliti (2014) argues that there is a common discourse that immigrants do not entirely belong until they have assimilated. It has been proven by various literature that when assimilation is forced it presents psychological repercussions (Carrillo & O'Grady 2018; Palmary, 2009; Smith, 2022). Thus, service providers need to be cognisant of the acculturation strategy chosen and the challenges that it presents.

Schachner (2017) attests that a stronger mainstream and weaker ethnic orientation can be more advantageous for school adjustment in assimilation-oriented countries. However, few studies have been conducted on the impact of acculturation when immigrant adolescent learners go back to their home countries (Carrillo & O'Grady, 2018). Immigrant adolescent learners who have assimilated into the South African community often feel separated and unable to relate when they go back to countries of origin, which can be isolating to an extent of culminating in psychological repercussions (Palmary, 2009).

3.8.2. Identity

A discussion on identity is important for an understanding of the acculturation experiences of immigrant adolescent learners. This is so because the exposure to a different culture and attempts in integrating into it have an impact on identity. Aliti, (2017) defines identity as a process of classification that creates one's relationship to other individuals and groups. Identity is also used in defining the in-groups and out-groups. Similarly, the notion of ethnic identity is defined as a component of "awareness, self-labelling, attitude, and behaviour" that results in individuals' identification and their emotional attachment to a group (Phinney, 1990, p. 17).

Two main theoretical approaches have been used to underpin research on ethnic identity: social identity theory and developmental theory (Erikson, 1968; Tajfel & Turner, 1979). According to social identity theory, individuals are more likely to categorise themselves as members of a group that they also favour (Tajfel, 1978). The group's identity then becomes part of the immigrant adolescent's identity and boosts their self-esteem (Tajfel & Turner, 1979).

On the other hand, developmental theory contends that both internal and external factors influence human development (Erikson, 1968). Furthermore, Erikson (1968) contends that an individual's identity is dependent on interactions with other people, implying that it must be validated by others even if discovered by an individual. Erikson (1968) goes on to argue that as environmental factors change, so will the development of immigrant adolescent learners. In response to Erikson's theory of ethnic identity development, other researchers have developed alternative models (Albina, 2016). Despite minor differences, the competing theories agree that identity is a progressive process that continues to develop with age. Thus, older adolescents appear to have stronger ethnic identities than younger adolescents (Albina, 2016).

Noteworthy, identity has implications on the well-being of immigrant adolescent learners. Ethnic identity has been proven to be essential to minority groups because it provides a sense of belonging in a hostile host society (Jugert & Titzmann, 2019). According to Phinney's (1989) study, ethnic identity was positively linked to many psychological adaptation measures among African American, Asian-American, and Mexican American 10th Graders. However, when the individual interacted with the

mainstream environment, it was observed that close association with one's ethnic group could lead to a decrease of self-esteem (Phinney, 1990).

Akram (2012) adds that, if ethnic identity is extremely strong, the dominant culture may feel threatened – especially if there are significant differences between host and immigrant culture. Thus, immigrants may face acculturation difficulties if the host culture is dominant. These acculturation difficulties can be exacerbated by hatred and discrimination directed at a specific ethnic group (Berry, 2008). Furthermore, growing up in a dominant culture, while belonging to an ethnic group, has been shown to complicate the process of identity formation for adolescents, because it provides alternate identities (Phinney, 2006).

Carrillo and O'Grady (2018) note that a strong ethnic identity by the host nation normally culminates in the 'them' and 'us' discourses. The 'us' and 'them' kinds of discourses are often embedded with multiple derogatory stereotypes against the out-group. As Mineva (2007) in Aliti (2014) explains that otherness and We-ness (a term she uses to describe the "Us" and "the Self") are two sides of the same coin, and divides humanity into two slates: (1) whose identity is valued and represents the perceived norm, and (2) who is discriminated and devalued. Extant research has also shown that, the process of stigmatisation and differentiation of out-groups and in-groups poses a challenge to integration (Akram, 2012; Gokhale, 2015; Lamar, 2018).

Immigrant adolescent learners face specific challenges that relate to identity. For example, Smith (2022) posit that greater complexity to identity is added when individuals migrate across geographical and cultural boundaries. Thus, Immigrant adolescent learners in SA have their home country, and a South African identity (Madziyire, 2016). The combination of the two identities can create uncertainty and confusion regarding a sense of self and positionality (Carrillo & O'Grady, 2018).

An important finding is one that has shown that acculturation influences ethnic identity and can lead to immigrant adolescent learners questioning their ethnicity (Albina, 2016). Phinney et al. (2001) were among the first to define ethnic identity as a component of acculturation, which is concerned with a sense of belonging within a culture. Changes in values, behaviours, and beliefs that occur during the acculturation process have a

significant impact on identity (Albina, 2016). The role of language in acculturation, which I discuss in the following section, is closely related to the concept of identity.

3.8.3. The role of language in acculturation

There is extant evidence that shows that language is an important vehicle for acculturation (Gokhale, 2015; Lamar, 2018; Schachner, 2017). Mouw and Xie (1999) cited in Adebajji (2013) proposed that the extent of acculturation by immigrant adolescent learners can be measured by examining the ability to learn the language of communication in the host society. Similarly, in a study of four Korean children in an Australian lower primary school, Millar (2011) observed that the adjustment of children to the school environment depended mainly on “actual and perceived” language inadequacy.

Moreover, OECD (2018) asserts that exposure to more than one language can be beneficial to immigrant children. Some studies indicate that children exposed to more than one language tend to perform better than their monolingual counterparts. In the South African context, Adebajji (2013) attests that the ability to speak South African languages enables one to negotiate acceptance to the community of indigenous children at the school.

In affirmation, Aliti (2014) attests that the inability to speak a local language is the main barrier for integration because it can play a role on the migrants being identified as “the other” and in creating stereotypes. Aliti’s (2014) empirical study in Sweden concluded that the ability to speak native language is considered the most important aspect in facilitating acculturation. Findings by Isseri et al. (2018) suggest that the degree of proficiency in the dominant language of the host country may create opportunities or barriers for acculturation.

From the legitimate peripheral participation lens, the ability to speak an indigenous language translates into one’s currency for negotiating a sense of belonging to the school (Lave & Wenger, 1991). Lave and Wenger (1991) add that, as novices enter a community of practice, they become full participants through integration by associating with more knowledgeable members of the community. Some scholars have explored the link between acculturation and psychological well-being, I discuss this in the following section.

3.8.4. *Acculturation and Psychological Well-Being*

One of the central themes in positive psychology is the study of psychological well-being, which refers to general life satisfaction, positive feelings, the ability to meet daily demands, and the possession of a sense of personal purpose in life (Ryff & Singer, 2008). To date, three types of well-being have been defined: subjective well-being, psychological well-being, and eudemonic well-being (Ryff & Singer, 2008).

Significant to this study on acculturation, psychological well-being refers to a variety of concepts that are associated with thriving, such as accomplishment, self-acceptance, purpose in life, and self-determination in decision-making, all of which are essential for acculturation (Ryff & Singer, 2008). Similarly, Ghaffarain (1998) found that Iranian immigrants who acculturated through integration or assimilation in the USA, had better psychological outcomes than those who were resistant to the country's culture. This conclusion was reached by using a translated version of the cultural lifestyle inventory, an acculturation measure which was originally developed for use with Mexican Americans, to assess acculturation levels (Albina, 2016). According to Berry (2008), biculturalism, or the ability to live in two cultures, is associated with several psychological benefits. One of the perceived benefits for immigrants, is the general immigrant psychological well-being (Albina, 2016).

3.8.5. *Integration*

Judging from many studies that have examined acculturation strategies (Bartlett, 2015; Berry, 2013; Mickelson, 2014), integration is the most preferred acculturation strategy by the non-dominant group. It has been established that the host society members evaluate positively and perceive immigrants who conform to their beliefs, values, and interests as less threatening, while differences lead to intercultural threat and conflict (Aliti, 2014).

Research indicates that communities that are socially integrated, fare best concerning their psychological well-being, while marginalised groups fare worst (Berry et al., 2006). Positive acculturation has also been defined as having good mental, physical, psychological health, and high self-esteem (Albina, 2016).

Alitti (2014) highlights three important benefits of social integration for immigrants. Firstly, it facilitates inter-group contact and, strengthens relations between immigrant

adolescent learners and the host society. Second, it enables immigrants to access social capital of the host nationals, better employment, and lifestyle opportunities (Alitti, 2014). Third, it can reduce health risks that may be elevated among immigrants, such as psychological distress and the risk of suicide (Gandara & Contreras, 2010).

Koehler (2017) notes two approaches to facilitate the integration of immigrant adolescent learners in the school environment. The first involves placing migrant students in mainstream classes, as has been done in the Czech Republic, Latvia, Slovakia, Scotland, and Montenegro (European Commission, 2019; Koehler, 2017). The second approach involves placing immigrant adolescent learners in preparatory classes (European Commission, 2019). The main advantage of preparatory classes is that they provide more dedicated time for learning the language (Koehler, 2017). However, this strategy may affect pupils' ability to integrate because it reduces time spent in other areas of learning (Nilsson & Bunar, 2016). Strategies that facilitate mixing of learners are described by several authors as crucial for integration of newly arrived migrants (Bartlet, 2015; Mickelson, 2014; Smith, 2022).

However, in the African context, the economic situation in SA's townships makes integration extremely difficult (Madziyire, 2016). High rates of unemployment and poverty have led to poor and unemployed South Africans feeling threatened by immigrants, with whom they must compete for limited employment opportunities (Madziyire, 2016).

3.8.6. *Separation and marginalisation*

Acculturation strategies of separation and marginalisation are linked to the concept of isolation because they involve a degree of distancing oneself. Separation entails holding on to original culture by avoiding interaction with the host culture. Marginalisation entails little or no interest in cultural maintenance and in having relations with others (Berry, 1984). These two acculturation strategies have been associated with loneliness which has been associated with depression, anxiety, and suicidality (Lee et al., 2020; Titzmann et al. 2015; Weisskirch 2017). Therefore, Lusk et al. (2019) proposes that Social Workers working with immigrant adolescent learners must develop culturally responsive strategies to address mental health concerns.

Many studies have documented disadvantages of isolation (Berry et al., 2006; Titzmann et al. 2015; Weisskirch 2017). However, there are some advantages worth noting. For example, some studies show that many Chinese international students prefer to maintain strong ties to their heritage, culture, and identity (Albina, 2016). Resultantly, Chinese international students may feel more connected to their roots and recognise this connection as a social system in which they can share their new experiences and frustrations (Albina, 2016).

Furthermore, Schachner et al. (2017) contend that identification with and orientation toward ethnic culture through isolation fosters a sense of social belonging, particularly in the face of discrimination and exclusion by members of the host society. Michael (2012), in Aliti (2017), sees voluntary separation as a mechanism that allows immigrants to resist majority assimilation pressures in favour of preserving a group's culture and history.

3.9. Challenges Faced by Immigrant adolescent learners

3.9.1. Discrimination

Berry (2006) attests that discrimination is a significant source of acculturation stress and serves as an important challenge to psychological, socio-cultural adjustment, and has a negative influence on cultural identity and sense of self. There are also behavioral consequences such as the engagement in delinquent and anti-social behaviours (Aliti, 2017).

In addition, Aliti (2014) explains discrimination faced by immigrants by using similarity – an attraction hypothesis that highlights that when a person is perceived to have similar characteristics to ourselves, we evaluate him/her positively. Aliti (2014) adds that similarity reduces insecurity in interpersonal relations, and it confirms that our beliefs are correct – that is why people tend to discriminate against the out-group.

Benokraitis and Feagin (1995, p.39) developed a system of classification for discrimination forms that includes blatant discrimination which consists of “unequal and harmful treatment that is typically intentional, quite visible, and easily documented”. Ruganan (2022) reinforces that, blatant discrimination sends a message that one is an outsider and is not wanted.

In substantiation, Lamar's (2018) study on acculturation experiences in the USA highlights how immigrant graduate students at the University of San Francisco chose to speak less to avoid discrimination owing to their foreign accent. This shows that participants had the perception that they had to have an American accent to better fit into the USA society. This concurs with Smith's (2022) argument that although official school discourses appear to embrace cultural and linguistic diversity, children of immigrants - whether they were born in their home country or in the host country - frequently experience a sense of disconnection and exclusion.

In the South African context, Madziyire (2016) notes that immigrant adolescent learners from English-speaking countries such as Nigeria and Zimbabwe often experience challenges owing to differences in accents and skin pigmentation. These differences are used as a means of othering by local learners. Therefore, in certain instances immigrant adolescent learners choose not to speak with local learners due to the fear that they could be laughed at because of their accent (Madziyire, 2016).

Moreover, there are studies that confirm that some immigrants have accepted that discrimination is an inescapable reality associated with their identity, hence they are reluctant to do anything about it (Adebanji & Phatudi, 2014; IOM, 2021). According to Benokraitis and Feagin (1995, p. 41) some people have internalised subtle (discriminatory) behaviour as 'normal', 'natural', or 'customary'. People seem to do the same for covert discrimination which consists of "unequal and harmful treatment that is hidden, purposeful, and, often, maliciously motivated" (Benokraitis & Feagin, 1995, p.42).

Aliti (2014) posits that based on the group threat theory, discrimination and bullying of immigrant adolescent learners result from perceived group threat, broadly defined as concerns that, immigrants challenge the well-being of the majority group. According to group conflict theorists, negative attitudes toward out-groups stem primarily from the belief that their own group's entitlements are threatened by other groups (Hall, 1997; Aliti, 2014). Thus, negative out-group sentiments can be interpreted as a defensive reaction to perceived inter-group aggression. In other words, the subjective perception of competition plays a crucial mediating role between actual threats to group interests and negative out-group attitudes (Aliti, 2017). Discrimination is strongly aligned to the concept of stereotypes, which I discuss in the next section.

3.9.2. Stereotypes

Stereotypes can be explained as a “set of representational practices that are key mechanisms by which one group’s generalised and widely accepted beliefs about the personal attributes of members of another group are constructed” (Hsu, 2018, p.10). It essentially reduces people to having certain characteristics which are seemingly “fixed”. For example, the “model minority” stereotype was formerly used to describe Japanese Americans in the 1960s and has become common when discussing the Asian community – advancing the impression that Asian Americans are rich, diligent, and smart (Murjani, 2014). In certain instances, Asians are also often depicted as passive, quiet, reserved, poor communicators, and workaholics (Hsu, 2018). The “perpetual foreigner syndrome” was coined to express the phenomenon that members of ethnic minorities will always be seen as the “other” (Murjani, 2014). In the South African context, stereotypes emanate from the belief that immigrants cause crime (Gordon, 2022). The media has also been blamed for portraying immigrants negatively (Hadebe, 2022). I discuss below, the crime narrative and the role of media in advancing stereotypes against migrants.

3.9.3. Crime in SA

According to South African Police Services (SAPS) there were 45 928 drug-related crime incidents recorded in 1994, in 2018 this figure had risen to 323 547 (Gordon, 2022). There is a belief held by some South Africans that the upsurge in criminality is linked to international migration flows (Gordon, 2022). Indeed, the alleged link between international migration and incidence of crime is one of the most widespread anti-immigrant narratives in SA (Zajec, 2017). Data on public opinions from the nationally representative data set of the South African Social Attitudes Survey (SASAS) shows that two thirds of the adult population publicly saw foreign nationals as detrimental to public safety (Gordon, 2022).

Kollamparambil (2019) mapped data from 1 141 police stations onto datasets from Statistics SA’s 2011 National Census and 2016 Community Survey. The study explored the relationship between international migration and crime in 231 municipalities and found no evidence of a link (Gordon, 2022). Kollamparambil (2019) concluded that other factors (such as income inequality) better explain crime patterns in SA.

The findings outlined above are consistent with empirical research in other countries. For example, in the USA, MacDonald et al. (2013) cited in Gordon (2022), found that there is no correlation between levels of immigrant concentration and high crime rates. The study established that immigrant concentration seemed to reduce neighbourhood-levels of crime. Similar findings were reported by Bui and Chalfin (2022), who attested that immigration seemed to reduce serious levels of crime in the USA cities. Studies from the USA, much like the work of Kollamparambil (2019), tend to show that crime patterns are determined by other factors other than migration. If narratives such as one positing that immigrants are the cause of crime are corrected, the acculturation of immigrant adolescent learners can be made easier (Hsu, 2018). Below, I discuss the role that can be played by media in correcting stereotypes.

3.9.4. *Role of the media*

Mass communication and mass media have a huge impact on how people perceive society and the world around them, thereby shaping public opinion. According to Aliti (2017), bad news in the media tends to increase stereotypes and prejudice, thereby impeding integration. Frequently, public authorities, political parties, and the media send mixed messages about immigration or, including sometimes inciting xenophobic reactions by associating the presence of immigrants with a sense of socio-economic and individual insecurities (Aliti, 2017).

According to Hadebe (2022), while there are undeniably a significant number of undocumented migrants in SA, the media has exaggerated the number of Zimbabweans in the country, by putting the figure above three million. The media has also been blamed for ‘criminalising’ migrants from other parts of Africa through the subtle use of terms such as ‘illegal’ and ‘alien’, despite being roundly criticised by institutions such as the UN for contributing to misconceptions about an otherwise law-abiding group of people (Bui & Chalfin, 2022).

SAMP (2001) advocates for a more neutral terminology such as “undocumented” or “irregular” migrants to promote less subjective or pejorative media discourse on migrants. The International Organisation for Migration (2021) also favours the term “undocumented migrant” because it appears free of negative ideological constraints. Bartlet (2015) posits that the term “irregular” may still be problematic if it infers

deviance from the norm and thereby continues to portray migrants negatively. Aliti (2017) for example blames media for instigating xenophobic sentiments.

3.9.5. *Xenophobia*

In the quest for an acculturation strategy for integration, it is important to address prejudice directed towards the immigrant population, since xenophobia is a serious challenge in the South African context. The Migration Policy Framework for Africa (MPFA) expressed its worry regarding increasing levels of xenophobia on the African continent, arguing that this type of prejudice undermines regional integration efforts (Gordon, 2022). Whilst anti-immigrant sentiments are prevalent in many countries, hostility towards international migrants is more pronounced in the South African context (Zajec, 2017). Yet, the South African government has struggled to develop meaningful strategies to deal with anti-immigrant hostility (Gordon, 2022).

Bird and Fine (2002) note that as early as 1996, a study by Human Rights Watch (HRW) labelled SA as a highly xenophobic country. Moreover, in 1999, the South African Migration Project (SAMP) also conducted an attitudinal survey of feelings about “foreigners” including opinions of immigrants concerning the official and everyday treatment of migrants in SA. SAMP (2001) concluded that SA compares badly to other countries in its treatment of migrants and that anti-foreigner sentiments have hardened since the mid-90s (SAMP, 2001).

In the school context, Bird and Fine (2002) found evidence of institutional abuse of the rights and privileges of immigrant children to schooling. These findings were also reported by later studies that confirmed that many of the children faced structural discrimination from the host country (Batisai, 2022; Bartlet, 2015; Tafira, 2011). Some examples of discrimination were arrest, detention, abuse, denial of school enrolment, and proper documentation. It has also been established that immigrant adolescent learners experience bullying, teasing, and name calling from their local peers at school and in the host communities (Vandeyar & Vandeyar, 2017). Outside the school environment, hostility towards foreign nationals has culminated to xenophobic violence, which has led to loss of many lives.

Zajec (2017) states that between 2008 and 2015, approximately 350 immigrants had been killed. This highlights the grievous effects of prejudice. Immigrant adolescent

learners are not immune to this because it's their parents or families that are displaced or tortured. In addition, there is research evidence that shows that prejudice in schools is a miniature copy of the dynamics in the wider society (Smith, 2022; Vandeyar, 2011; 2017). In Adebajji et al.'s (2014) terminology, schools are not value neutral, but are a microcosm of dynamics that ensue in the wider society. In addition, isolated case studies that were conducted by Crush and Tawodzera (2013) suggested that non-South African children are not made to feel welcome in South African schools and that xenophobic attitudes of parents are reproduced by their children.

There is evidence that xenophobia is not only a phenomenon in SA. In a study of school xenophobia and inter-ethnic relationships among secondary level students in Spain. Prats et al. (2017) discovered that 30% of students thought the presence of students from other countries was harmful or detrimental. Furthermore, many cases of xenophobia have been documented in the Global South, particularly in Asian countries such as China and India (Hangwei, 2020; Rugunanan, 2016; Wang & Qin, 2020). This demonstrates that xenophobia is not limited to Africa, and migrants all over the world are affected (Rugunanan, 2022). Unique to SA is the intensity and violence associated with the xenophobic attacks on foreign nationals (Rugananam, 2022).

Although the reasons for xenophobic attacks in SA vary, it can be argued that a variety of xenophobia theories attribute the attacks to a lack of jobs and poor service delivery (Batisai, 2022). In this case, the Black African migrant is perceived and theorised as “a new danger to society, a threat, an invader intent on usurping the hard won materialities which the locals earned with sweat and blood” (Tafira, 2011, p. 116).

Theoretical analysis of foreign identity in the context of xenophobia reveals that “foreign nationals are ‘throw-away people’ who disturb the status quo” (Batisai, 2016, p. 128). This analysis echoes Mary Douglas’ dichotomy in her analysis of concepts of pollution and taboo and the differentiation of the sacred, the clean and unclean in different societies and times. Douglas posits that the unwanted are represented in society as “matter out of place” or “dirt in the bedroom”, based on the argument that dirt belongs in the garden, such that when it is in the bedroom, it is pollution and the only way of dealing with “matter out of place” is to “sweep it up” or “throw it out” (Douglas 1966 in Hall, 1997, p.330). Therefore, in this ideology, “the ‘foreigner’ should be kept at a distance, expelled and if all else fails, destroyed” (Tafira, 2011, p. 116).

According to this line of thought, xenophobia is a consequence of society's drive "to stigmatise and expel anything which is defined as impure and abnormal" to ensure that order and sanity return to society (Douglas quoted in Hall, 1997, p.330).

3.9.6. *Language as a challenge*

Bonstein (2017) attests that language is a bell-weather of acculturation to the host community's culture. This implies that the inability to speak the language of the destination country can easily be used to facilitate discrimination. Adebajji (2013) proposes that we can gauge the extent of acculturation of immigrant adolescent learners by examining their ability to learn the language of communication in the host society. Isseri (2018) adds that language difference is a key barrier that many immigrant children face in the new country.

Lamar's (2018) study of the acculturation experiences of immigrant graduate students at the University of San Francisco attests that a major indicator of acculturative stress is language acquisition. Lamar (2018) reached this conclusion because participants revealed frustrations in dealing with the language acquisition, thus, the ability to comprehend and understand the English language (Courtney, 2018).

In addition, findings by Congresssa (2017) suggest that opportunities, or barriers for acculturation are determined by the degree of proficiency in the dominant language of the host country. Proficiency in the language of the host country has also been associated with positive academic performance. For example, Suárez-Orozco (2018) attests that it takes approximately five to seven years for immigrant language learners to develop the academic language proficiency required to compete fairly with native speakers in standardised assessment.

3.9.7. *Cultural Confusion*

Reynolds and Crea (2017) argue that first-generation immigrant youth face two opposing pressures: the pressure to form strong same-generation friendships that provide social support and reinforce identity formation, and the pressure to gain popularity and social status through friendships with mainstream youth. Schachner (2017) notes that a stronger mainstream and weaker ethnic orientation is advantageous for school adjustment in assimilation-oriented countries. However, few studies have

been conducted on the impact of acculturation when immigrant adolescent learners go back to their home countries (Carrillo & O’Grady, 2018).

3.9.8. *Redoing a Grade*

OECD (2018) notes that students with an immigrant background are at a greater risk of repeating Grades even when they perform similarly to other students in a standardised test. This can be attributed to lack of knowledge about the availability of different education pathways (Weisskirch, 2017). In certain instances, parents of immigrant adolescent learners might have fewer resources, including cognitive, time, social, and cultural, than other parents, to advocate on behalf of their children and negotiate decisions with teachers and school staff that could maximise their children’s academic and broader well-being (OECD, 2018).

Some immigrant adolescent learners face challenges due to the differences in the syllabi in the country of origin and in SA (Weisskirch, 2017). Such differences require that the immigrant adolescent learners reorient themselves and adapt to the changes that they face (Madziyire, 2016). The processes of reorientation and adaptation may be time consuming, depending on the concerned individual learners.

3.9.9. *Pressure from Parents to Excel*

Unrealistic parental expectations and excessive parental pressure can have psychological repercussions on the psychological wellbeing of immigrant adolescent learners (Jun Li 2003; Koehler, 2017). Therefore, parental expectations can be counterproductive to desired acculturation outcomes.

Bonstein’s (2017) specificity theory contends that the background and personality of parents plays a significant role because parents from different countries with different personalities respond differently. For example, a study of Indian immigrant fathers in the USA revealed that those who were more acculturated (thus, use English more, eat non-Indian food, and yearn less for their homeland) did not present unrealistic expectations to their children than immigrant fathers who were less acculturated (Bonstein, 2017).

Another study on Chinese parents had similar findings as Jun Li (2003). It agreed that immigrant Chinese parents need to align their expectations, such as academic standards,

with their children's talent potential. In the study by Jun Li (2003) some adolescents reported that they experienced anxious thoughts and feelings under parental pressure, especially their parents' extreme concerns about their academic achievement and future career. For example, one adolescent complained that parents cared about nothing else but grades whilst another one suffered from the father's excessive daily directives and gradually distanced himself (Jun Li, 2003).

3.9.10. Acculturation Gap

Jugert and Titzmann (2019) notes that immigrant parents, from collectivist cultures, are less approving of out-group friendships for their adolescent children than parents without immigrant background, which poses a challenge to acculturation. Partly, this parental behaviour may be explained by collectivist immigrant parents' greater concern for family reputation and their fears that their children's friendships with ethnic out-group peers may lead their loss of ethnic in-group values and norms (Vandeyar, 2012).

According to Berry (1997) children and adolescents are more motivated to acculturate toward the dominant host culture than adults. Adults tend to maintain the traditional values of their culture of origin (Finos, 2018). Dryden-Petersen (2015) notes that psychological reactance and intergenerational conflict to parental guidance occur when youngsters identify with the peer culture and what is learned from the school curriculum, can cause stress. Therefore, one notes how immigrant children and youth must traverse multiple cultural worlds and the often-conflicted expectations that they face in their daily life (Bonstein, 2017).

Furthermore, Rothe et al. (2011) argue that the capacity of parents to provide leadership and guidance can be weakened by immigration if they have adapted at a faster rate than parents. Rothe et al. (2011) note that the acculturation gap can create disagreements between parents and their children. This could relate to the basic blueprint of how the family should operate, which can be destructive and lead to "triangulation" among different family members.

Dryden-Petersen (2015) adds that acculturation gap leaves many children torn between the attachment to their parents' culture, the lure of the adolescent peer culture, and aspirations to join mainstream culture. Rothe et al. (2011) cite that in certain some instances, children serve as translators between parents and school authorities. Thus,

undermining the hierarchical structure of the family and compromising the executive power of parents in the eyes of the school authorities. Reynolds and Crea's (2017) study of immigrants in the USA highlights the success of the second-generation in performing better than their parents within a wide variety of social outcomes.

3.9.11. Stress About Prospects

Optimism, or a positive outlook on the future can be a valuable psychological resource for people who are facing difficult or stressful times in their lives (Bonstein, 2017). Having hope may be especially important for immigrant adolescent learners and their families. For example, many immigrants relocate to new cultures in the hopes of bettering their own and their children's living conditions (Adebanji & Phatudi, 2014; Crush & Tawodzera, 2011; IOM, 2021). The "immigrant optimism hypothesis" posits that immigrants have faith in the future despite many barriers such as language and poverty, that they encounter. Immigrants higher in optimism about the future, have better acculturation outcomes than those without (Bonstein, 2017). Therefore, in the absence of hope for the future, prospects for the future become engulfed in pessimism.

3.9.12. Constant relocation

Crush and Tawodzera (2013) attests that migrants are always on the move. The first journey is from the home country to the destination country. Once in the destination country, they often move from place to place in search of greener pastures (Bartlet, 2015; Mbeve & Ngwenya, 2022). The constant transitions come with numerous repercussions. Firstly, as noted by Schachner et al. (2017) immigrant children are often exposed to numerous languages but gain complete mastery of none. Secondly, Manzoni and Rolfe (2019) note that the acculturation gains made in one area are often erased or dilapidated when immigrant adolescent learners move to a new area.

Another consequence endured by immigrant adolescent learners is a phenomenon that Cranston-Gingras (2010) terms mobility induced educational discontinuity. The phenomenon represents interruptions in the academic progress of immigrant adolescent learners due to constantly moving in search of greener pastures. Prats et al. (2017) notes that changing environments provide an extra source of stress that may increase depression and substance abuse.

3.10. Recommendations for an acculturation strategy for integration

3.10.1. Train Educators

Teachers are often ill-prepared in pedagogical approaches for second-language learning or recognising and assisting children in overcoming the effects of trauma that many migrant children experience (OECD, 2018). Thus, intercultural training can be beneficial. For example, intercultural education has been part of teacher training in the French Community of Belgium since 2000 and includes training teachers on how to deal with culturally diverse classrooms and awareness of ethnic/social discrimination for all teacher candidates (OECD, 2018).

OECD (2018) adds that, to understand and teach immigrant students effectively, it is important for teachers to learn how to teach students with different mother tongues. The curriculum for teacher training can include language-sensitive teaching. In this approach, teachers can be assisted in mastering the language dimension of teaching and learning content in their subject, and to acquire teaching strategies and techniques (Mbeve & Mhlanga, 2022).

Research on deprived students in SA and the USA, for example on Latino students in the reports that, students who had a good relationship with their teachers or tutors and felt connected to their school were more motivated to attend school, and this was associated with better academic performance (Mbeve & Mhlanga, 2022; Schachner, 2017). A recent study from Belgium further suggests that a sense of relatedness with the school and the teacher had a stronger effect on academic achievement for Turkish immigrant students than for their national mainstream peers (Coskan et al., 2015).

Koehler (2017) notes that immigrant adolescent learners can have a sense of relatedness with the school if educators are given appropriate teacher training on intercultural issues, which can have beneficial educational outcomes for minority students, while improving intercultural awareness. Manzoni and Rolfe (2019) note that the acquisition of a specific set of skills to support diverse learners can enable teachers to help pupils in developing good relationships with their peers and maintaining positive attitudes towards values of their families. A recent study of Europe's Education reported that a large proportion of teachers across countries felt unprepared and in need of more professional support to teach in diverse and multilingual settings (Koehler, 2017). A

challenge of this nature is exacerbated in the African and South African context by resource unavailability (Crush & Tawodzera, 2011).

3.10.2. Language support programmes

According to PISA data, migrants who speak the language of instruction at home maintain half a grade level advantage, on average (Bartlett, 2015). Therefore, methodical, and continuous language support is necessary at all levels of education (Koehler, 2017). Suárez-Orozco (2018) adds that it takes more than five years to acquire a level of language of mastery that can permit them to compete fairly with learners from the host country. Therefore, positive academic outcomes can be realised if the language of instruction is one that immigrant adolescent learners understand.

In affirmation, Courtney (2018) attests that developing a language programme would prove beneficial in helping break down language barriers for students that experience language difficulties. Language immersion programmes are similar to the “Sheltered Catalan or Spanish Immersion Classrooms” reported by (Prats et al., 2017). The Immersion classrooms were a temporary measure whereby all pupils who did not speak the official language or languages of the region in question were grouped together for a period of one to two years to provide them with “total immersion” language tuition and keep all the new arrivals together (Prats et al., 2017). However, Madziyire (2016) notes that total immersion in developing countries may be problematic due to resource unavailability and lack of political interest.

Another consistent finding suggests that “balanced bilinguals”, or youth who develop their native language alongside their second academic language, have better educational outcomes over time (Manzoni & Rolfe, 2019). Research in second language acquisition suggests that when students are well grounded in their native language, they can efficiently apply their language knowledge to the new language, when provided with appropriate instructional support (Suarez-Orozco, 2018). Therefore, in supporting language acquisition, immigrant adolescent learners should not be encouraged to abandon their home language. In addition to language support programmes, the acculturation of immigrant adolescent learners can be aided through the dissemination of accurate information as I discuss in the below section.

3.10.3. Disseminating correct information about immigrants

The World Migration Report (2018) notes that the welfare of immigrants in host countries can be improved by correcting the misconceptions held by the larger population. One of the most widely held stereotypes about immigrants is that they drain resources in the host country (Batisai, 2022). Pumariega (2010) states that while arguments have been put forward that immigrants pose a challenge through competition for jobs and expenditures for health and human services, a study by the Texas state controller in the USA evaluated the revenues (gross domestic product and tax contributions) versus costs (health, welfare, education, juvenile justice, and criminal justice) for undocumented immigrants. The net balance was positive at \$25 billion annually.

In the South African context, foreign small entrepreneurs such as spaza shop owners, are consistently targeted by xenophobic attacks under the pretext that they take money that is meant for South African businesses (Rugananam, 2022). Ironically, research shows that migrants play an important role in small business activity in SA (Rugananam, 2022). Their enterprises are a significant part of the informal sector, create independent medium, micro-enterprises, and employment opportunities for South Africans (Rugananam, 2022). If correct information such as this is disseminated, it can address the misconceptions held by the larger population.

Aliti (2017) concurs that public attitudes towards immigration and immigrants are found to be more important than integration policies in determining acculturation outcomes. Resultantly, the World Migration Report (2018) suggests that changing the information available to people can influence their attitudes toward immigration. For example, Hadebe (2022) documents how media coverage can remove migrants metaphorically from the population altogether through dehumanising language. One notable example is media metaphors that depict migration as a type of natural disaster (often a flood) or migrants as animals, particularly insects (swarms) (Banda & Mawadza 2015; IOM, 2021).

Migration's prominence as a public policy issue and newsworthy topic has perhaps never been greater. Survey experiments in Europe and the USA, for example, discovered that accurate information about migrant populations influences perceptions (IOM, 2021). In the survey, researchers provided a random subset of co-researchers

with accurate information about the number of migrants in their respective countries (IOM, 2021). When exposed to sufficient and accurate information, people from most countries are less likely to say that their country is suffering owing to immigrants (United Nations, 2021).

3.10.4. Recommendation Against xenophobia

The government could launch an initiative such as the SA's 1998 Roll Back Xenophobia campaign. The campaign was a well-publicised national effort to combat rising xenophobic hostility and violence in that country (International Labour Office, 2001). It began as a collaboration between national and international institutions: The South African Human Rights Commission, the National Consortium on Refugee Affairs, and the office of the United Nations High Commissioner for Refugees. The campaign emphasised broad, multifaceted activities by the government, civil society, and the communications media. The campaign focused on national and local government information campaigns, police training, strengthening labour rights protections for migrant workers, sensitisation of trade union officials, awareness raising by religious organisations, factual reporting by news media, codes of conduct for government employees, the inclusion of migration, and refugee concerns in primary, and secondary schools.

The Roll Back Xenophobia campaign proved the importance of involving various stakeholders in communities when combating xenophobia. Madziyire (2016) adds that the integration of immigrant adolescent learners is determined by the community which is receiving them because the way that the community welcomes immigrants determines the way in which other institutions, such as schools, will embrace immigrant learners.

3.10.5. Curriculum change/culturally responsive curriculum

There is notable concurrence among some writers that a culturally responsive curriculum can be an effective tool for the integration of immigrant adolescent learners. Isseri et al. (2018) defines a culturally responsive curriculum as one that utilises the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits to teaching them more effectively.

Reynolds and Crea (2017) recommend that an inclusive curriculum with linguistically responsive programmes and policies must consider the interaction of race, ethnicity, and immigration status. As an illustration, first-generation and second-generation youth bring many strengths to school communities and often outperform their peers on a variety of social and educational outcomes (Manzoni & Rolfe, 2019). According to Reynolds and Crea (2017), rather than focusing on the challenges of language and cultural differences, schools should capitalise on these groups' assets to foster cross-generational connections and provide opportunities for youth from diverse backgrounds to learn from one another. Such efforts would shift the narrative of immigrant integration in school communities to emphasise the assets and strengths that youth from immigrant families bring to their schools, and in turn foster bidirectional, mutually beneficial processes of learning and social interaction (Reynolds & Crea, 2017).

3.10.6. Financial Aid

Noteworthy, the eligibility criteria for the National Student Financial Aid Scheme (NSFAS) excludes foreigners. NSFAS is a government entity under the Department of Higher Education and Training, which provides financial support to disadvantaged students who wish to further their studies at public universities or TVET colleges (NSFAS, 2022). Courtney's (2018) study on acculturation experiences of immigrant graduate students at the University of San Francisco attested that a major source of acculturative stress is the notion that immigrant graduate students receive little financial assistance. They then seek financial support from their family, friends, and jobs which can be a strenuous exercise.

Knowledge that there will be challenges in students' prospects create a pessimistic view of life. Bonstein (2017) argues that optimism, which is a positive expectation for the future, is a vital psychological resource for immigrants. Many immigrants move to new cultures in their destination in hopes of improving their living conditions, hence the absence of hopeful prospects pose a challenge on their acculturation (Bonstein, 2017).

3.10.7. Resilience

Definitions of resilience differ from culture to culture and context to context (Akram, 2012). Uniform across most definitions is that it generally refers to one's ability to cope

well with adversity (Isseri, 2018). Emmy Werner was one of the first scientists to use the term resilience in the 1970s (Akram, 2012).

Werner and Smith (1989) conducted a 30-year longitudinal study on children who grew up in a difficult environment, such as prenatal stress, poverty, instability in daily life, and mental health issues in the family. According to the findings of the study, resilient children and families possessed characteristics that distinguished them from non-resilient children and families, such as personal characteristics (social, adaptable, good communication skills, and high self-esteem) and environmental factors (care giving environment both inside and outside of family). Werner (1995) cited in Akram (2012) identified three protective factors inherent in resilient people: (a) personal attributes-outgoing, bright, and having a positive self-concept, (b) the family-having close bonds with at least one family member or an emotionally stable parent, and (c) the community receiving support or counsel from peers.

Although immigrant families face many challenges, they bring with them several characteristics that serve as protective factors. These include religious beliefs, a sense of community, optimism, determination to succeed, and an appreciation of educational opportunities in the host country (Vandeyar, 2012). Isseri (2018) discusses the emergence of “cultural capital” as a contributing influence that enables immigrant adolescent learners to succeed in the face of demands of assimilating into a foreign country. The resilience of immigrant adolescent learners can be attributed to social capital. Social capital is conceptualised as resources that children access through shared and flexible interactions, relationships, and networks (Isseri, 2018). Therefore, in coming up with an acculturation strategy for integration, it is essential to build resilience while refining social capital.

3.11. Potential Contributions of Social Work to the Acculturation of Immigrant Adolescent Learners.

Social work has the potential to make significant contributions in facilitating acculturation in school settings. Social workers can provide culturally sensitive interventions and support services that address the unique needs and challenges faced by immigrant students and their families (Durrheim et al., 2020). Moreover, social workers can promote cultural awareness, foster positive intercultural relationships, and help create a sense of belonging for immigrant students within the school community

(Lusk et al., 2019). This can be achieved by working collaboratively with educators, parents, and community organisations. Social workers can also serve as liaisons between families and school systems, bridging cultural and language gaps and facilitating effective communication (Matloff-Nieves & Maddox, 2019). Additionally, through knowledge of community resources and systems, social workers can connect immigrant families with external supports that facilitate acculturation and integration, such as healthcare, legal services, and community organisations (Congressa, 2017).

Social workers can assume various roles in facilitating acculturation in school settings. Firstly, they can serve as advocates for immigrant students and their families, ensuring that their rights and needs are met within the educational system (Durrheim et al., 2020). Social workers can collaborate with school administrators and policymakers to develop inclusive policies and practices that promote cultural diversity and equity (Matloff-Nieves & Maddox, 2019). Secondly, social workers can provide direct support and counseling to immigrant students, helping them navigate the challenges of acculturation, including language barriers, cultural adjustment, and discrimination. They can facilitate individual or group counseling sessions, skill-building workshops, and peer support programs to enhance social and emotional well-being (Briskin et al., 2018). Lastly, social workers can engage in community outreach, connecting immigrant families to resources and services that support their acculturation process, such as language classes, mentorship programs, and cultural events (Durrheim et al., 2020).

3.12. Summary of the Chapter

In Chapter 3, I have discussed relevant literature to provide a better understanding on the experiences of immigrant adolescent learners in acculturating into SA. I started the chapter by discussing trends in migration, then a historical overview of formal education and migration to SA. I proceeded to present push and pull factors for immigration then covenants, treaties, legislation, and policies designed to safeguard the welfare of immigrant adolescent learners. My focus was on identifying existing legal mandates and policy guidelines that, if utilised, can facilitate immigrant learners' acculturation into SA. I proceeded with a presentation of global migration trends, which was followed by a discussion of literature that is linked to each of my current study's objectives. The Chapter that follows presents the research methodology.

CHAPTER FOUR

4. RESEARCH METHODOLOGY

4.1. Introduction

Babbie and Mouton (2010) describe research methodology as the procedures and techniques that are used to conduct a study. In this chapter, I discuss the current study's research: paradigm, type, approach, framework, and design. In addition, I describe the study sample, sampling method, data collection, and analysis methods. I conclude this chapter by describing the strategies used to ensure trustworthiness and my ethical considerations. I strategically selected the research design and data collection tools for this study to answer the study's primary research question:

- What acculturation strategy is recommended for the integration of immigrant adolescent learners in South African schools?

The research question was answered through the following **Aim**:

- To engage with immigrant adolescent learners as co-researchers in co-constructing an acculturation strategy to enhance the integration of immigrant adolescent learners into South African schools.

This aim was achieved through the following research **objectives**:

1. To conduct a review of literature and provide a conceptual and theoretical framework to understand the acculturation experiences of Immigrant adolescent learners.
2. To co-comprehend how immigrant adolescent learners, acculturate within the school environment in SA.
3. To co-understand the challenges that immigrant adolescent learners experience that impede their integration and well-being.
4. To co-explore the affordances that result in a sense of belonging to facilitate acculturation in SA.

5. To co-identify available interventions that assist immigrant adolescent learners acculturate into SA.
6. To co-construct an acculturation strategy with immigrant adolescent learners to enhance the integration and well-being of immigrant adolescent learners.

4.2. Research Paradigm

4.2.1. Introduction

Thomas Kuhn initially defined "research paradigm," as one's propensity for theory and research, wherein shared ideas and concepts guide users and followers of a field of study and inquiry (Bogna et al., 2020). Since Kuhn, definitions of the research paradigm have constantly changed. For instance, Chan et al. (2019) defines a research paradigm as a general philosophical alignment about the world and the nature of research that a researcher brings to a study. Thus, a link between research purpose, design, and a connection across the entire process of the study. Accordingly, I define a research paradigm as my philosophical alignment for unpacking influences of the reality of acculturation construed by immigrant adolescent learners. Thus, I draw my current study to the tenets that govern critical realism regarding ontology. Below, I discuss my reasons for using critical realism in this study.

4.2.2. Basic Tenets of Critical Realism

Critical realism stratifies reality into three domains: the empirical, middle, and real (Houston, 2010). The real domain contains social structures that exist to enable or constrain people's actions within a social setting (Anderson, 2022). In the actual domain, individuals perform or refrain from performing actions, and these are determined by the social structures in the real domain. The empirical is the domain of events as we experience them, but these events are gauged through the filter of unique human experience and interpretation (Fletcher, 2017). The diagram below shows the three domains of critical realism.

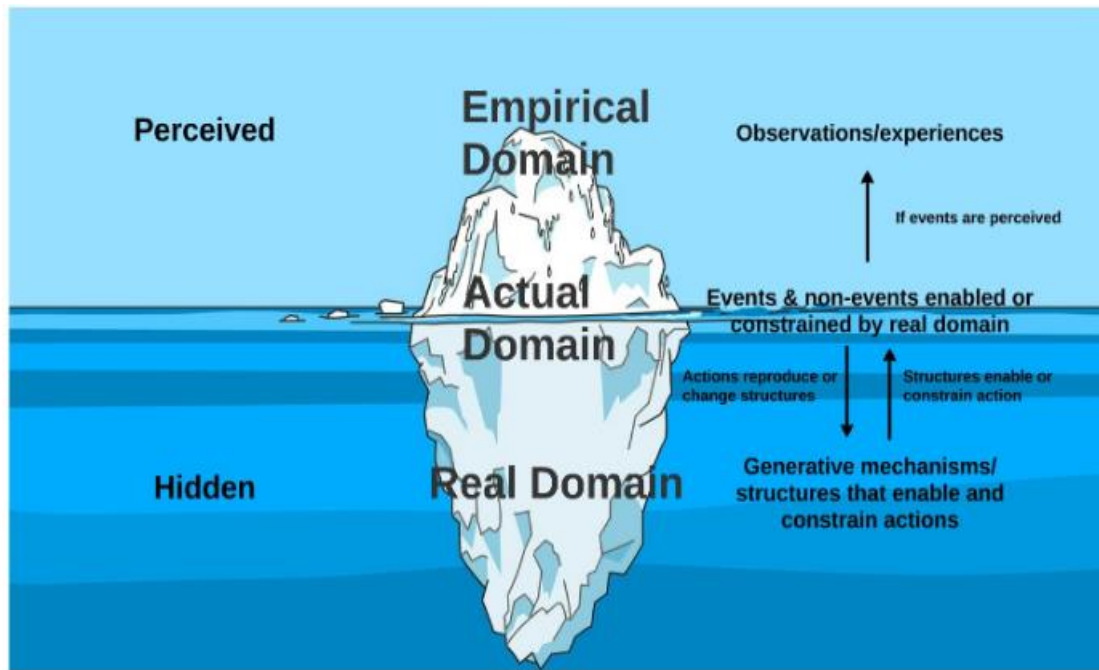


Figure 4.1 “Critical Realism ’s Stratified Reality” by Anderson (2022)

In line with Figure 4.1, the current study construed the real domain as containing structures that either enable or constrain the integration of immigrant adolescent learners. Even though the word ‘structure’ gives an impression of something physical, like the structure of a building, social structures are in fact, intangible (Anderson, 2022). For example, structures may include policies and laws that impact the well-being of immigrant adolescent learners or the South African educational curriculum that immigrant adolescent learners are immersed upon their advent in SA.

The complex web of structures within the deeper real domain governs the actions performed by immigrant adolescent learners in the actual domain. Thus, structures in the real level either enable or constrain action at the actual domain (Vincent & Mahoney, 2016). For example, in the context of my study, if structures in SA can facilitate integration as sought by this study, immigrant adolescent learners will easily integrate. But if structures in SA prevent acculturation, then immigrant adolescent learners will find it hard to acculturate. Anderson (2022) highlights that critical realism is of the conviction that even though structures enable and constrain action, it is people’s actions that create, maintain, and change structures. Thus, people can use their agency to choose activities that reproduce the system’s structures or change them. Accordingly, the acculturation strategy proposed by the current study recognises the

need for immigrant adolescent learners to use their agency in collaboration with that of the host community members.

The empirical domain constitutes the everyday experiences of immigrant adolescent learners as they acculturate into SA (Anderson, 2022). These everyday experiences are shaped by actions and events in the actual domain. This means that constraining and enabling impact of structures determines the experiences of immigrant adolescents. There are other paradigms that seldom explore beyond the experiences to examine what drives them. However, the critical realist framework allowed this study to delve deeper into the social environment to gain insights into what creates everyday experiences.

4.2.3. Reasons for adopting Critical Realism

One of the central challenges in humanities and social sciences is establishing a theory of human agency while taking into consideration the influence of the social structure (Houston, 2010). Hence the ongoing structure and agency debate. This has been attributed to that researchers often feel compelled to embrace either objectivist approaches such as, positivist, deductive, and empiricist or subjectivist approaches such as, social constructionist, inductive and interpretive. Vincent and Mahoney (2016) argue that this dichotomy is based on the supposition that data should, *a priori*, be excluded based on whether it is appropriate and attuned to the general orientation of the approach. According to Morgan and Smircich (1980), cited in Bogna et al. (2020), changing paradigms is akin to making a religious conversion, because each paradigm is fundamentally unique and incommensurable with the others. Contrarily, in the current study I challenge the view by Morgan and Smircich (1980) by utilising critical realism which is a blend of objectivist and subjectivist approaches.

My decision in the current study was informed by Bogna et al.'s (2020) argument that each paradigm has a limited methodological scope. Therefore, it is unsuitable to address various topics using some paradigms. Critical realism recognises the powers of both empiricism and social constructionism, while identifying their limitations to create a superior and solid epistemological position. Critical realism embraces the positivist stance which presumes the existence of an objective world that has powers and properties that can be more accurately understood through research. However, it also acknowledges that "knowledge is a subjective, discursively bound and continually changing social construction" (O' Mahoney, 2016, p. 2). This aspect was a significant

precept of the current study. It grounded that, while scientific endeavors can attest to the operation of structures in the intransitive world, the subjective realities of people impacted by structures such as immigrant adolescent learners in this study, deserve enquiry.

Vincent and Mahoney (2016) add that critical realism enables researchers to examine rationally deduced phenomena below the level of human sense-data, which is where positivist and post-positivist science typically ends. When used in conjunction with photovoice, as in the current study, it allows theorising to go beyond what is immediately knowable. In the current study this was possible by exploring the impact of structures on the experiences and stories that were captured through photovoice.

Critical realism is relevant for participatory action research (PAR), such as the current study, due to its paradigm's explanatory and emancipatory nature. Houston (2010) suggests that the emancipatory nature of critical realism is evident in its acknowledgment of the impact of troubling socio-economic and political mechanisms in the creation of structural inequality. The structural inequalities culminate in challenges that are mostly faced by minority populations. The focus on structures such as the school system, rather than just events, enables practitioners to address the root causes of challenges that immigrant adolescent learners face in their attempt of trying to acculturate in SA.

Houston (2010) argues that, to understand social life, one must comprehend the interplay between agency (identifications, motives, creative endeavours, purposes, and inspirations) and structure (societal patterns, social rules, norms, and law like configurations). In this interplay, the real level that represent the structure is of paramount importance in critical realism because it produces noticeable effects on the actual and empirical levels (Fletcher, 2017; O'Mahoney, 2016). In the current study, the quest for an acculturation strategy for integration is a quest to alter the real level to positively influence the actual and empirical levels.

Fletcher (2017) notes that, by recognising the assets of both empiricism and social constructionism while identifying weaknesses, critical realism offers a nobler epistemological approach to knowledge creation. Moreover, critical realism aligns with social work's reform agenda and commitment to social justice by drawing attention to

the ways that the social environment can unfavourably affect immigrant adolescent learners and constrain their personal agency. The emancipatory agenda and the conviction that emancipation is more than a mental concept is also an important aspect of PAR (McNeill & Nicholas, 2019). The similarity lies in the way both critical realism and PAR recognise the role of immigrant adolescent learners as social actors in defining their experience (Bergold & Thomas, 2012). Accordingly, the current study sought to intervene by suggesting an acculturation strategy through working with immigrant adolescent learners as co-researchers.

4.3. Type of Research

The current study added new knowledge to better understand the complex phenomenon of acculturation. In addition, it proposes an acculturation strategy for the integration of immigrant adolescent learners in South African schools. Since the study sought to offer practical solutions, it was conducted as a type of intervention research. Its aim was to engage with immigrant adolescent learners to co-construct ingenious human interventions that are relevant to real-life school settings to solve, prevent problems, and sustain the quality life for immigrant learners (Strydom et al., 2016).

The current study followed the first three intervention research phases that are proposed by Rothman and Thomas (1994), to develop an acculturation strategy for the integration of immigrant adolescent learners in South African schools. The choice to only follow the first three phases of intervention research was informed by Strydom et al. (2016), who argues that sustainable interventions require meticulous planning and more time. Therefore, trying to follow all the phases of intervention research could go beyond the stipulated three years' period to complete my Ph.D. Figure 4.2 depicts the first three phases of intervention research that were adopted from Rothman and Thomas (1994), and used in the current study.

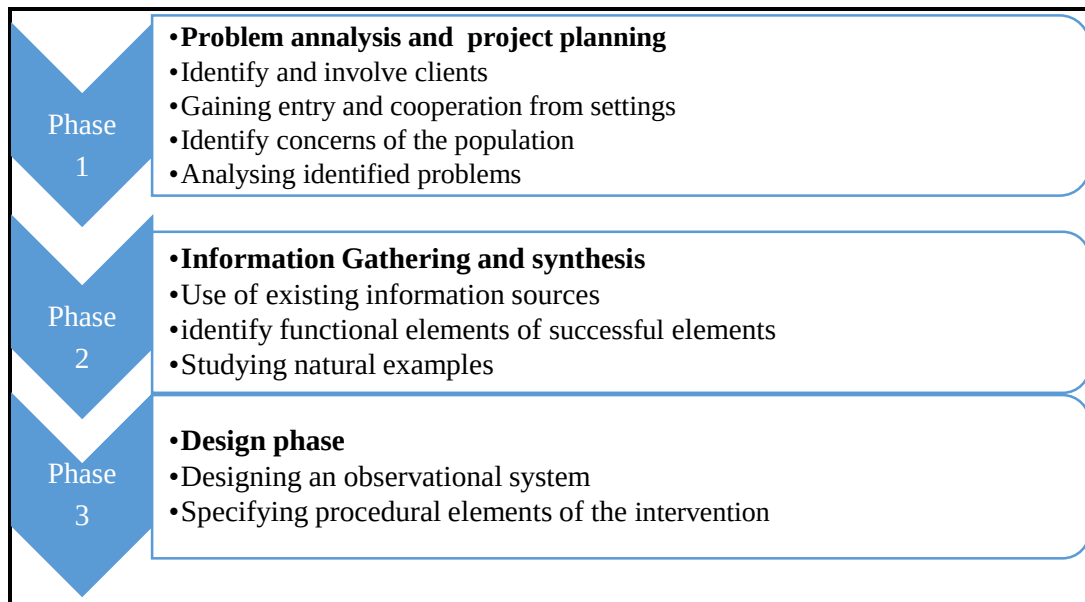


Figure 4.2 The first three phases of intervention research by Rothman and Thomas (1994)

The first step of intervention research in Rothman and Thomas (1994, p. 25-43) is problem analysis and project planning. In the current study, this step entailed obtaining approval from the University of the Witwatersrand's Research Ethics Committee (Appendix A); EC DoE (Appendix B); and School Principals (Appendix C).

Phase two of the current study entailed data collection, synthesis, and review of the existing literature on acculturation and integration. Then, in phase 3 involved the designing of the recommendations for an acculturation strategy, to facilitate the integration of immigrant adolescent learners in South African schools. Table 4.1 below, is a detailed description of the practical implementation of the research process from which this study emerges:

Table 4.1 Practical implementation of intervention Research (D&D) model

Phase	Step	Operational Steps	Chapters in Thesis
Phase 1: Problem analysis and project planning	-Identifying and involving co-researchers -Gaining entry and cooperation -Identifying concerns of the population -Analysing identified problems -Setting goals and objectives	-Received ethical clearance -Obtained permission from the Provincial and District department of education -Identified schools and obtained permission from school principals -Identified immigrant adolescent learners -Obtained consent from parents or guardians of learners -Obtained assent from immigrant adolescent learners -Planning data collection with school principals	- Chapter 1 - Chapter 2 - Chapter 3 - Chapter 4
Phase 2: Information gathering and synthesis	-Using existing information sources -Studying natural examples -Identifying functional elements	-Reviewed existing literature on acculturation, integration, and migration -Learnt lessons from existing sources on how to facilitate the integration of immigrant adolescents -Identified acculturation strategies from other countries -Obtained inputs from immigrant adolescent learners on recommendations for an acculturation strategy	- Chapter 1 - Chapter 2 - Chapter 3 - Chapter 4 - Chapter 5
Phase 3: Design	-Designing an observational system -Specifying procedural elements of the intervention	-Crafted recommendations for an acculturation strategy	- Chapter 3 - Chapter 4 - Chapter 5 - Chapter 6 - Chapter 7

The aim of intervention research is to design or modify a product which can be a technique, programme, policy, or strategy (Rothman & Thomas, 1994). The product that I sought to design through this study is an acculturation strategy for the integration of immigrant adolescent learners within the South Africa schooling system. However, due to time constraints, I did not actually design the acculturation strategy. Instead, the co-researchers and I crafted recommendations for an acculturation strategy. The need for a research plan modification is not unique to this study. Russo (2012) confirms that research is not solid and even the most carefully designed studies are sometimes not completed as planned due to limited resources. Nonetheless, the recommendations that emanated from the current study can be used as strategies to facilitate the integration of immigrant adolescent learners.

4.4. Research Approach

A qualitative research approach was adopted for this study because of its ability to provide rounded, detailed illustrations, and analysis that was crucial in understanding the experiences of immigrant adolescent learners (Carey, 2013). Roller (2016) confirms that, qualitative inquiry involves attempts to understand the actual viewpoints, feelings and special meanings that are attached to a social or human problem. Haralambos and Holborn (2008) add that qualitative data is more likely to accurately depict a way of life, people's experiences, attitudes, and beliefs. Thus, qualitative approach was appropriate for the current study because it enabled the study to establish factors that affect immigrant learners' acculturation and integration to the school environment and host community.

Qualitative approach diverges from the quantitative approach. Quantitative research utilises deductive logic while qualitative approach uses inductive thinking or induction reasoning (Ciotoli, 2019). In other words, the quantitative approach is aimed at testing a research problem to ascertain an existing knowledge claim about social reality. But qualitative studies move from specific observations to broader generalisations (Creswell, 2014). The prioritisation of new information in the form of specific observations by immigrant adolescent learners over already existing information aligns well with the empowerment principle of PAR, that I discuss in the following section.

4.5. Research Framework: Participatory Action Research (PAR)

4.5.1. Introduction

PAR was at the core of this study. Bergold and Thomas (2012) appraise the growing prominence of PAR as a research framework within qualitative social research. Freire (1970, p.1975) created a picture of the participatory research process by saying, “the dialogue has a horizontal relationship between the persons who are engaged in a joint search”. Moreover, MacDonald (2012) defines PAR as a transformative yet empowering process whereby researchers and co-researchers co-create knowledge and negotiate meanings. As such, PAR is a boundary-breaking methodology that seeks to dismantle precincts of power, culture, gender, ideology, status, elitism, and class in research (Chevalier & Buckles, 2019, p. 4). Moreover, Gardner (2004, p. 10) summarised the participatory research approach as follows:

Participatory research removed the distance between the objective observer and subjective subject and included the community being studied as an active participant in the research with the end goal of empowering the community to create change.

Hence, in accordance with the key tenets of PAR, I placed emphasis on the involvement and participation of immigrant adolescent learners as key players in the research project. My approach concurred with Strydom (2011, p. 491) that “researchers and participants are, therefore, equally involved in the process and take equal responsibility for the outcome of the research endeavour”.

The current study utilised photovoice in carrying out PAR. While I asked the immigrant adolescent learners to stay within the theme of “educational experiences”, how the co-researchers chose to illustrate and interpret that in their photographs was up to them.

Bergold and Thomas (2012) note that traditionally, research on immigrant adolescent learners has been conducted as research about the people in question and their problems, rather than with them. Hence PAR proved to be beneficial because it enabled me to engage with immigrant adolescent learners as co-participants to identify and deal with issues of their concern. In so doing, I was heeding Fine’s (1994, p. 20) warning to researchers wanting to conduct PAR that “you have to be willing to hear what the co-researchers say even if it violates what you think and what you want to hear”.

Accordingly, immigrant adolescent learners in the study defined their problems and remedies while taking the lead in the research project (Strydom, 2011). This was an empowering process for immigrant adolescent learners.

PAR was also adopted for this study due to its connection with self-reliance. Self-reliance is a driving force for innovative activity that requires cognisance of one's creative assets and confidence in one's ability (Strydom, 2011). The idea of creative activity was the rationale behind the researcher's choice of photovoice as a method of data collection. Below are some of the characteristics of PAR according to Strydom (2011, p. 496) and how they were utilised in the current study.

Table 4.2 Application of the Characteristics of PAR to the study

Characteristic of PAR (Strydom, 2011, p. 246)	Application in the study
Understanding knowledge as an instrument of power.	The perspective of immigrant adolescent learners was sought as an instrument of power to facilitate the ease of acculturation.
Recognition of the importance of obtaining the viewpoints of the disadvantaged selves.	The voice of immigrant adolescent learners took the centre stage in all the phases of the study.
The principle of self-development is key to the process by encouraging people to organise themselves into action.	In line with the principle of self-development immigrant adolescent learners were empowered to come up with solutions to ease acculturation in SA.
Community members and researchers participate equally in the study process. Therefore, recipients ought to take part in finding answers to their own issues.	In the current study, the researcher and immigrant adolescent learners acted as co-researchers with power equally shared among all actors.
The community is given the authority to oversee the project's development.	Immigrant adolescent learners were consulted throughout the research process.
Through encouraging sharing experiences, PAR suggests a process of reciprocal reflection and self-realisation.	Co-researchers shared their experiences in Focus Group Discussions.

4.5.2. Values of PAR

Numerous authors emphasise the significance of unravelling intrinsic values during the PAR process, for change to be realised (Ochocka et al. 2010; Strydom & Puren, 2014; Winkler, 2013). These values include empowerment, social justice, equity, good relationships, learning, and respect. Besides, referring to a sense of personal power, the value of empowerment thrived for a deeper essence of positive change within the lives of immigrant adolescent learners. Ochocka et al. (2010) demonstrate that the value of empowerment emphasises the promotion of information collection so that community members are empowered to express their ideas. Therefore, one can construe that in line with the principles of PAR, sharing opinions facilitated true collaboration, which helped immigrant adolescent learners to experience change and gain stronger self-esteem, self-assurance, better control, and improved skills (Winkler, 2013).

Social justice and equity, the second value, makes it possible to explore how participants are liberated from oppressive structures (Strydom & Puren, 2014). Accordingly, through the value of social justice and equality, PAR helped immigrant adolescent learners to investigate, identify barriers and affordances for acculturation to inspire change both within themselves, and in their environment. Moreover, the value allowed immigrant adolescent learners to learn how to address and use power structures and to ultimately address challenges that they faced while acculturating in SA (Ochocka et al., 2010). Social justice and equality aligns with the tenet of critical realism in attesting that the real level, which represents the structure, is of paramount importance. This is because it produces noticeable effects on the daily experiences of immigrant adolescent learners (Fletcher, 2017; O'Mahoney, 2016).

The third value focused on relationship building as immigrant adolescent learners learnt to share and accept knowledge, while participating in and conducting research, which promoted communication (Strydom & Puren, 2014). Furthermore, improved relationships tend to favour power sharing in decision-making (Fletcher, 2017). In contrast to previous traditional views of knowledge, the fourth PAR value revolved around mutual and reciprocal learning, which meant that all role players (such as the researchers, immigrant adolescent learners, and other stakeholders) were allowed to collect knowledge on a continuous basis. Strydom and Puren (2014, p.466) attests that “this value enables researchers to learn valuable lessons in terms of how to refrain from

practices with predetermined outcomes and communities' ideas of aesthetic outcomes". This value embraces a collective learning experience that was observed on immigrant adolescent learners that were involved in the current study.

PAR was advantageous because immigrant adolescent learners and I acquired valuable knowledge, experience, and skills. I gained first-hand information about the experiences of immigrant adolescent learners while this study's participants were empowered to solve their own problems (Strydom, 2011). Immigrant adolescent learners' empowerment enabled them to gain self-confidence and acculturation resources needed to function more effectively in the future. According to Strydom (2011), the involvement of many members contributing to the project makes it more open than other approaches in which the limitations of theoretically imposed logic frequently constrain logic and thought.

4.5.3. *Challenges in utilising PAR*

PAR researchers are frequently confronted with difficult ethical quandaries when dealing with research questions that involve real people, in real-time, and space (Chachine, 2022). For example, in the current study, it was difficult for me to earn the trust of immigrant adolescent learners, so that they did not regard me as an outsider but felt comfortable taking ownership. Chachine (2022) adds that, often, it takes some time for a researcher to be immersed and entrenched in a specific context and win the trust of the locals in the research project – to shift the role as a researcher and allow the locals to move in self-esteem and confidence.

Russo (2012) adds that a particular disadvantage for PAR is that the closeness between the research partners could negatively impact the quality criterion of objectivity. This is because the entanglement of the researcher with immigrant adolescent learners could make it impossible to delineate the researchers' contribution to the collected data from that of the researched. However, for the current study, as a qualitative study, emphasis was not on objectivity but in capturing the subjective realities of the participants. Moreover, Strydom (2011) adds that while bias and subjectivity exist in most PAR projects, the researcher must adhere to scientific principles. In line with this, I utilised strategies to ensure trustworthiness in this study (section 4.12).

Furthermore, Strydom and Puren (2014) state that PAR is not a linear process with a clear outcome because researchers constantly strive to integrate expert knowledge, indigenous wisdom, and practice throughout the process. Resultantly, in this study, PAR proved to be a cyclical process that was concerned with gathering diverse knowledge to motivate change within individuals and communities. Additionally, according to Russo (2012) in PAR, exact planning is impossible because important decisions must be negotiated during the research process, which prevents the estimation of the project's duration. Therefore, while I planned for the data collection process to take up to a maximum of six months, it ended up going for almost an entire year which contributed to me resorting to providing recommendations for an acculturation strategy instead of designing one.

Another challenge often encountered with PAR studies is that some researchers may not possess all the skills necessary to ensure the research project's success. Strydom (2011) notes that for PAR projects to be sustained a researcher must have communication, teaching skills, and the techniques of scientific inquiry. I was in a perfect position to combine these skills because I am trained in research methodology, community work, and/or community development as part of the social work curriculum. I am also a qualified educator who has taught adolescent learners for more than five years. Therefore, I was in a better position to communicate and liaise with immigrant adolescent learners on the direction of the study.

4.6. Research Design

According to Babbie and Mouton (2010), each research design is justifiable based on the research problem that needs to be explained or described. According to Wentz (2014), researchers must select a methodological design that minimises the negative effects of power on research participants while maximising their empowerment. As a result, in accordance with the nature of the topic under investigation in the current study, I used exploratory and multiple case study designs to gain in-depth knowledge and understanding of the complex nature of being an immigrant.

According to Babbie and Mouton (2010), the main purpose of using exploratory design is to advance the knowledge of a problem that is not well known. This purpose gained credence in the current study because the voices of immigrant adolescent learners on how they are accepted by peers and teachers/communities had not been heard

(Mickelson, 2014). Hence an exploratory design enabled me to advance knowledge about the experiences of immigrant adolescent learners and how to support and/or provide services to those who encounter challenges while acculturating in the South African context.

The major drawback of exploratory studies is that findings cannot be generalised to the whole population because they represent a small group that was interviewed (Babbie & Mouton, 2010). However, generalisability was not a downside for the current qualitative study because its aim was not to generalise but to gain an in-depth understanding of the experiences and challenges of immigrant adolescent learners in Mthatha, with the view to develop an acculturation strategy that could be used to facilitate the intergration of immigrant adolescent learners in South African schools. This was achieved because immigrant adolescent learners managed to effectively relay information pertaining their acculturation experiences into SA.

As Cresswell (2014) notes, multiple case study design was ideal for the exploration of processes, activities and events to get an in-depth understanding of the acculturation experiences of immigrant adolescent learners. Smith and Johnson (2022) suggest that when using case studies, a case must be identified for its appropriate parameters. In the current study, a multiple case study design was employed, whereby three schools were chosen because they had more than twenty (20) immigrant adolescent learners by the time of the study. The design is appropriate for this study because it allowed me to gain an in-depth understanding of the acculturation experiences of immigrant adolescent learners from three different schools.

4.7. Population, Sample and Sampling Procedure

Cresswell (2014) defines a target population as, all the relevant sampling units. In addition, Treharne and Riggs (2015) define the target population as a theoretically specified aggregation of study units. The target population for the current study were all immigrant adolescent learners in schools that are in Mthatha in EC, SA. Since it was practically impossible to study the entire target population, sampling was conducted. Carey (2013) defines sampling as the selection of a part of a larger population that is representative of that population.

In the current study non-probability sampling was utilised in selecting the schools and immigrant adolescent learners. Non-probability sampling encompasses sampling techniques that depend on the researcher's subjective judgement rather than random selection (Chan et al., 2019). The current study's sampling approach was not representative because it did not allow generalisation (Carey, 2013, p.46), but it was a roadway to accessing rich data (see Chapter 5). Therefore, non-probability sampling was considered appropriate and adopted for this study, because the aim was not to generalise the findings but to capture the lived realities from the perspective of the study's participants.

The non-probability sampling technique that was used for the selection of schools was convenience sampling. Battaglia (2011) defines convenience sampling as basing the selection criterion on the ease of obtaining a sample. Therefore, for the current study, I conducted preliminary visits to identify schools that are conveniently located in the OR Tambo district of Mthatha and had highest numbers of immigrant adolescent learners. Hence, I obtained permission from the DoE (Appendix B). Thereafter, I wrote to the school principals requesting their permission to conduct the study (Appendix C) and asking them to help me in the recruitment of participants.

Immigrant adolescent learners were purposively sampled. According to Creswell (2014), purposive sampling uses expert knowledge of the population to non-randomly select a sample of elements that represent a cross-section of the population. Purposive sampling was advantageous in the current study because it enabled the researcher to select co-researchers who were able to use their knowledge and experiences to answer the questions designed for the study (Carey, 2013, p. 46). The major disadvantage of purposive sampling is its vulnerability to errors that can emerge from in the researcher's judgement (Battaglia, 2011). However, for the current study the researcher took measures to warrant trustworthiness as discussed in Chapter 4 section 4.12.

Four co-researchers were chosen from each of the three schools, culminating to a total of 12 participants. A small sample size was deemed suitable for the study because it focused on detailing each co-researcher's narrative before explicating what may be shared experiences among all the participants (or co-researchers). De Vos et al. (2011) in substantiation states that a small sample is advantageous for qualitative studies because it allows an in-depth exploration of the subject under discussion. In addition,

PAR benefits from a small sample since decisions must be mutually agreed upon, and power must be equally shared among participants (Strydom, 2011).

The following selection criteria applied for immigrant adolescent learners. Co-researchers were supposed to:

- Be immigrants.
- Had been residents in SA for a duration of no less than 3 years.
- Be learners attending schools in the OR Tambo inland district.
- Be in the adolescent years of 14-17, in age.
- Be able to converse in English.

4.8. Research Instrumentation

Bergold and Thomas (2012) note that the primary aim of PAR is to give members of marginalised groups a voice, or to enable them to make their voices heard. Hence, this study sought to utilise instruments that recognise the agency of immigrant adolescent learners to solve their own problems and guarantee the gathering of in-depth information. Accordingly, cameras were utilised by immigrant adolescent learners for the participatory method of photovoice. This helped with capturing everyday realities that shape immigrant adolescent learners' lives, particularly those that are linked to their acculturation successes and challenges. According to Tamara and Wang (2006), photovoice recognises the agency of immigrant adolescent learners by allowing them to focus and capture issues of greatest concern to them.

Hence, a focus group discussion (FGD) guide was prepared (Appendix D) for immigrant adolescent learners to discuss pictures that they captured through photovoice. Ostaszewska (2018) notes that a FGD guide provides a condensed structure that makes it easier to acquire a high number of opinions or feedback. However, Creswell (2014) warned that immigrant adolescent learners with dominant and extroverted personalities tend to dominate the conversations that take place in a FGD. In the current study, I countered this disadvantage by facilitating the group discussion in such a way that co-researchers built on each other's contribution. This ensured that each participant's contribution was not downplayed. The procedures for the use of the

photovoice method are discussed in detail in Section (4.10.2). Information captured through the photovoice method was substantiated through storytelling and narratives of captured photos.

4.9. Pre-testing

Pre-testing of the instruments was conducted to test if there were errors in the research instruments and to determine their suitability (Creswell, 2014). This gave me an opportunity to ensure that the questions asked were not repetitive, yielded rich, and broad qualitative data (Welman & Kruger, 2001). Battaglia (2011) argues that pre-testing serves as the basis for the refinement of research instruments. This ensured that all the information gathered played a significant role towards the fulfilment of the study's objectives.

Therefore, a pre-testing of the instruments for the current study was undertaken using the first FGD as a trial run to test the procedures and identify possible problems. Since this study was conducted with children who are considered a vulnerable segment of the population, pre-testing ensured that I eliminated prompts that had the potential to cause extreme emotional discomfort (Carey, 2013).

Information collected during the pre-testing stage was not included as part of data generated for the study. Treharne and Riggs (2015) note that there is a possibility of psychological harm since co-researchers may not be pleased, knowing that the data that they elicit may not be included in the final product. Hence, I explained to co-researchers during pre-testing that, information from the first session was equally as important as that which was going to be elicited from other sessions because it reinforced the quality of the study.

4.10. Data Collection Methods

The research methodology for this study aligns with the steps of PAR as outlined by Strydom (2014). However, Denzin and Lincoln (2000) caution that the process of PAR may not be as neat and final as in some other procedures. Hence, some of the stages overlapped and some mutual plans became obsolete and had to be renegotiated. The diagram below shows the procedures that were undertaken.

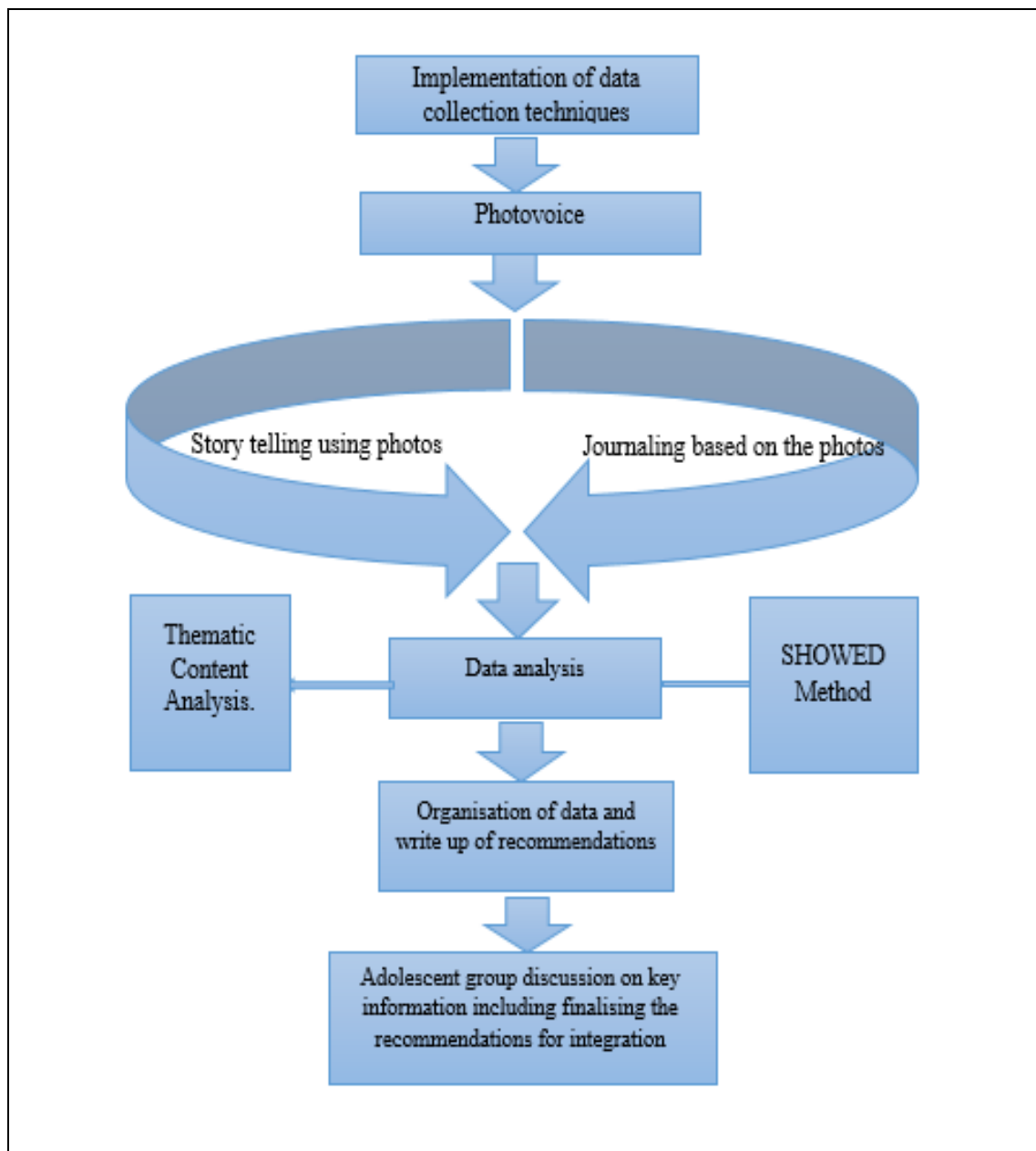


Figure 4.3 Research procedures undertaken

4.10.1. Photovoice

The choice of methodology that empowered immigrant adolescent learners with an opportunity to express their views about acculturation was of paramount importance. Accordingly, photovoice was chosen due to its participatory research format, and the ability to capture a more detailed understanding of the acculturation experiences of immigrant adolescent learners. Photovoice allowed immigrant adolescent learners to share information that would have been too sensitive for traditional research interviews. Furthermore, the methodology allowed immigrant adolescent learners time and space

to reflect on their acculturation experiences rather than forcing them to answer a series of interview questions on the spot.

Caroline Wang and Mary Ann Burris developed photovoice methods in 1996 as a strategy to empower youth through PAR strategies and to help create change within communities (Ostaszewska, 2018). According to Tamara and Wang (2006), photovoice is a process in which individuals use cameras to photograph their everyday realities. Ostaszewska (2018) adds that, in photovoice the camera is used to reveal reality as seen by a photographer. This is significant because it enabled the researcher to focus on the experiences of greatest concern to immigrant adolescent learners as revealed through the pictures. The co-researchers documented elements of their experiences as immigrants and aspects that they considered paramount in shaping acculturation in SA.

In addition, photovoice conforms with critical realism's emphasis on documenting reality as people experience events at the empirical level (Fletcher, 2017). The documentation of reality occurred when immigrant adolescent learners took photos that displayed interests and worries. Ebrahimpour et al. (2018) adds that photovoice helps qualitative researchers as a third eye to observe hidden parts of the acculturation experiences of immigrant adolescent learners. The observation of hidden parts resonates with critical realism's aim to understand at the actual level by capturing what may not be observable to participants (O'Mahoney, 2016). Therefore, photovoice was adopted in the current study due to its potential to discover both overt and covert experiences of immigrant adolescent learners, as they acculturate into SA.

Tamara and Wang (2006) cautions that photovoice as a goal directed activity, requires participants to know how to and what photographs to capture. As such, I offered immigrant adolescent learners a training on how to take good quality photographs and to write good narratives. This training was important because the success of the project depended on the co-researchers having a grasp of photography basics.

I chose to allow co-researchers to use their own smartphone cameras over other photography options, such as disposable cameras. I made this decision after considering several factors, including the advantages of digital over monochromatic photographs and concerns about uniformity. Ultimately, I chose smartphone cameras due to their pervasiveness, familiarity among most users, functionality, and flexibility. The study's

immigrant adolescent learners agreed that they were more comfortable with what they know, and I believed that using familiar technology would improve participation and reduce anxiety about technological challenges. Furthermore, smartphone cameras do not require film development and have no limit on the number of photos that can be taken. Another advantage of using smartphones was that photos could be easily organised and accessed by immigrant adolescent learners and viewed on a large screen during group discussions.

Afterwards, co-researchers and I developed a prompt. The prompt in this research was: Take photographs of landscapes/objects/situations/symbols anywhere in your school and home environment to express what you perceive as shaping your experiences as an immigrant adolescent in SA. Participants were given a 30-day period to take five photographs. My request for co-researchers to take photographs over a thirty-day period instead of the entire duration of the study was based on the rationale that a long period of photographing could lead to co-researchers being unable to recall and share the experiences behind and narratives of each photograph. Thereafter, as is key to PAR, data analysis was conducted in a collaborative manner between the researchers and participants. The ethical considerations relating to photovoice are discussed in detail in Section 4.13.

4.10.2. The Photovoice process

I used Wang et al.'s (1998) three stages of photovoice development. In the first stage, co-researchers took photographs and, in the second stage they selected those which they considered to be more important. In the third stage, photographs were contextualised through storytelling by the co-researchers. This occurred in the process of group discussion, suggested by the acronym VOICE: “voicing our individual and collective experience” (Ciotoli, 2019, p. 67). This discussion of pictures relied heavily on a technique known as photo-elicitation to elicit information about the photographer (Ciotoli, 2019). Photo-elicitation involved immigrant adolescent learners responding to their own images, attributing their social and personal meanings and values by telling stories about what was happening in photographs (Ciotoli, 2019). The SHOWeD method, which is a set of standardised questions used to interpret photos, aided the discussion of photos (Table 4.3). The SHOWeD Method also worked as the first phase of data analysis, as I discuss in the following section.

4.11. Data Analysis

Phase 1: SHOWED Method

Ostaszewska (2018) attests that in photovoice, the process of taking pictures, is secondary to the interpretation of the photographs' contents. Hence, the interpretation of photos is the first step of analysis and is conducted with the direct participation of immigrant adolescent learners as co-researchers in the current study (Ebrahimpour, 2018). See Table 4.3 for a full description of the method:

Table 4.3 The *SHOWED* Method

Acronym	Facilitator's Prompt	Co-researcher's Actions
S	What is seen by the co-researchers?	The co-researcher describes what they see in the photograph.
H	What is happening here?	The co-researcher describes what is happening in the picture that may not be seen by others.
O	How does this relate to acculturation?	The co-researcher describes how the picture relates to the photo prompt.
W	Why does this situation, concern or strength exist?	The co-researcher hypothesises about the factors that contribute to what is happening in the photograph.
E	How does this image educate us?	Co-researcher describes how the image can educate stakeholders in the well-being of immigrant adolescent learners.
D	What can I/we do about it?	Co-researchers suggest recommendations for an acculturation strategy for integration.

Phase 2: Participatory diagramming

The second phase of data analysis entailed the use of a technique known as participatory diagramming, which is commonly used in PAR. Participatory diagramming refers to research techniques that include a variety of diagramming methods such as timelines, flowcharts, and/or tables (Kesby, 2004). Participatory diagramming is frequently used

in FGD settings as part of participatory action research methodologies, in which people being studied are encouraged to simultaneously contribute to the derivation and analyses of data (Ciotoli, 2019).

In the current study, participatory diagramming was used for the identification of primary themes from the photovoice presentations and engagements. For the current study, co-researchers and I identified themes that emerged from the FGDs. Figure 4.4, shows one of the co-researchers engaging in participatory diagramming.

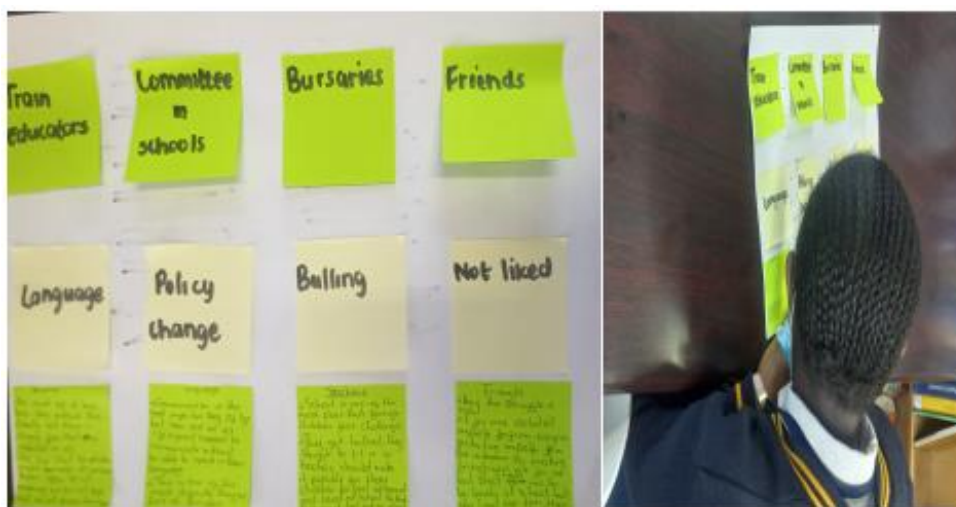


Figure 4.4 Participatory diagramming by one of the co-researchers

The themes identified by co-researchers formed the foundation for Tesch's eight steps of data analysis (Creswell 2009, p.186). As advocated by PAR, to ensure that co-researchers remained in the forefront of the study, the themes that they identified were used in the write-up.

Third Phase: Integration of Tesch's Steps of Data analysis

Strydom (2003) notes that although bias and subjectivity exist in most PAR projects, the researcher must adhere to scientific principles. Therefore, in the current study, I integrated the output from participatory diagramming with Tesch's eight steps of data analysis. The first step according to Tesch involves the transcription of data. Each audio recording of the FGDs was transcribed resulting in 195 pages of transcribed data. Audio recording and transcriptions allowed me to attend closely to the language used by co-researchers in FGDs.

Afterwards, I engaged in the second phase of thematic data analysis, which is a critical reflection process on transcripts, to identify topics leading to the generation of ideas (Cresswell, 2009). In so doing I identified topics linked to the acculturation experiences and the output of participatory diagramming. These topics were written in the margin of transcripts as themes. This led to a compilation of the themes and sub-themes as required by the third phase of the thematic analysis.

Thereafter, I categorised themes and checked for repetitions (Cresswell, 2009). Themes were presented to co-researchers, which was followed by preliminary analysis through assembling the data material that belonged to each theme. In line with the principles of PAR, members were encouraged to critically reflect on the findings and to adjust if necessary (Strydom, 2003). Chapter 5 discusses the endorsed findings. The endorsed findings formed the basis of recommendations that are discussed in Chapter 7. The good quality of data that was analysed was ensured through various methods of trustworthiness, as I discuss in the following section.

4.12. Ensuring Trustworthiness

Roller (2016) asserts that without quality assurance to assert validity and trustworthiness, qualitative data becomes an inert compilation of disconnected elements that lack the importance. According to Gibbs (2007), in Creswell (2014), quantitative validity concerns reliability or generalisability. But qualitative validity and reliability means that the researcher uses a consistent approach and employs certain procedures to check the accuracy of findings. From this perspective, trustworthiness in the current study was achieved by ensuring that findings closely and possibly reflect acculturation experiences as described by immigrant adolescent learners. In the current study trustworthiness was evaluated using Guba and Lincoln's (1991) credibility, transferability, dependability, and confirmability criteria. Each criterion is briefly discussed below.

4.12.1. Credibility

According to Morrow (2005), credibility refers to the internal consistency of the proposed study, in which investigators demonstrate that a true picture of the phenomenon under study is being presented. Therefore, for the current study, I used different data sources such as photovoice, FGDs, and storytelling, to build a coherent

justification for themes. I also determined the accuracy of the findings by sharing the final report, specific descriptions, and themes with the co-researchers as deemed necessary in different stages of the research process. Co-researchers then reflected on how accurate the findings were, to them. The credibility of the study is also affirmed by the fact that in line with the underlying principles of PAR, participants for the study acted as co-researchers and directed the course of the study.

4.12.2. Transferability

Transferability involves the extent to which research findings can be useful to other settings or contexts (Creswell, 2014). Transferability in qualitative, such as the current study, does not emphasise that the research project should be generalised to all similar studies, rather, the information that is acquired will be helpful to successive researchers of similar studies (Treharne & Riggs, 2015). Transferability occurs because of rich, thick descriptions that emanate from intensive data gathering (Creswell, 2014). I achieved this through a lengthy photovoice process that was coupled with storytelling and the use of focus group discussions. For future researchers to assess the transferability of the current study's findings, I also provided a solid and accurate description of the participants, the research context, research methodology, and settings.

4.12.3. Dependability

Dependability focuses on the lucidity of the process of inquiry-the research design and methods employed (Treharne & Riggs, 2015). In the current study, I ensured dependability by monitoring the entire data collection process while including criteria for the recruitment of potential participants and data analysis. I also pre-tested the study's instruments to test for errors that could compromise the quality of data obtained. This served as the basis for the refinement of research instruments, to ensure the collection of rich and broad qualitative data.

4.12.4. Confirmability

Confirmability can be defined as the extent to which findings are solely the result of the research participants and conditions, rather than other biases, motivations, and perspectives (Lincoln & Guba, 1985). This includes any biases that the researcher brings to the study (Creswell, 2014). Resultantly, I requested that my supervisors

review every aspect of the study to ensure that data collection, analysis, and interpretations adhered to generally acceptable standards. Thus, encouraging and guiding me to exercise objectivity.

4.12.5. Reflexivity

McNeill and Nicholas (2019) highlight the risk of bias in critical realism, because epistemology incorporates values in social research. Similarly, Houston (2010) addresses the issue of potential bias and advocates that the researcher's point of view be disclosed to inform the reader about their stance and personal point of view. A strategy that I used to scrutinise my overall standpoint and add transparency to the inquiry is reflexivity.

Chan et al. (2019) defines reflexivity as a process of scrutinising both oneself as a researcher and the research relationship. Qualitative research recognises that a qualitative researcher is the “instrument” by which data is collected and other itineraries such as guides and grids are merely accessories to the principal instrument (Roller, 2016). As such, throughout this research project, I bore a great deal of responsibility for the findings, hence the need for the readers to understand the limits to my objectivity.

I was aware that my own identity, with its many layers could have some level of contribution to this research. I am a Zimbabwean citizen who has been pursuing studies in SA for the past five years, and by virtue of that, I identified with some of the co-researchers in the current study. There was a possibility that my own bias and experiences could transfer to my role as a researcher. I have my own experiences and assumptions about what it is like to be an immigrant student in SA, and this could have impacted my objectivity. I could also have been blind to certain nuances and may have benefited from introspection. Hence, a reflexive journal came in handy because it enabled me to re-assess or reflect on how my past experiences and assumptions could have been affecting the outcomes of the study.

Despite the possibility of co-researchers giving me socially desirable answers, my identification with them made a positive contribution to this research. This is because, immigrant adolescent learners responded in a more open manner due to the similarities they shared with me. Noteworthy, in the current study there was a potential for me to

over-identity with participants make assumptions, and possibly collude with some of the ideas and defenses which may be employed by the participants. However, it is important to note that there were certain differences between myself and participants. Unlike co-researchers of the current study, who were immigrant adolescent learners between the ages of 14 to 17 in High School, I immigrated to SA as an adult to pursue my master's degree. These differences added another layer to the relationship I had with the study, and co-researchers whose dissimilarity assisted me in maintaining objectivity.

4.13. Ethical Considerations

Mautherner et al. (2002, p.1) assert that “the complexities of researching private lives and placing accounts in the public arena raises multiple ethical issues for the researcher”. Therefore, Strydom (2011) asserts that all ethical aspects of research should be closely monitored throughout the entire research process. Based on the above assertion, my chief responsibility was to ensure that the interests of the participants were safeguarded at all levels of the research process (Neumann, 2009). A primary ethical consideration for this study was that the co-researchers were below the age of 18 years. Hence, additional care including the obtainment of ethics clearance (See Appendix A) was taken to ensure that the rights of co-researchers were not infringed, but were protected. To further safeguard the well-being of research participants, I adhered to the following ethical considerations.

4.13.1. Voluntary Participation

Neumann (2009) emphasises the importance of voluntary participation in all research projects. Thus, in case of the current study, no one was forced or coerced to participate. A participant information sheet (Appendix E) was read and given to co-researchers before the study. The information sheet was given to potential co-researchers face-to-face. It detailed the nature of the study, including my contact information. A separate participant information sheet (Appendix F) was given to pre-test co-researchers, and it detailed the nature of the pre-test. Parents, guardians and caregivers of participants were also given a participant information sheet (Appendix G). In seeking participants, I did not use coercion. Instead, I ensured that the study was carried out with the voluntary participation of immigrant adolescent learners or other legal representatives such as parents and caregivers. The school heads were also informed about not coercing

participants. In addition, I asked follow-up questions to ensure that no co-researchers engaged in the study through coercion.

4.13.2. Informed Consent

This study was conducted after participants signed the informed consent forms. According to Morrow (2005) informed consent entails disclosing various aspects of the research, with a focus on emphasising the voluntary component of the research, before co-researchers agree to take part.

The current study involved immigrant adolescent learners under the age of 18 years. This sample is considered legally and psychologically incompetent to give consent for research participation (Treharne & Riggs, 2015). Hence, consent for the co-researchers in the current study was provided by their parents. However, it is important to note, that while children are legally incapable of giving informed consent, they may have the ability to assent to or dissent from participation (Morrow, 2008). Article 14 of The United Nations Convention on the Rights of the Child on “Freedom of thought” and “Freedom of conscience” affirms children’s right to refuse to do things which they object (UNCRC, 1989).

After receiving all necessary information about the research’s goals, objectives, procedures, any potential benefits, drawbacks, or risks to which co-researchers might be exposed, the learners were required to sign an assent form (Appendix H) to grant their permission to become co-researchers in the study. In addition, parents, guardians and caregivers of participants signed a consent form (Appendix I) to grant permission for the learners to participate.

4.13.3. No Harm to Co-researchers

Roller (2016) states that every research project should prioritise the issue of safety. In this case, safety is broadly defined as avoiding both physical and psychological harm. Hence, I was aware of my responsibility to protect co-researchers from physical and emotional harm, and reduce risks (Strydom, 2011). Potential harm to co-researchers in the current study included deportation or exposure to xenophobic attitudes. This was mitigated by using pseudonyms to protect their identities. Co-researchers were also assured that the information that they divulged would not be used to report them to immigration officials.

The study did not pose any physical risks, but it emotionally affected some co-researchers who had experienced trauma owing to being migrants. These co-researchers were referred to a psychologist whose permission had already been sought as indicated (Appendix J) and was on standby to assist co-researchers who may have struggled with emotional distress. During data collection, I realised that some co-researchers were displaying signs of weariness and exhaustion, therefore, I suggested that co-researchers take a break before resuming the FGDs.

4.13.4. Privacy/Confidentiality/Anonymity

The right to privacy is an individual right that co-researchers could exercise by choosing what information or experiences that wanted to disclose during interviews (Creswell, 2014). Hence, the privacy of co-researchers was respected by not pressuring them to give sensitive information that they were not at liberty to disclose.

Moreover, Neumann (2009) asserts that confidentiality entails the preservation of private information to protect the identity of participants. Mitchell (2011), in Simmonds et al. (2015), notes that failure to protect participants' identities or a lack of anonymity could be seen as an infringement. This happens when researchers publicly link a study participant to contents of the research (Mautherner et al., 2014).

However, in a FGD confidentiality cannot be guaranteed (Ostaszewska, 2018). This is because, for the current study, some co-researchers could have chosen to disclose what they heard from the group sessions. For the current study, if participants thought of this potential breach of confidentiality, they could have held back some information in the group sessions, which may have defeated the goal of FGDs. To deal with this I ensured that every group session began with a review of ground rules that were appealing to FGDs. The group rules included co-researchers having to refrain from discussing the comments of other group members outside the FGD (Appendix D). Anonymity and confidentiality could only be guaranteed in the write up of this thesis.

To ensure confidentiality and anonymity when analysing and writing up the data, the initial plan was to assign a pseudonym of a popular name in the participant's country of origin. For example, a participant from Ghana could have been given the name 'Akwasi', which is an Ashanti masculine name that means being born on a Sunday. However, co-researchers informed me that they preferred to choose their own

pseudonyms. In line with PAR's principle of equal power sharing, I respected the co-researcher's choice to decide their own pseudonyms. I also ensured that all the information that was disclosed by co-researchers was securely kept, and not accessible to people who could victimise research participants.

4.13.5. Ethics pertaining to photography

Ebrahimipour et al. (2018) attests that ethical principles should be recognised in performing photovoice because personal property and privacy are shown in photos. In educational research, as in the current study, photographs that were taken by co-researchers that show faces of other learners or distinct symbols such as a school badge, raised ethical concerns (Simmonds et al., 2015). Therefore, it was deemed essential for co-researchers to know when it is appropriate to take a photo and how to seek consent (Limaye et al., 2018). Hence, I provided co-researchers with appropriate training on how to seek consent, and take photos. According to Wang and Redwood-Jones (2001), in Simmonds et al. (2015), consent in photovoice has three parts: (1) researcher and the participant, (2) participant and third parties in pictures, and (3) consent given to the researcher to distribute (in whatever form) the participants' photographs, and narratives.

Accordingly, co-researchers were thoroughly informed about the ethics of photography, to avoid infringement of their, and the rights of the third parties.

The question of ownership is a contentious issue in photovoice. According to Ebrahimipour et al. (2018), participants give up sole ownership of photos by signing the consent form. On the other hand, Wang and Redwood-Jones (2001) argue that the participants own the photographs that they take. Simmonds et al. (2015) strikes a balance between the two views by stating that the ethical obligation in this regard is met by giving the co-researchers a copy of each of the photographs that they took. In the current study, the selection of photos was based on participants' choice and published with their consent. The co-researchers were also informed about the study's target audience and where the photos may be published.

4.14. Competence of the Researcher

Strydom (2011) asserts that a researcher should possess necessary skills, knowledge, and they should receive supervision to appropriately conduct a research project. I conducted the current research project under supervision and guidance of two supervisors, who have published numerous works in accredited national and international journals. In addition, I possess a certificate of competence in research ethics from the University of the Witwatersrand (See Appendix J).

Chaudry et al. (2014) stresses the importance of intercultural competence, which entails one's ability to show positive emotion in understanding and appreciating cultural differences. This fosters an appropriate and effective behavior within intercultural communication. This was an essential skill in the current study that focused on immigrant adolescent learners from various cultural backgrounds. I was knowledgeable and sensitive to cultural differences in a way that does not undermine diversity.

4.15. Summary of the Chapter

In this chapter I provided a detailed discussion of the qualitative research design and data collection methods that were used in this study. Based on the participatory nature of the topic under study, the methods of data collection that were utilised are, photovoice and FGDs. In this chapter I also discussed, with justifications, the sample and sampling procedures that were used in the study. To identify themes and categories, this study used the SHOWeD method, participatory diagramming, and Tesch's data analysis method. I ended this chapter with a discussion of the methods adopted for ensuring trustworthiness, ethical considerations, and my competence as a researcher. The chapter that follows presents and discusses the findings of this study.

CHAPTER FIVE

5. PRESENTATION AND DISCUSSION OF FINDINGS

Design

Phase 3

Analysing information gathered to create the basis for recommendations emanating from the study.

(Rothman & Thomas, 1994)

5.1. Introduction

This chapter forms part of phase three of intervention research and aims to report and discuss the findings that emanated from qualitative data that was gathered through photovoice situated within the participatory action research framework (PAR). In my presentation and discussion of the findings in this chapter, I was guided by the founding principle of PAR, which advocates for the co-creation of knowledge and negotiation of meanings (MacDonald, 2012). Hence, as recommended by Fine (1994), my approach in this chapter was openly listening to co-researchers' views, that some I could have disagreed with. I asked co-researchers to stay within the subject of "acculturation experiences". However, they had freedom of choice concerning their illustrations and interpretations of their photographs. This empowered the co-researchers to explore and describe their experiences of acculturation into SA without limitations or holding back.

To recap, the findings presented in this chapter were guided by the study's primary research question, which was:

- What acculturation strategy is recommended for the integration of immigrant adolescent learners in South African schools?

The research question was answered through the following **Aim**:

- To engage with immigrant adolescent learners as co-researchers in co-constructing an acculturation strategy to enhance the integration of immigrant adolescent learners into South African schools.

This aim was achieved through the following research **Objectives**:

1. To conduct a review of literature and provide a conceptual and theoretical framework to understand the acculturation experiences of Immigrant adolescent learners.
2. To co-comprehend how immigrant adolescent learners, acculturate within the school environment in SA.
3. To co-understand the challenges that immigrant adolescent learners experience that impede their integration and well-being.
4. To co-explore the affordances that result in a sense of belonging.
5. To co-identify available interventions that assist immigrant adolescent learners acculturate into SA.
6. To co-construct an acculturation strategy with immigrant adolescent learners to enhance the integration and well-being of immigrant adolescent learners.

In this study, co-researchers were immigrant adolescent learners that were aged 14-17 years. These co-researchers originated from six countries: Zimbabwe, Cameroon, Ghana, Nigeria, Malawi, and the Democratic Republic of Congo (DRC). Table 5.1 provides the profile and biographical information of the co-researchers.

Table 5.1 Biographical information of the co-researchers (psedonyms used)

Pseudonym	Age	Gender	Length of time Stayed in SA	Country of Origin
Biggaz	17	Male	3 years	Zimbabwe
Kuda	16	Male	8 years	Zimbabwe
Rudo	16	Female	9 years	Zimbabwe
Andre	15	Male	4 years	DRC
Simvula	16	Male	5 years	Nigeria
Abigail	16	Female	4 years	Malawi
Chido	15	Female	4 years	Zimbabwe
Yvette	14	Female	3 years	Ghana
Nathan	16	Male	4 years	Nigeria
Ashakhe	15	Male	9 years	Nigeria
Tino	17	Female	3 years	Zimbabwe
Henrietta	17	Female	3 years	Cameroon

Table 5.1, above, depicts the demographic details of the current study's co-researchers. Column 1 contains the pseudonyms which were utilised due to the confidentiality clause, as contained in the study's participant information sheet (Annexure E). Concerning co-researchers' gender, the study had a 50:50, male to female ratio. There were six (n=6) male and six (n=6) female participants. Although this balance was coincidental, it reduced gender bias. The length of stay in the host country is significant for a study on acculturation since some of the conversion factors for integration such as language are related to the length of time that one would have stayed in the host community (Ingrid & Byskov, 2021). Two co-researcher who had lived in SA for the longest time had been in the country for nine years, and four had been in the country for the shortest duration (three years). The co-researchers' average duration of stay in SA was five years.

By nationality, the co-researchers were distributed as follows: Zimbabwe (five), Nigeria (three), then for Cameroon, DRC, Malawi, and Ghana, there was (one) per country. The number of co-researchers who were from Zimbabwe is consistent with data showing that Zimbabwe has the largest immigrant population in SA (IOM, 2021).

5.2. Research Findings

In this section, I present and discuss the study's findings. The discussion is made of my interpretation of the findings using literature and the theoretical frameworks. I focus on the affordances, challenges, and experiences that relate to being an international migrant, and the acculturation strategies that were used by immigrant adolescent learners in SA. I divided this chapter into themes and sub-themes that I tabulated below:

Table 5.2 Themes and Sub Themes List

Theme	Sub-themes	Photo Prompts
Affordances that result in a sense of belonging	1.1 Accepting School Environment 1.2 Appreciation of Positive encounters 1.3 Positive Academic Performance 1.4 Extracurricular Activities 1.5 The Community 1.6 Friends 1.7 Symbolic Involvement	➤ What were my best moments? ➤ What makes me feel that I belong?
Acculturation Strategies utilised by immigrant adolescent learners	2.1 Assimilation 2.2 Stereotyping and racial otherness 2.3 Isolation 2.4 Language 2.5 Integration	➤ How have I adapted in SA?
	3.1 Discrimination in the school 3.2 Discrimination by institutions in the community 3.3 Discrimination based on accent and complexion 3.4 Language as a barrier	➤ My worst moments? ➤ My biggest challenge in SA? ➤ What do I find difficult as an immigrant adolescent?

Challenges faced by immigrant adolescent learners	3.5 Parental Pressure 3.6 Fear of Xenophobia 3.7 Cultural Confusion 3.8 Acculturation Gap 3.9 Constant Relocation
Recommendations for an acculturation strategy to facilitate integration	4.1 Train educators, students and staff ➤ How to aid acculturation? 4.2 Language support ➤ What can governments do? 4.3 Strategies to curb stereotypes ➤ What can civil society do? 4.4 Culturally responsive curriculum ➤ What can schools do? 4.5 Targeted interventions against xenophobia 4.6 Financial Aid 4.7 Building Resilience

5.2.1. Affordances encountered by immigrant adolescent learners

The data that I analysed on this theme aligns with objective 4 of the current study. Thus, exploring the affordances that immigrant adolescent learners encounter, to support their wellbeing. My discussion on affordances was based on the following photovoice prompts:

- What were my best moments?
- What makes me feel that I belong?

According to the theory of ecological perception, affordances are properties of the physical and social environment that enable us to meet our needs (Aliti, 2014). The rationale behind capturing affordances is that any appropriate acculturation strategy should be able to capitalise on the positive resources that are already offered by the environment. Therefore, capturing of the of the affordances as in the current theme, is the best way to identify the resources within communities, that need to be upheld in the quest for an acculturation strategy. The sub-themes emanating from the theme on affordances are discussed below.

5.2.1.1: Accepting School Environment

In this sub-theme I focused on how an accepting school environment acts as a first step in making immigrant adolescent learners feel welcome in SA. Co-researchers posited that, in seeking an acculturation strategy for integration, it is important to make the school environment welcoming. In capturing the essence of an accepting school environment, Ashakhe took a picture of his school as presented below:



This is a picture about my best moment in SA. I took a picture of my current school. My best moments are in the school. Because that's where I was accepted for who I am. That's where I actually enjoy myself without having to be discriminated, teased by other learners. (Ashakhe).

Figure 5.1 My School

In discussing the above caption by Ashakhe, and other co-researchers concurred that integration can only be facilitated in the absence of discrimination where the school environment is accepting, and no one is made to feel as an outsider. In providing a description of an accepting school environment, Yvette added:

I feel that my school is a definition of accepting [represents a description of a environment that is accepting], they never make me feel as if I'm not one of them. They just like treat me the way they treat each other. They don't have that thing that I'm not South African. (Yvette).

The role of the structures as confirmed by Ashakhe, Yvette, and other co-researchers is widely acknowledged in critical realism and acculturation theory (Berry, 1980; Ingrid & Byskov, 2021). Critical realism asserts that practically relevant theorising should maintain an obligation to understand the structures hedging around the studied experiences (Nicholas, 2019). Similarly, Berry's (1980) acculturation theory, through its bi-dimensional model, emphasises the importance of structural factors such as the school in understanding the intersection of individual and group level variables (Berry, 1980).

Berry's (1980) understanding of the importance of individual and group level variables concurs with Yvette's views that an accepting school environment is one where there is equality, and immigrants are made to feel welcome. In the same vein, Agbenyega and Peers (2010), argue that children's sense of belonging is enhanced when they are aware that the peers and adults that they relate to, at the school, are concerned about

their welfare. In some instances, individual and group level variables facilitate the emergence of positive encounters that act as an affordance for immigrant adolescent learners.

5.2.1.2: Appreciation of Positive encounters.

This sub-theme emerged from the discussions that suggest that for successful integration to take place, there is a need for immigrants to also embrace a multicultural ideology. The consensus among co-researchers was that, as immigrants they needed to appreciate the good aspects of their host community. Some co-researchers appreciated the diverse South African population, which is composed of different cultures and languages. The co-researchers also appreciated that some people in the host community were more accepting of foreigners. Ashakhe's picture, below, represented an appreciation of diversity and how this acted as an affordance:



The picture that I have here is of flowers. In the morning we observe that some of them have blossomed whilst others haven't. This tells us to understand that not everyone or thing is the same. With all the complaints about the flower not blossomed let us be grateful because it will eventually be beautiful when it opens up. This goes with the ideology towards the people of SA. In as much as people say wrong things about the people of SA we should also look at the good things. (Ashakhe)

Figure 5.2 Appreciating diversity

In the above quote, Ashakhe appreciated that some people in SA were quite accepting of diversity. A further picture by Chido, below (Figure 5.3), confirmed that some people in SA are kind and accepting:



I feel like my best moment was when I was treated with love and care in the hospitals at the time that I got admitted. I wasn't expecting that kind of treatment, you know, when you are from another country and you go to the hospital to get treatment, they [South African Staff] usually don't give you that much attention because they say, we have many people to serve who are one of ours rather than being with you. (Chido)

Figure 5.3 Good treatment at the hospital

The above co-researchers' acknowledgement of the positive aspects is an essential aspect that is required for seemingly successful acculturation. Aliti (2017) notes that the appreciation of the community's positive aspects creates optimistic views about the host country and hopes for successful integration. According to the human capabilities approach, positive attributes are freedoms that can be contextualised as real opportunities, such as access to healthcare, that immigrant adolescent learners have a reason to value (Castles, 2010). When immigrant adolescent learners feel that they have nothing to value due to a pessimistic perception about the host community, any hopes for successful integration will be negatively affected (Smith, 2022). Moreover, Vandeyar (2017) argues that failure to acknowledge positive attributes of a society can act as a psychological barrier to integration. The peace of mind and contentment emanating from the appreciation of positive encounters can facilitate positive academic performance (Mbeve & Mhlanga, 2022; Schachner et al., 2017).

5.2.1.3: Academic Performance

The issue of academic performance emerged as a sub-theme on affordances. There was a discussion on whether the current schooling environment in SA facilitates positive or negative academic performance. This discussion was motivated by the rationale that academic performance is a determinant of acculturation and integration outcomes since academic performance is linked to future employability. The discussion on academic performance elicited mixed responses. Some co-researchers reported negative academic performance whilst others reported positive academic performance. Co-researchers concurred that the facilitators of positive academic performance among immigrants needed to be utilised as a key resource for integration in SA. Andre's picture of his academic awards (Figure 5.4) represents positive academic performance as an affordance:



This picture shows the awards that I've received in my recent school because of my academic performance. So, this picture is one of my best moments in SA because it shows that SA is not that bad. When I was still in my previous country, I was told that SA is just unfair in everything towards immigrants, but then as I am here now and receiving these awards shows something different it shows that the country is fair in terms of education, and they do not treat people differently because of where they come from. So that was one of the best moments in my life. It made me like this country a little much (Andre).

Figure 5.4 Positive Academic Performance

In response to Andre's above presented picture a discussion ensued among co-researchers regarding factors, besides fair assessment, that contribute to positive academic performance. Factors mentioned by the co-researchers included supportive friends, family members, teachers, and their own strong work ethic. Regarding the role of the family in facilitating positive academic performance, Yvette said, *"I think it's my parents who always remind me why I am in SA and they always motivate me to work very hard."*

On the contrary some co-researchers revealed that they were unimpressed by their own academic performance. For example, Henrietta and Abigail expressed dissatisfaction about their current academic performance. Henrietta said, *"I am not happy with my performance here because I used to perform better at home before I came here to SA."* Abigail also mentioned,

"I am also not happy with my performance because I am doing some subjects that I was not doing at home." The co-researchers stated that negative academic performance is a source of stress.

The issue of academic performance that was reported by co-researchers is supported by the capability of "senses, imagination, and thought", in the human capabilities approach. The approach attests that one can measure the extent of liberties that are enjoyed by a group of people, based on their ability to use mental faculties in a 'truly human' way, as informed and sustained by adequate education (Nussbaum, 2000). Positive academic performance by immigrant adolescents paints an optimistic picture for integration in SA. However negative academic performance such as in the case of Henrietta and Abigail paints a pessimistic or hopeless picture of integration in SA, because an adequate education is a prerequisite for future employability.

Furthermore, supportive friends, as reported by co-researchers, has been discussed by previous literature as beneficial for integration. For example, Schachner et al.'s (2017) study on Latino students in the USA reported that students who felt more connected with their school, were more motivated to attend school, which was in turn associated with better academic outcomes.

Additionally, Yvette's view on parents providing motivation concurred with Fuligni's (1997) argument, who posits that migrant children are often in families that strongly

support academic achievement. Relating to positive academic performance, other co-researchers for the current study, advocated for parents to be supportive towards the education of immigrant adolescent learners. This was in consideration of the view that positive academic performance is the main facilitator of economic participation in adulthood.

5.2.1.4: Extracurricular Activities

Extracurricular activities emerged as an affordance for immigrant learners. The co-researchers reported that extra-curricular activities such as netball, soccer, and modelling, provide them with an opportunity to interact with other learners. The interactions facilitate the development of a sense of togetherness. In capturing the essence of extracurricular activities, Nathan took on the following picture:



I took this picture because soccer is a sport that helped me to fit in SA. Even in my own country, I used to play soccer. When I came to find out that these people [South Africans] also play soccer the way that we play I felt welcomed. I felt like I am in a familiar environment. With soccer, it doesn't matter the language that you're using but as long as you are only playing soccer, the rules are the same and every one is the same. When playing soccer, I felt that I belong in SA because soccer is an international sport, an international sport where they do not care about where you are coming from or where you are going. When you play soccer you just become one. (Nathan).

Figure 5.5 The Role of Sport in my Life

In addition, Rudo took a picture of the school's hall (Figure 5.6) to show that, her participating and winning a modelling contest contributed to her sense of belonging and feeling accepted in SA.



I was very happy winning the modeling contest in the hall pictured above as I did not think that I was going to win. I remember at that moment, I thought to myself, if I can be crowned among South Africans [winning the modelling contest], then I can stay and enjoy my life in this country. I felt that, I finally found a home. SA felt like home far away from home I was finally confident about the whole process.

Figure 5.6 My Best Moment

The extracurricular activities mentioned by other co-researchers include music, football, drama, debate, volleyball, and netball. In attesting to the significance of sport Yvette said, *"I really enjoyed netball..., because of the way we worked together, irrespective of where I'm from."* Kuda added that institutions should offer immigrant adolescent learners more opportunities to participate in extracurricular activities.

In total, four out of twelve co-researchers shared the same views, that extra-curricular activities in general, appear to provide a range of benefits such as feeling accepted, improving academic outcomes enhancing assimilation, and friendship formations. For example, Nathan said *"When I came to SA I did not have any friends. I was always in the house but when I started to play soccer people started to notice me and I made friends"*.

The role of extracurricular in friendship formation, as stated by Nathan and other co-researchers, is well documented in literature. Ronald and Crea (2017) argue that common across most studies is the recognition that extracurricular activities, have a bidirectional relationship with friendship formation. Yet friendship formation has an impact on the integration of youth across cultural and linguistic lines. Other benefits of

extracurricular activities, as documented in literature, are lower school dropout rates, higher levels of engagement in school and good general well-being (Carrillo & O`Grady, 2018; Koehler, 2017; Menjivar, 2016). Moreover, the OECD (2018) affirms that extracurricular activities can be a vehicle for strengthening social support systems, developing social skills and relationships, and enhancing neighbourhood cohesion. The human capabilities approach underpinning this study conceptualises extracurricular activities as the capability of “play”. It suggests that, for people to feel integrated, they must be able to laugh, play, and enjoy recreational activities (Nussbaum, 2000). In addition to extracurricular activities acting as an affordance, the host community’s members can also play a significant role in making immigrants feel welcome.

5.2.1.5: Community

Findings suggested that the community sometimes acts as an affordance for integration. I asked co-researchers to talk about, features in communities that facilitate integration. In response, the co-researchers included, welcoming communities that do not have discrimination, and members of the community share their resources with immigrants. Kuda presented the below picture (Figure 5.7) to explain the features of his community, that make the community an affordance. He explained his experience as follows:



I took pictures of different houses. To me the different houses represent my community that is where I am currently staying. My community helped me a lot in terms of adapting to SA. [They] didn't even have that stigma that these people are not South African, they treat us the same. They treat us equally. So those people [Community Members] really assisted me in adapting to SA. (Kuda)

Figure 5.7 My Community

Simvula in affirmation mentioned that community members provide him with a sense of belonging in SA. Simvula said, “The community members treat me like I am one of

their own. It even came to a point whereby if they see me in town they will greet and all that and say it's that boy from across the street".

This finding resonates with a key aspect of critical realism that pertains to the recognition that a social environment, such as the community, can act as a resource or constraint to personal agency (McNeill & Nicholas, 2019). In Kuda's case, the community is a resource to personal agency. According to Ostaszewska (2018), while immigrants themselves can be seen as protagonists in integration, if the community is not welcoming, any effort of integration becomes futile. Therefore, Aliti (2017) recommends information awareness campaigns to make communities more receptive and to treat immigrants on an equal footing with other community members.

5.2.1.6: Friends

Co-researchers mentioned various advantages of having friends in SA. Some of the advantages included that friends provide a sense of security, belonging, and assist with adaptation. Speaking of adaptation, Abigail said, *"My friends have helped me adapt just fine. They have made adapting to SA very easy for me because it's very easy to adapt to a place when you've got support."* Moreover, Yvette took the below picture (Figure 5.8) to illustrate the significance of friends in creating a sense of belonging:



This is a picture containing the hands of my friends together. Us being together for me represents unity. My friends helped me a lot in terms of not making me left out. They've really helped me a lot in terms of feeling at home here and they have made my adaptation into SA very easy. (Yvette)

Figure 5.8 My Friends

Nathan added that friends made him feel that he belonged and socialised into appropriate behaviour in the South African context. He said, *"Friends can guide you, telling you how to behave in certain situations, for example if there are thieves and stuff."*

In the same vein, Kuda stated that he felt a sense of belonging in SA every time that his friends protected him. He recalled an incident during a lesson in Life Orientation when they were doing presentations about foreigners and his friend inquired if he would have liked to choose another topic. Kuda stated:

So, at that moment, when my friend asked me what makes me comfortable, you know, telling me that we're all the same. He understood my situation. And he played an important role to make me feel comfortable... you know sometimes I would feel like he is actually from Zimbabwe. (Kuda)

The human capabilities approach describes the significance of friends on the central capability of affiliation (Nussbaum, 2000). The approach asserts that since human beings are social creatures, affiliation enables them to be stronger, adaptive, and creative (Ingrid & Byskov, 2021). The co-researchers concurred with the observation from the human capabilities approach by stating that friends assisted them in the creation of a sense of belonging.

The importance of friends as reported by the co-researchers proves that friendships play an instrumental role in determining acculturation outcomes. For example, Reynolds and Crea (2017) suggests that integration can be studied through examining individual, peer-to-peer friendships. Other researchers add that friendships can provide social support, protect against anxiety and depression, promote academic achievement often through encouraging greater connection with the school and motivation for learning (Adebanji & Phatudi, 2014; Vandeyar & Vandeyar, 2017; IOM, 2021). Youth higher in sociality that is, the propensity to nominate friends and be nominated as a friend, may be associated with better outcomes over the life course (Reynolds & Crea, 2017). Therefore, the co-researchers of the current study built on from the literature on acculturation that, integration is best created through the provision of more opportunities for host and immigrant students to interact. In addition, co-researchers revealed that when they interacted with things that are linked to their home country, they felt more propensity to acculturate – I discuss this further in the following sub-theme.

5.2.1.7 Symbolic Involvement

Neumann (2009) defines symbolic involvement as the perceived importance of the physical symbols that represent a nation to the individual. In the current study, co-researchers reported symbols such as the flag and some meals that are eaten both in their countries of origin and in SA. Biggaz took a picture of the South African flag (Figure 5.9, below) and expressed delight in that, the flag contains many colours, which some of them are also found on his home country flag.



Interesting enough, the colours on this Flag have similar interpretation here as in my home country. Hence, every time, I look at this flag, I think of home and this makes me glad. It reminds me that South African is not very different from home (Biggaz)

Figure 5.9 The South African Flag

Other co-researchers concurred that, indeed there was symbolic significance of colours on the South African flag, because they were like that of their home country. This symbolic significance gave them an idea that SA is home, just like their home countries. Nathan took a picture inside his school's hall (Figure 5.10), where there are flags from various countries:



On this picture there is a flag of my country put together with flags from other countries at school. This inserts [gives me] a sense of belonging because it shows that we are accepted. If we're not accepted, there is no way that flag was going to be raised. It also shows respect hanging other people's flag in a country that is not theirs. (Nathan)

Figure 5.10 Flags of Different Countries

In affirmation, Tino, who was studying at the same school, also stated that she appreciated the presence of the Zimbabwean flag, her country of origin, inside the school hall. She said:

Whenever I get into the school hall, I find myself smiling because it shows that this country is unified with other countries it does not discriminate. These flags helped me to feel comfortable in my school to feel like I belong here and not feel like an outcast (Tino).

Another aspect of symbolic involvement that was reported by co-researchers is that some types of dishes (food), associated with their home countries, were being also enjoyed in SA. The foods symbolised home, and when they ate that food in SA, they felt at home. Yvette took the below picture (Figure 5.11) to illustrate the significance of similarities in cuisine as a gesture of symbolic involvement.



I took a picture of food because the food is one of the things I love about SA. The food here is great and not so different from the food at home in Zimbabwe, even the ingredients, we can find them if we want to make home food and therefore by that I feel like I belong. I eat what I want and if I miss home food, I can easily buy the ingredients and make food. (Yvette)

Figure 5.11 Appreciating Diverse Cuisines

It is not surprising that co-researchers were delighted by similarities in cuisines and flags. Bornstein (2017) hypothesised that resemblance between heritage culture and receiving culture helps to determine the course of acculturation. Hangwei (2020) argued that the fit between the things done in one's country and those done in the destination country, make the integration of immigrants easy. Thus, co-researchers felt a sense of belonging because of the food that they enjoyed in their home countries, being a

delicacy in SA. In accordance with Hangwei's (2020) line of thought, African immigrants in SA could be expected to experience less conflict between cultures of their home of origin and school, than African immigrants living in China where Asian values and ways of doing things prevail. Thus, as stated by co-researchers, an acculturation strategy for integration can capitalise on similarities between cultures, to create a sense of belonging.

It is significant that one of the schools included flags from different countries to give immigrants a sense of belonging. Menjivar (2016), argues that since immigrant children spend most of their time at school, symbolic gestures by the school can shape the overall perception of the host country. Therefore, co-researchers found it highly plausible when schools took initiatives such as the inclusion of flags from various countries.

Overall, theme one has discussed the affordances that immigrant adolescent learners encounter and are in support of their well-being. The compilation of information acquired from affordances led to the emergence of seven sub-themes namely: (1) accepting school environment (2) positive encounters, (3) positive academic performance, (4) extracurricular activities, (5) the community, (6) friends, and (7) symbolic involvement. The following theme discusses acculturation strategies that were revealed by immigrant adolescent learners.

5.2.2. Acculturation Strategies utilised by immigrant adolescent learners

PAR and its influence from Freire's ideology, posits that people are not empty vessels because they have inherent coping mechanisms. Hence, co-researchers took pictures based on photovoice prompts that aligned with objective 2 of the current study. Objective 2 aimed to explore acculturation strategies that were currently utilised by immigrant adolescent learners. The acculturation strategies are discussed in line with Berry's (1980) acculturation theory which argues that acculturation can be represented by a bi-dimensional model leading to four acculturation outcomes: assimilation, integration, separation, and marginalisation.

The acculturation strategies are discussed as sub-themes, below, and are based on data that was captured through photovoice and FGDs. This section also discusses the role of language and the concept of racial otherness in acculturation.

5.2.2.1 Assimilation

Some co-researchers in the current study revealed that they were acculturating by means of assimilation, which entailed absorbing the dominant culture of the society while abandoning their own culture. For example, Kuda and Rudo's reason for assimilation was that they did not want to be labelled as foreigners by other learners. Kuda said, *"I just want to be seen as a normal learner like everyone else"* and Yvette said, *"When they don't know that you are foreign, you don't get that certain feeling of being uncomfortable."* Ashakhe's reason to opt for assimilation was different from that of Yvette and Kuda. Ashakhe explained that he assimilated because he came to SA at a tender age so that he could not remember the Ghanaian culture. Ashakhe took the below picture (Figure 5.11) to best explain his assimilation journey:



Figure 5.11 Isixhosa Culture

This is a picture of clothes that people wear after the isiXhosa initiation ceremony. The isiXhosa initiation ceremony is when a boy becomes a man. Sometimes I feel that the culture of

South African is the only culture I know because I do not remember some things from the culture at home. My challenge is that even though South African culture is the only one that know I cannot take part in things considered to be very important in isiXhosa culture such as initiation. You can only go for initiation if you have a Xhosa father. So in the eyes of other Xhosa people I will always remain a boy because you only become a man after the ceremony (Ashakhe)

The narrative by Ashakhe represented a classic case of assimilation. Berry (2013) defines assimilation as a scenario whereby individuals lose their own cultural identity while they embrace other cultures. Even though Ashakhe is an immigrant, he did not remember Ghanaian culture and he wished to partake in isiXhosa cultural norms and activities. Finos (2018) observed a similar scenario and attested that immigrants can feel that they belong to SA more than they belong to their countries of origin.

However, Hadebe (2014) notes that despite the willingness to acculturate, immigrants may never be fully accepted because they will always carry the label of an outsider. In the case of Ashakhe, although he wants to identify as South African, there are certain initiation rites that he cannot partake in. Rudo also stated that she remembered nothing about Zimbabwean culture since her mother emigrated when she was still a child. Rudo said:

Because I remember going back to my home country with my mother. So, I was just like, sitting there, you know, feeling out of place because I am not used to that culture, I am South African because I act South African. (Rudo).

Previous studies have confirmed and supported the experiences of some of the co-researchers. For example, Schachner (2017) states that assimilation can be more advantageous for school adjustment in assimilation-oriented countries. Moreover, a study based on data from PISA 2009 reported that in Germany, assimilation was linked to better reading competences (Edele et al., 2013 in Schachner 2017).

The relevance of assimilation as an acculturation strategy is also shown by Yu and Wang (2011) in their study on Chinese immigrant adolescent learners who were in Germany. The study revealed that assimilation is significantly positively correlated with integration ($r = .414$, $p < 0.01$) but significantly negatively correlated with separation ($r = -.463$, $p < 0.01$). Thus, the more likely the students are assimilated, the more they are likely to be integrated and the less likely to be separated.

However, assimilation is not without challenges. Ashakhe faced a paradox, which is best captured by Aliti (2017) who argues that immigrants, often, do not truly have the possibility to fully assimilate because they are considered as not having the same right to completely belong to the nation.

Noteworthy, there are challenges that emanate when immigrant adolescent learners are forced to assimilate. Aliti (2017) argues that the common discourse is that immigrants do not belong entirely until they have assimilated. It has also been proven by expanse literature that when assimilation is forced it causes psychological repercussions (Berry, 2013; Carrillo & O'Grady 2018; Palmary, 2009). However, in the current study none of the co-researchers revealed having been forced to assimilate. But as I discuss in the

next sub-theme, some immigrant adolescent learners sometimes sabotaged their own integration through stereotyping and racial otherness.

5.2.2.2 Stereotyping and Racial Otherness

In the findings for the current study was a recurrence of the ‘them’ and ‘us’ discourse. Participants such as Biggaz stated the problematic yet common stereotype that South Africans do not want to work. Simvula also stated that South Africans are threatened by the success of immigrants. Nathan said, *“They feel we are superior than them just because we are doing things with determination and hard work.”* In the same vein, Henrietta said, *“They go out on weekends and forget about books”*. In the following quotation, Andre summarised what other co-researchers stated, and he seemed to offer a solution:

We hardly or we rarely see the good side of them. We always see the violence and if the burning and the kill and all of that so the good side of them, it's there but if you don't take time to critically analyse it, then you won't see what they have to offer, you always see what you think that they burn down and steal away from foreigners. (Andre)

The above findings contradict literature that has often documented the perception that the migrant is often categorised as the “other” by the host population (Rugunanan, 2022). The findings of the current study show that some immigrant adolescent learners also hold stereotypes about their local counterparts, which makes their own integration into the South African communities difficult. Mineva (2007) in Aliti (2017) explains that Other-ness and We-ness are two sides of the same coin that divides humanity. Thus, humanity becomes divided into those whose identity is valued and normal compared to another who is discriminated and devalued.

When immigrants carry negative stereotypes about their native peers, they psychologically devalue the native student. This process of stigmatisation and differentiation could pose a challenge for one’s acculturation and integration into mainstream society. As such, Carrillo and O’Grady (2018) propose a change of mindset and encouraging immigrants to be open minded and appreciate positive aspects of the host country, instead of making stereotypical assumptions and judgements. Such perceptions and stereotypical attitudes have the potential to result in strained relations

where immigrant students isolate themselves from the local and vice versa. I discuss the use of isolation as an acculturation strategy in next section.

5.2.2.3: Isolation

In as much as this qualitative study is not concerned about correlations, it is important to note that, some co-researchers who held stereotypical views of the host population seemed to utilise isolation to acculturate into SA. Some of the reasons that co-researchers used isolation are, feeling unwanted by the locals and not communicating using indigenous language. Nathan explained the reason why they resort to this tactic of isolating, as follows:

Even if, let's say I didn't want to isolate myself, it doesn't help anything. Because I can go to some people, but they are speaking Xhosa, they just know that I don't understand the language and they will be speaking their language. So, there's no reason for me to go there. I just isolate myself; it makes me to feel better. (Nathan)

To expand the explanation, Nathan took the below picture (Figure 5.13) and provided an explanation of his acculturation journey:



I took this picture of people distant from each other because to me it represents what I consider to be the biggest challenge for immigrants. Sometimes it is hard to interact, not because you don't want to but sometimes because you don't know the language to use for interacting. This is hard because as an immigrant you would like to fit in so that you can feel that you belong. (Nathan)

Figure 5.12 My Acculturation Journey

In addition, Chido revealed that she isolated herself and sought solace from books. Chido said, *"I can say that books have always been my best friend since I really like isolating myself. Books made me care less about what is out there."* On the contrary,

Tino offered a dissenting view on isolation because she believed that it was counter-productive and could lead to detrimental or even fatal outcomes:

I do not recommend isolation because, I consider it a very bad idea because isolation leads to depression and depression leads to anxiety, anxiety leads to dying alone, because you want to kill yourself and thinking that you are worthless, you commit suicide. (Tino)

Nathan's decision to isolate because of failure to speak an indigenous language can be understood through the concept of "conversion factors" in the human capabilities approach. Conversion factors are characteristics of a good or commodity that enables or contributes to a functioning (Sen 1992, p.19-21). Hence in the context of immigrant students, one can posit that they opt for isolation because they lack the necessary conversion factors such as fluency in the indigenous language, for interaction.

There is a large body of research that agrees with the view that, heightened levels of social isolation or loneliness can be problematic as noted by Tino. Loneliness, for example, has been linked to depression, anxiety, and suicidality (Lee et al., 2020; Titzmann et al. 2015; Weisskirch 2017). Resultantly, Lusk et al. (2019) propose that clinical social workers who work with immigrant adolescent learners develop culturally responsive strategies to address mental health concerns.

Whilst many studies have documented the disadvantages of isolation (Berry et al., 2006; Titzmann et al., 2015; Weisskirch, 2017), it has some advantages that are worth noting. For example, Schachner et al. (2017) argues that isolation, combined with an orientation toward ethnic culture, can foster a sense of social belonging, in the face of discrimination and exclusion from the mainstream society. Michael (2012) in Aliti (2014), sees voluntary separation as a mechanism that allows immigrants to resist majority assimilation pressures in favour of preserving a group's culture and history. It also emerged from the study that proficiency in an indigenous language may determine the choice of acculturation strategy. Hence in the section I discuss the role of language in acculturation.

5.2.2.4: *The role of language in Acculturation*

In the process of discussing various acculturation strategies that were utilised by immigrant adolescent learners, a sub-theme pertaining to the role of language in acculturation emerged. Three co-researchers admitted that acculturation strategies that they chose were dependant on the ability or inability to speak isiXhosa. Ashakhe, believed that he was accepted because South Africans find it easy to communicate with him in isiXhosa. Tino concurred by saying, *“Language is the key, if you want them to treat you like one of them”*. Similarly, Nathan stated that he understood the importance of language after an interaction that he had with a South African learner. He elaborated as follows:

So, I was once seating with one girl. She said to me, a girl who learns here speaks our language, so we just see her as one of us but as for you it's going to be hard because you should learn this language as fast as you can because as long as you speak, it becomes easy to communicate with you and accept you. (Nathan)

Yvette stated that most people do not know that she is not South African because of her fluency in Isixhosa. She said:

Maybe it's because of the way I act around them. I developed like, their way of talking their accents, and it made it easier for me to like learn their language. And now I can participate in everything. So, I think, yeah, languages like the main point (Yvette).

There is literature that support the co-researchers' belief that language is an important vehicle for acculturation. According to Adebajji (2013), we can gauge one's progress in acculturation by examining their ability to learn the language of communication in the host society. Similarly, in a study of four Korean children in an Australian lower primary school, Millar (2011, p.15) observed that the adjustment of children to the school environment depended mainly on “actual and perceived” language inadequacy.

OECD (2018) states that being exposed to more than one language can be advantageous to immigrant children. Other studies indicating that children that are exposed to more than one language tend to perform better than their monolingual counterparts. The

responses by co-researchers show that the ability to speak isiXhosa was a currency for negotiating a sense of belonging to the school. Adebajji (2013) concurs that the ability to speak an indigenous South African language enables one to be accepted to the community of indigenous children at the school.

Moreover, Aliti's (2014) empirical study in Sweden reported that the lack of knowledge about the local language was the main barrier for integration. This is because language facilitates the definition of an immigrant as "the other" (Aliti, 2014). Aliti (2014) concluded that the capacity to speak the native language is considered the most important aspect of being Swedish. In addition, findings by Isseri et al. (2018) suggested that the degree of proficiency in the dominant language of the host country may create opportunities or barriers for acculturation. It is also noteworthy that co-researchers of the current study, such as Yvette, believed that the ability to speak a South African language facilitated integration. In the following sub-theme, I expand the discussion of integration as an acculturation strategy.

5.2.2.5 Integration

Some co-researchers, in the current study, revealed the use of integration as an acculturation strategy. The co-researchers utilised integration reported to have had less conflicts at both family and school level. This concurs with the view by Berry et al. (2006) that integration presents less challenges when migrants adopt it for acculturation. Yvette stated that she practises both the Zimbabwean and the South African culture and does in such a way that avoids conflict:

I do the things that they do here, but not forget my roots. Because it's, it's like for example, let me say my parents don't practice South African culture, and then I do. So, when I get home, I can't practice South African culture with them. So, I feel like in..., in that..., in that process of me getting to know other cultures, I shouldn't know them too well, to a point whereby, I don't know my own culture. So, I always balance (Yvette).

Simvula also used an analogy of Rome to explain encouragement of integration. Simvula said, *"I think when you are in Rome, you should act like a Roman. You should do like what the Romans do but, I didn't say be a Roman. Act like a Roman but don't be a Roman."*

The above responses show that co-researchers resorted to integration instead of assimilation, to avoid disappointing their parents who acculturate at a lower rate. Similarly, Reynolds and Crea's (2017) study of immigrants in the USA highlights the success of the second-generation migrants in doing better than their parents, with respect to a wide variety of social outcomes. Hence, despite adapting into the South African culture, co-researchers ensured that they also maintained aspects of their home culture for the sake of parents.

Judging from the extant of literature on acculturation strategies (Bartlett, 2015; Juggert & Titzman, 2019; Mickelson, 2014), it seems the mostly preferred acculturation strategy for the non-dominant group is integration. It seems that the members of the receiving society tend to evaluate positively and perceive immigrants who conform to their beliefs, values, and interests, as less threatening, whereas differences lead to intercultural threat and conflict (Aliti, 2014).

As shown in the above responses by co-researchers, integration has numerous benefits. But Alitti (2014) identifies three important integration benefits for immigrants. Firstly, it simplifies inter-group contact and strengthens inter-group relations, between immigrants and host nationals. Second, it allows immigrants to gain access to the social capital of the host nationals. This gives migrants a better chance of employment and lifestyle opportunities (Alitti, 2014). Third, it can aid in the reduction of psychological health risks that may be increased among immigrants (Gandara & Contreras, 2010).

In this theme I have discussed findings that were elicited with co-researchers on acculturation strategies that they prefer to use. The findings on this theme show that integration and assimilation are the most utilised acculturation strategies. Isolation, which included marginalisation and separation, was identified as the least used strategy. Despite the chosen acculturation strategies, it emerged that immigrant adolescent learners often face numerous challenges that compromise their psychological well-being – below, I discuss some of the challenges that were reported, in the following section.

5.2.3. Challenges faced by immigrant adolescent learners

Co-researchers stated that, in developing the recommendations for an acculturation strategy for integration, it is important to understand the challenges that they currently

face in SA. Hence, co-researchers also used the photovoice prompts to take pictures that aligned with objective 5 of the current study. The objective seeks to understand the challenges faced by immigrant adolescent learners. The major challenges that they faced are linked to discrimination, which I categorised into three sub-themes: discrimination in the school, discrimination by institutions outside the school, and discrimination based on accent and complexion. Additional challenges that were reported are: language as a barrier, parental pressure, fear of xenophobia, impact of xenophobia on academic performance, cultural confusion, and acculturation gap. I also discuss these in the following sub-themes.

5.2.3.1 Discrimination in the School

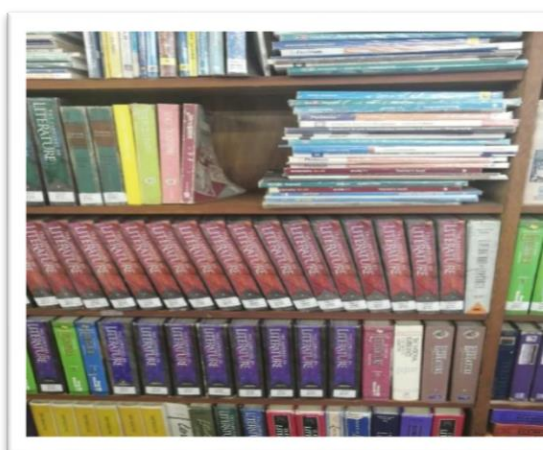
It emerged from the study that immigrant adolescent learners sometimes faced discrimination in the school. Some co-researchers stated that the discrimination that they faced within the school environment was one of the major impediments to integration. Tino took a picture (Figure 5.14) of the school's environment in black and white to illustrate a gloomy perspective of SA:



This is a black and white picture because I did not like how I was treated at the school. I was not accepted at that time. I was new in SA. I was bullied and discriminated. I was afraid of reporting because that meant that I will be bullied more. So it was very hard for me the first years that I was in SA, it was very difficult but at least now I can stand up for myself (Tino).

Figure 5.13 My First School

In corroboration, Biggaz presented a picture (Figure 5.15) with a pile of books and captioned it, “My worst moment”. Biggaz narrated that his worst moment occurred when he felt humiliated by an educator because he could not communicate in isiXhosa:



What happened is that I went to school and at my school they usually check the student cards. A female teacher then spoke to me in isiXhosa. I told her that I do not understand isiXhosa. She started shouting at me. The men who were there all started laughing at me so much. Which was a humiliation to me. (Biggaz)

Figure 5.14 My Worst Moment

Biggaz stated that he considered this his worst moment because he deserved to have freedom rather than people laughing at him because of not knowing a certain language. He suggested that such attitudes and behaviours made him feel dehumanised. He said, *“The fact that I was laughed at during my first days at the school was a big offense to me. Worse I could not do anything because it was an adult who did this to me.”* In support, Abigail stated that she isolated herself to avoid an experience like that Biggaz had. Abigail said, *“if you are that kind of person who isolate yourself, no one can come to you and say unruly things to you because they fear you, they don’t know you.”* Abigail agreed with the view by Weisskirch (2017) that in certain instances immigrants do not isolate by choice, but they would be avoiding discrimination.

The experiences that were reported by co-researchers are consistent with existing literature. Pumariiega (2010) argues that the demand that immigrants should speak a language of the host country stems from strongly held views that they are supposed to assimilate, as a gesture of goodwill to a community that has provided sanctuary. This ignores the fact that migration is not always about seeking refuge is also an exploration and a way of seeking new experiences. Congress (2017) gives an example of schools in the USA, where non-dominant practices, such as a language other than English, are often disregarded or actively discouraged. This expectation poses challenges like those experienced by Biggaz and Tino. The co-researchers also experienced discrimination when they were interacting with institutions that are outside the school.

5.2.3.2 Discrimination by institutions outside school

The study found that one of the major challenges that were faced by immigrant adolescent learners is discrimination when they interacted with institutions outside school. In talking about the impact of institutions, co-researchers identified institutions that they consider to be non-receptive to immigrants. The institutions that were mentioned by the co-researchers included public hospitals, the Department of Home Affairs (DHA) and local sporting governing institutions. Andre took a picture of the gate of a public hospital (Figure 5.16) to represent public institutions, that he also described as follows:



This is a picture of a hospital gate. I have noticed that public hospitals are not welcoming to foreigners. The moment they notice that you are not South African, their attitude changes. I have witnessed this affecting my parents more, unlike me, my parents cannot speak South African language fluently. When they respond in English, they are looked at in a certain way. It even changes the approach nurses had. (Andre)

Figure 5.15 Public Institutions, a nightmare

Another co researcher, Tino, mentioned being treated badly by the institution responsible for managing sports in his province. Tino recalled an incident, as follows:

When it was my time to run with some other people, they first took my identity document and they said, “What’s this surname?” And then I called out my surname. Then they asked me again, “Please explain us this surname,” and then I said my surname and then they put me aside. Literally, put me aside and said, “We are going to put you in after we are able to call out your surname.” Then I waited there, another group came to run and I say, “Sir, are you ready.” And he said, “Wait, wait.”

Other people ran. Until the event finished, I didn't run just because someone couldn't just call out my surname. (Tino)

The findings from Tino, Andre, and other co-researchers confirm that, interactions with institutions outside the school is a significant source of acculturative stress. They also suggest, similar to the central view of critical realism, that the impact of institutions in shaping people's well-being is essential. According to Bogna et al. (2020), critical realism maintains a commitment to explore beyond what is immediately knowable, to understand the structures that are hedging around people's experiences. Similarly, Pumariega (2010) argues that experiences of immigrant adolescent learners in interacting with institutions outside the school helps to create an overall perception of the country as a whole, which is a vital prerequisite for acculturation. Adebajji et al. (2014) adds that the experiences of immigrant adolescent learners cannot be separated from what they experience when interacting with institutions outside the school, because schools are not value neutral, but a microcosm of the larger society. Despite discrimination from institutions outside the school, immigrant adolescent learners also experience discrimination based on accent and complexion, as I discuss in the next section.

5.2.3.3 Discrimination based on Accent and Complexion

Some co-researchers stated that when they are in SA, they feel as though they do not have a voice, compared to the time when they were in their home country. Co-researchers stated that this feeling came from the fact that they could not always speak when they wanted to, because they could be mocked for their accent. Co-researchers stated that when they speak, sometimes people laugh to such an extent that they sometimes preferred to keep quiet even when they had something to say. Tino said, *"I was mocked for the way I pronounce words, the way I say things and my accent, and the way I count numbers too and everything such that I got scared to speak even if I wanted to talk to a person"*.

In corroboration, Nathan reported that, sometimes when he needed something people would first ask if he was South African. Nathan said,

When I want something, they will ask, "Are you South African?" Well sometimes I even think of lying and say, "Yes, I am." Then they will have a

follow up question, “Then, why do you look like this and why do you speak like this?” Something is not right. (Nathan)

Nathan and Tino seemed to have come to terms with discrimination. According to Benokraitis and Feagin (1995, p. 41), sometimes people internalise subtle discriminatory behavior as ‘normal’, ‘natural’, or ‘customary’. People seem to do the same for covert discrimination which consists of “unequal and harmful treatment that is hidden, purposeful, and, often, maliciously motivated” (Benokraitis & Feagin, 1995, p. 42).

The way co-researchers like Tino chose not to speak due to the fear of being mocked is deprivation of the human capability of senses, imagination, and thought (Ingrid & Byskov, 2020). In affirmation, Titzmann et al. (2015) asserts that when immigrants do not have a voice, they are deprived of a human right and are barred from occupying the same social space as citizens. Batisai (2022) explains the way immigrants like Nathan are subjected to condescending questions, as a form of dehumanisation which thwarts integration efforts. In addition to experiencing discrimination, language barrier, that I discuss in the next section, emerged as one of the major challenges that were faced by immigrant adolescent learners.

5.2.3.4 Language Barrier

Language emerged as an affordance for some co-researchers in (sub-theme 2.4). However, language also emerged as a major challenge to some co-researchers. Some co-researchers reported various challenges that were linked to language barrier. Some of the challenges mentioned were the impact of language barrier in facilitating interaction, impact of the language barrier in friendship formation, language barrier as a facilitator of discrimination, and the impact of language barrier on academic performance. Simvula took a picture of IsiXhosa (Figure 5.17) written on the board to express the challenge that he faced regarding language, as he also described below:

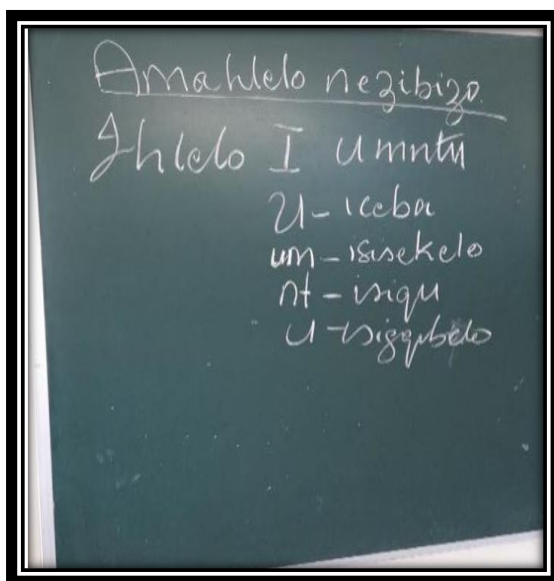


Figure 5.16 My Challenge with Language

Henrietta added on the impact of not understanding the language of instruction on academic performance by saying:

When someone speaks in isiXhosa. I will try to think what they are saying. It's like I will be double learning. When the teachers are teaching English subjects in isiXhosa it's also like I will be double learning because first of all I have to learn the language and then I have to learn the content of the subject. It's a big challenge because it needs me to focus more on processing the language and not the content of the subject.

In the human capabilities approach, the impact of not knowing the language of a host country can best be understood as the detrimental effect of the absence of necessary conversion factors. Sen introduced the phrase “conversion factors” to capture the relationship between a good (for example language) and the achievement of certain beings and doings (for example intergration) (Sen 1992, p.19-21). As suggested by co-researchers’ responses, the being and doing of integration is dependent on language as a conversion factor.

In the South African context, findings by Vandeyar and Vandeyar (2017) based on a study of 45 immigrant students in Johannesburg, confirmed what co-researchers suggested by attesting that language plays an instrumental role in academic and social exclusion – inside and outside of the classroom. Vandeyar (2010) also hinted that some

Language has been affecting me in so many ways. I cannot take advantage of lessons since sometimes teachers teach in isiXhosa. I cannot participate in group discussions. It confuses me why teachers do not speak in English that we all understand. It is worse that these days there are WhatsApp groups. In the WhatsApp groups learners speak in isiXhosa which is hard for me to understand. (Simvula)

indigenous languages are gatekeepers for acceptance in the South African host society. In affirmation of the above, Tafira (2011) notes that proficiency in a South African language that is predominantly spoken in a school, creates opportunities for acceptance and friendship between immigrant adolescent learners and indigenous learners. While language barrier affects interaction outside the school environment, it is important to note that there are some factors within the family that contribute to acculturative stress, I discuss these below.

5.2.3.5 Parental Pressure

Some co-researchers stated that the main challenge they face in SA is the pressure from parents to academically excel. This makes their stay in SA stressful and impedes their ability to acculturate. Yvette said, *“It is hard to imagine a future in a foreign country if parents always stress you to work too hard because you are foreigners and you did not come here to play”*.

In support, Tino added as follows:

I also feel that pressure because firstly my report was like so full of level six and five [60 to 70%], then now when I went home with my reports I felt like dancing..., so proud of myself and then I was like dad look at my report. I'm a genius. He said you call this genius. This is nothing I want to see level seven there and not just level seven [level 7 is a mark from the range of 80 to 100 %]. I want to see 90% and above. You are playing with our money. So, it is very pressuring. (Tino)

There was an agreement among researchers that unrealistic parental expectations and excessive parental pressure can have psychological repercussions on the well-being of immigrant adolescent learners (Jun Li 2003; Koehler, 2017). Therefore, parental expectations could become counterproductive to desired acculturation outcomes.

Furthermore, Jun Li (2003) contends that immigrant parents' academic expectations must be aligned with their children's talent potential. For example, in Jun Li's (2003) study some Chinese adolescents reported experiencing anxious thoughts and feelings owing to parental pressure. Thus, their parents had extreme concerns about their academic achievement and future career. This aligns with Yvette and Tino's statements

regarding the psychological impact of unrealistic parental expectations. In addition to parental pressure, the fear of xenophobia is also a source of acculturative stress to immigrant adolescent learners.

5.2.3.6 Fear of xenophobia

Some co-researchers mentioned xenophobia as one of the factors shattering hopes for integration in SA. When probed about the source of this fear of xenophobia, most of co-researchers stated that the fear comes from the images and videos that they have seen on social media where foreign nationals were being burnt and brutally killed. Some co-researchers feared that the recent looting of foreign owned shops could culminate into xenophobic violence. One of the co-researchers, Chido, took a picture of fire burning (Figure 5.18) as a representation of the fear of xenophobia:



This reminds me when I saw xenophobia in SA. I was in Johannesburg, and it was the worst time of my life. People were getting burned and to me it affected me because I couldn't go to school for a very long time because we were afraid. We were living in fear. So, we could hear people crying, people screaming, and I was like, these are my fellow brothers and sisters from different mothers. This incident reminded me that we are never safe in SA no matter what. (Chido)

Figure 5.17 Xenophobia: My Worst Fear

The co-researcher added that this experience will not fade from her memory. She stated, *“It won't fade away... I actually carry fear, the fear that this is not the end of it all I still feel like we're not still safe more years to come.”*

Nathan also had something to say regarding living during a time of xenophobic violence. He said:

This was my worst moment because I felt frightened for my life. I didn't know what will happen next. What if I wake and the house is burning and stuff in the middle of the night just because I am a foreign and stuff. I am afraid that this may happen again because people say we are eating their money and we are using their resources. (Nathan)

Moreover, two other co-researchers Nathan and Tino attributed negative academic performance to the fear of xenophobia:

Every time I hear that there are foreigners being chased away, it makes me feel afraid and when you are afraid you can't concentrate well, even in school, academically, you can't concentrate properly. (Nathan)

Tino concurred by saying:

I agree with him about the xenophobic attacks. That takes out your motivation, the motto to keep on studying and things like that. Because now you're focused on what is going to happen next, when is the next attack? So, that is a little bit frightening. (Tino).

Similarly, Andre took a picture of the gate (Figure 5.19) to illustrate how the only time he feels safe is when he is within the confines of his home.



I took this picture, I was in the boundaries of the premises to show possession [security] and whenever I leave this gate, fear runs through me. I am afraid of imagining a future in SA because of the fear I have of crime. (Andre)

Figure 5.18 Safety Within

In responding to the exhibition by Andre, Simvula reiterated an incident when his parents sent him to the tuck shop:

Yesterday, electricity went out around seven and I was sent by my parents to the tuck shop there is stuff they needed, and I refused. They told me you are a man

just run and I just said no. I am a man but I'm not going to run because I don't trust people here even if I'm running I don't feel safe as a foreigner. (Simvula)

Findings of the current study are consistent with other studies that showed that most immigrant families live in fear due to the intensity and violence associated with the xenophobic attacks on foreign nationals (Rugananam, 2022). This fear of xenophobic violence sometimes culminates in negative academic performance as has been reported by Tino and Nathan. Moreover, the experiences by co-researchers regarding academic performance concur with literature in Global South contexts, such as China and India (Hangwei, 2020; Rugunanan, 2016; Wang & Qin, 2020).

In support Adebajji (2014) argued that intense xenophobic violence creates a pessimistic outlook for most immigrant families who are attempting to assimilate, acculturate and integrate into the host country. The Migration Policy Framework for Africa (MPFA) also expressed its concern about growing levels of xenophobia on the African continent. The MPFA argued that this type of prejudice undermines any integration efforts (Gordon, 2022). In addition, cultural confusion, that I discuss in the following section is another challenge experienced by immigrant adolescent learners as they attempt to acculturate into SA.

5.2.3.7: Cultural Confusion

Some co-researchers faced a challenge pertaining to the confusion that emanated from them trying to handle different cultures. In sociology and acculturation studies, cultural confusion is best captured by the concept cultural dissonance, which refers to a sense of discord, disharmony, confusion, or conflict experienced by people during the change in their cultural environment (Juggert & Titzman, 2019). Chido took a picture on Heritage Day (Figure 5.20), to underscore the challenge that she faced in adapting to South African culture:



Figure 5.19 My Challenge Adapting to South African Culture

On Heritage Day, I did not want to seem as if I am neglecting my own culture and forgetting where I am from. So I tried balancing the two but it was not as easy as I thought it would be. I found it really hard to, to like, mix the two together. I was confused because I did not want to feel left out and at the same time I did not want to let go off my culture. So for me trying to adapt to South African culture has always been my biggest challenge. (Chido)

The study also found that assimilation had repercussions that were experienced by immigrant adolescent learners when they visited their home countries. Rudo bemoaned feeling the impact of cultural dissonance when she visited her home country. She said:

I remember getting there, just getting off the bus and getting sick. everyone was looking at me, like, what's wrong with this kid, and the introduction to my mother's side, you just go in there and everyone, and I'm there speaking English and mixing with isiXhosa and everyone is like, this kid. I just got so confused and started to feel out of place, you feel like you're too different from everyone, even if you try your best to fit in. (Rudo)

Similarly, Kuda said that when he visited his home country, he could not interact with his peers. He also mentioned facing a challenge on how he was supposed to greet elders. He attested, “Adapting to that culture that side you know, was hard, like the greeting and everything. Like you have to greet elders separately. I'm used to, you know, greeting everyone at once and just sit down”.

Rudo and Kuda’s experience of going back to one’s home country and feeling isolated can have a negative impact on their psychological well-being. For example, Palmary (2009) argued that the peculiar feeling of being separated and unable to relate, can be

isolating to an extent of culminating in psychological repercussions such as suicide and poor academic performance.

In addition, Chido's experience of struggling to balance home and destination cultures can be understood as a challenge of facing opposing pressures. Acculturation theory proposes that when two cultures come into constant contact, there are opposing pressures that can emanate from changes to one or both cultures and this can be disorienting to immigrant adolescent learners (Finos, 2018).

Reynolds and Crea (2017) attest that two opposing pressures exist for first generation immigrant youth. Thus, (1) the pressure to be a part of strong same-generation friendships that provide social support and reinforce identity formation, and (2) the pressure to gain popularity and social status by forming friendships with mainstream youth. It seems that Rudo was subjected to these competing pressures because she was unsure whether embracing South African culture would be interpreted as neglecting her own culture.

The lure of the host country's culture can best be understood through the concept of acculturation gap, which is often represented by how, unlike parents, young people often have stronger orientations to the settlement country which sometimes culminates in conflict within the family structure. In the next sub-theme, I discuss the concept of acculturation gap and the challenge it poses to immigrants.

5.2.3.8: Acculturation Gap

Co-researchers reported that the acculturation gap that existed between themselves and their parents was a significant challenge. Some co-researchers mentioned that parents were of the conviction that becoming too familiar with the South African culture was an abandonment of cultural values from the home country. Co-researchers reported that fearing to disappoint their parents was hindering acculturation. As an illustration Biggaz said:

Sometimes, I wish to go out with others and walk around but I just cannot. Whenever you try to do something our parents here, they just think that if you go out you have mentality of South Africans, if you go out, they just say now you want to act like South Africans. They wouldn't even understand that you're

trying to adapt, they will assume that you want to be like them just because you're just trying to act like so. (Biggaz)

Studies conducted in other countries resonate with Biggaz's experience of parents hindering their children's interaction in the host country's culture. For example, Jugert and Titzmann (2019) argue that immigrant parents, mostly from collectivist cultures, rarely approve of their adolescent children's out-group friendships. This parental behaviour can be explained in part by a greater concern for family reputation and fears that children's friendships with ethnic outgroup peers could undermine the continuation of their ethnic ingroup values and norms (Vandeyar, 2012).

In addition, Dryden-Petersen (2015) notes that inter-generational conflict and psychological reactance to parental guidance can cause conflict within immigrant families and culminate in stress for immigrant adolescent learners. The conflict can create disagreements between parents and children. Thus, about the basic blueprint on how the family should operate. This can be destructive and lead to "triangulation" among different family members (Rothe et al., 2011).

5.2.3.9: Constant relocation

One of the challenges that were reported by co-researchers, as impacting on acculturation, is the constant movement from one place of residence to another. Co-researchers stated that after arriving in SA, they often had to move to different residential areas because their families were in search of better economic opportunities. As an illustration, Kuda took a picture (Figure 5.21) to express this challenge as follows:

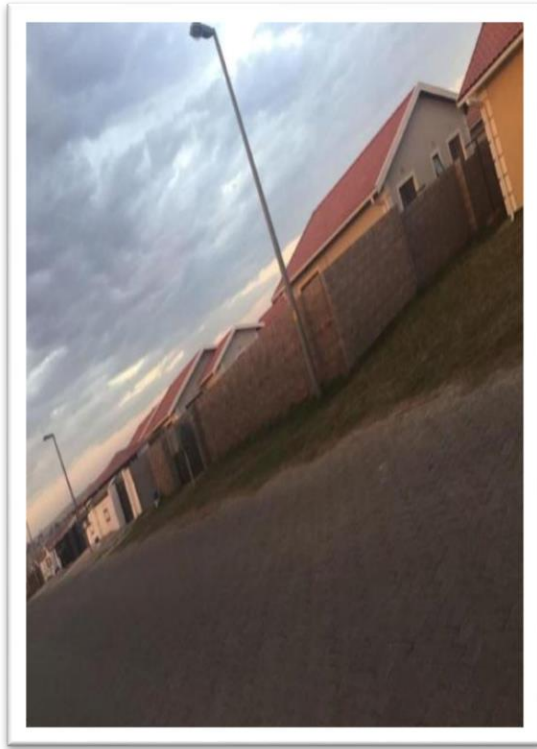


Figure 5.20 The challenge of moving from place to place

My biggest challenge has been moving from place to place. So far we have stayed in about six different places. My biggest challenge has been having to make new friends after getting to know certain friends in certain areas. Every time my parents moved from place to place I would change schools. Changing schools, I would lose contact with friends and teachers. It's like after developing a connection with someone, then you have start again. Sometimes, I feel like I leave different pieces of me in the different homes that I have stayed.

In corroboration, Abigail mentioned that the problem with constantly moving inside SA was having to learn a new language. Abigail narrated the challenge by saying:

When I moved to Mthatha I was surrounded by Xhosa kids. I did not understand isiXhosa because where we stayed in Limpopo, they spoke isiVenda [Tshivenda]. It was now easy to talk to people in Limpopo because I could now understand isiVenda [Tshivenda] but now I am surrounded by isiXhosa people. It made me feel like I should isolate myself because I can't communicate with them as they speak another language.

In addition, Andre stated that owing to relocating, he had to repeat a grade (level of study) and it affected him. Andre said, *"It's not a good thought because it's like, when people are moving forward, you're just on the same place."*

Other studies have also shown that migrants are always on the move (Crush & Tawodzera, 2013; Mbeve & Ngwenya, 2022). The first journey can be, leaving the home country to the initial destination. Other migrants, arrive in a country as their destination, but hearing about the better economic opportunities in another can motivate

a continuation of the migration trajectory to explore the economic opportunities in the next country (Mbeve & Ngwenya, 2022). Even after arriving to the country that they consider their last destination, they often move from place to place in search of greener pastures (Bartlet, 2015). The constant transitions come with numerous repercussions. Firstly, immigrant children are often exposed to numerous languages which they cannot completely master any of them (Schachner et al., 2017). Secondly, Manzoni and Rolfe (2019) assert that the acculturation gains made in one context are often erased when immigrant adolescent learners migrate to a new context.

Cranston-Gingras (2010) and Prats et al. (2017) argue that constant relocations result in mobility induced educational discontinuity, a phenomenon that represents interruptions in one's academic progress owing to constant relocations. Therefore, one can carefully interpret Andre's experience of interrupted academic progress as, mobility induced educational discontinuity. Cranston-Gingras (2010) identify mobility induced educational discontinuity as an extra source of stress that may increase depression and substance abuse.

This theme has discussed various challenges that impacted immigrant adolescent learners' acculturation. The theme has reported findings from co-researchers namely: language barrier, parental pressure, fear of xenophobia, impact of xenophobia on academic performance, cultural confusion, and acculturation gap. Co-researchers proposed various recommendations that can be used to deal with the above stated challenges. I discuss these recommendations in the following section.

5.2.4. Recommendations for an acculturation strategy for integration

This theme reports on findings that were elicited through the “D” of the SHOWeD method. The “D” answers the question, “What can I/we do about the issues that have been raised”. Co-researchers considered the recommendations that I discuss in this theme as essential for successful integration. I present and discuss the recommendations in the following sub-themes.

5.2.4.1: Train educators, students, and staff

Co-researchers advocated for the training of employees and students to be accepting of everyone, regardless of their gender, language, cultural, racial, and traditional

differences. Co-researchers stated that educators should be trained to be mindful of the presence of immigrant adolescent learners within their classrooms so that they can make means and initiatives to be accommodative. Henrietta suggested ways that an educator can be accommodative:

When the educator gets into a classroom, he or she should try to pinpoint if there is any learner within the classroom who does not understand Xhosa deeply so that he or she will have his own model of approach on how to groom that learner to understand the language better. (Henrietta)

Another co-researcher, Kuda suggested intercultural training of government staff to reduce the challenges that immigrant families face in public institutions.

I think the government should, first of all, train the staff on how to be welcoming even to immigrant learners, or any immigrant families, by showing them love and that even though they are immigrants, they will try as much as possible to help them enjoy various activities, and also concerning the educators, they should not be too strict on immigrant learners. Why because the language barrier is not something easy to learn. So, one step at a time. (Kuda)

The responses by co-researchers confirm that teachers play an instrumental role in creating conditions for successful integration. Furthermore, according to the OECD (2018), immigrant integration is dependent on well-trained and well-supported teachers who, in their instructional approaches, consider the diversity of their student populations. Therefore, proper training can create diversity-aware teachers who can support multi-cultural learners.

Moreover, intercultural training is imperative because teachers frequently lack adequate knowledge on pedagogical approaches for second-language learning. Many teachers also lack adequate knowledge to recognise and assist children in overcoming the effects of trauma that many immigrant children experience (OECD, 2018). For example, in the French communities of Belgium, intercultural education is part of the teacher pre-service training. Teacher candidates are trained on culturally diverse classrooms and awareness of ethnic/social discrimination (OECD, 2018).

Suárez-Orozco (2018) adds that, to effectively understand and teach immigrant students, teachers must be familiar with strategies for teaching students with different mother tongues. Language-sensitive instruction can be included in the teacher education curriculum. In this approach, teachers learn to become aware of the language dimension of teaching and learning in their subjects and acquire sensitive teaching strategies and techniques. Prats et al. (2017) confirms that language-sensitive teaching coupled with language support programmes (that I discuss in the next section) can play a significant role in improving the welfare of immigrant adolescent learners in host countries.

5.2.4.2: Language Support

Co-researchers stated that the main solution to address language related challenges are language support initiatives such as language immersion programmes and the use of English as a language of instruction. Abigail recommended that, as part of language support, it would be ideal if immigrant adolescent learners could receive extra lessons to acquaint migrants with a language that is spoken in the host community. Abigail said:

It's just that I know that the excuse will be that the country has no money but I believe that the government must make it possible for schools to have dedicated classes for immigrant adolescent learners so that they can improve in knowing isiXhosa because without knowing isiXhosa it's difficult to do many things, (Abigail)

Henry also said, *"I believe that educators are supposed to teach English subjects in English instead of isiXhosa because it is hard to understand subjects like geography if they are taught in isiXhosa instead of English."*

The recommendation for language support initiatives as advocated by co-researchers has been reported in previous literature. For example, Prats et al. (2017) attest that methodical and continuous language support is necessary at all levels of education. Language support is also necessary because the degree of proficiency in the dominant language of the host country may create opportunities or barriers for acculturation (Congressa, 2017). Suárez-Orozco (2018) adds that, without language support, it takes approximately five to seven years for immigrant adolescent learners to develop the academic language proficiency that is required to compete fairly with native speakers

in standardised-assessment regimes. In line with Suarez-Orozcos's argument, language support can enable immigrant adolescent learners to acquire necessary academic language proficiency for positive academic outcomes.

Language immersion programmes as suggested by Abigail, above, have been successful in the Sheltered Catalan or Spanish Immersion Classrooms documented by (Prats et al., 2017). These were a temporary measure whereby all those pupils who did not speak the official language or languages of the host region were put together for a period of one to two years to provide them with "total immersion" language tuition. However, whilst language preparatory classes are seen to have the advantage of providing more dedicated time for learning the language, they often impact on pupils' ability to integrate with other pupils (Koehler, 2017; Nilsson & Bunar, 2016). Stereotypical assumptions by the host population also negatively affect migrants' ability to integrate. Hence in the following section I discuss the strategies that were suggested by co-researchers to curb stereotypes.

5.2.4.3: Strategies to curb stereotypes

Co-researchers suggested that for successful integration to take place, strategies to curb stereotypes should be enacted. Andre and Tino advanced their suggestions as follows:

I'm not justifying, maybe among immigrants, there are some people who do bad things. But then we also know that there's some people who do bad things in SA. But we, I don't say that all South Africans are these types of people. So, I think there is need to correct the wrong information and biases. (Andre)

It looks like something that is passed on from parent to child, they think to them when they discriminate is a normal thing because of the lies on TV and Facebook that all foreigners are bad. Now, when they call you. When they say kwerekwere you don't see them holding their bodies or having a rough face, but they say it comfortably. (Tino)

The findings from co-researchers concurs with Aliti (2017) who states that bad news on media tend to increase stereotypes and prejudice which hinders integration. For example, in the South African context the alleged link between international migration and the incidence of crime is one of the most widespread anti-immigrant narratives

(Gordon, 2022). Anecdotal data, based on 1141 police stations has shown that there is no link between immigration and crime (Kollamparambil, 2019). This data goes against stereotypes that have succeeded in framing Black African migrants as “bodies that destabilise the very foundation and survival of the nation” (Batisai, 2016, p.129). The Black African migrants in this instance are theorised and perceived “as a new danger to society, a threat, an invader intent on usurping the hard won materialities which the locals earned with sweat and blood” (Tafira, 2011, p.116).

Therefore, the stereotypes and misconceptions about migrants, such as those stated above, can be corrected through dissemination of accurate information to change public attitudes. Aliti (2017) concurs that the dissemination of accurate information can play an important role in shaping migration policies, since public attitudes toward immigration and immigrants have been proven to be more important than integration policies.

Resultantly, IOM (2021) suggests that changing the information available to people can influence their attitudes toward immigration. For example, survey experiments in Europe and the USA, found that accurate information about migrant populations influences perceptions (IOM, 2018). A random subset of participants was given facts about the number of migrants in their respective countries. When accurate facts were given to them, participants in most countries were less likely to use negative stereotypes about immigrants (United Nations, 2021).

5.2.4.4: Culturally Responsive Curriculum

Co-researchers of the current study agreed on the need for a culturally responsive curriculum at primary and secondary school levels. When co-researchers of the current study were probed about what is wrong with the current curriculum, they stated that they felt that it had limited content to teach about diversity. As an illustration, Ashakhe said:

First of all, I just like to add that the curriculum should change in schools because you spend like seven hours a day, that`s where most of the teaching occurs. The curriculum must teach learners on immigrants and stuff. So, it would be better if they started with the little children, teach them about this

stuff. And then at least when they get home, they will, they will not adapt to the mindset set by their parents. (Ashakhe)

Yvette added, *“I think they should educate learners about equality, just because I’m an immigrant, I’m no different. For me this has to start at school, because most of the things we will learn in school”.*

There is notable concurrence among some writers that a culturally responsive curriculum can be an effective tool for the integration of immigrant adolescent learners. Isseri et al. (2018) defines a culturally responsive curriculum as one that uses cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits to teaching them more effectively. The recognition of ethnical diversity is essential for integration because of how it can be associated with a higher sense of belonging (Dryden-Petersen, 2015). In addition, co-researchers recommended targeted interventions against xenophobia.

5.2.4.5: Targeted interventions against xenophobia

Co-researchers spoke in detail about how the fear of xenophobic violence is their main challenge for integration in SA. Therefore, they concurred that in coming up with an acculturation strategy for integration, it is important for strategies to prevent xenophobia, to be enacted at a national level. Rudo took a blurry picture (Figure 5.22) to explain what the government can do in light of her experience of xenophobia.

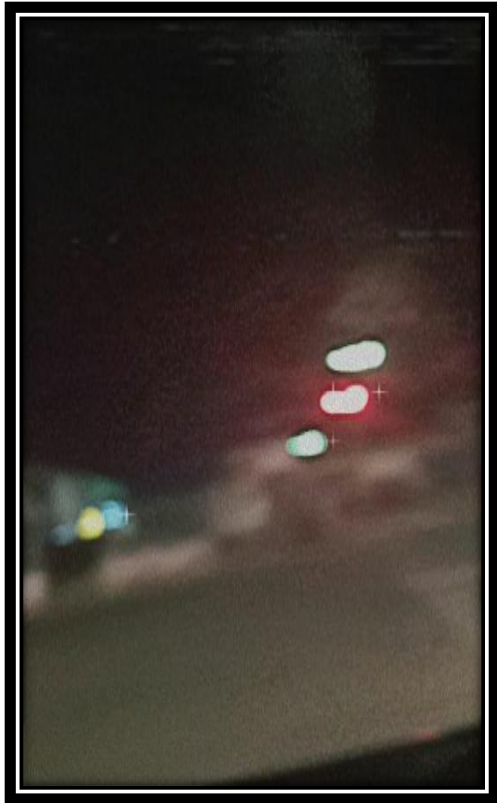


Figure 5.21 Strategies needed against Xenophobia

The blurry picture invokes memories of the night my brother and I were attacked by community members on our way home. It made me feel unsafe in SA. It got me scared and afraid of being in SA because I do not know when I will be attacked again. The picture is blurry and you cannot see anything, like the way I cannot see my future in SA. The government should provide protection for immigrants to avoid the same incident from happening again. Apart from that, communities should be educated about the situation of immigrants. (Rudo)

When probed about what is it exactly, they felt must be done by the government, Biggaz said, *“The government should use a dialogue and with this dialogue, make people have a sense of responsibility, communicate and look for a solution to things and a way out.”*

Co-researchers also stated that there must be consequences for those people who violate the rights of immigrants because they felt that the government is not doing enough to punish people who violate the needs and rights of immigrants. In agreement, Henrietta added:

I feel like the government should do enough in terms of rules and consequences against people who violate the rights of immigrants, because at the end of the day, we're all humans who deserve to be happy. Because if the government did enough we would not have every year reports of foreigners being killed or their shops looted. (Henrietta)

Holding the state accountable as recommended by co researchers is commensurate to the tenets of critical realism who state that government structures represent an objective (intransitive) world that has powers and properties that shape the experiences of people

involved (O'Mahoney, 2016). Moreover, the complaints by co-researchers that, the government may not be doing enough are well-founded. Bartlet (2015) argues that often the cases regarding victimisation of migrants are not taken seriously due to criminalisation of immigrants by referring to them as such as 'illegal' or 'alien'.

Although co-researchers hinted that the government is not doing enough, it is important to acknowledge some of the initiatives that have been designed by the South African government so far. An example is the Roll Back Xenophobia campaign that was established in SA in 1998 (International Labour Office, 2001) and the National Action Plan to Combat Racism, Racial Discrimination, Xenophobia, and Related Intolerance (NAP, 2019). Evidently, such initiatives did not achieve their desired goals as shown by rising levels of xenophobic sentiment (Batisai, 2016; Gordon, 2022). Therefore, as recommended by the co researchers the government should diversify the methods of addressing xenophobia.

5.2.4.6 Financial Aid

The study found that one of the main challenges for integration in SA, is lack of hope for enrolling at tertiary institutions mostly owing to the lack of financial means. Some co-researchers reported that their own parents informed them that they were not going to be able to afford tertiary fees, which created pessimism for integration in SA. Nathan recollected that his sister had to discontinue her university studies, because their parents could not afford the fees. Abigail also said, *"I feel that it is pointless to study and imagine a future here, when I know that I will not be able to go to university"*. Kuda was distraught when he mentioned that foreign students do not have equal chances for enrolment. He said:

I think the government and Universities in general should reassure foreign learners that if they work hard enough, they will get a funding and admission. It shouldn't be in their head that I am not from here I will not go to university. The only thing they should be thinking about is if I passed or not. Because it is really demotivating for hardworking learners because at the end of the day your efforts won't pay off. (Kuda)

Rudo stated that uncertainty about the future regarding the enrolment at South African universities and study a degree of choice, gives her a pessimistic view concerning her future in SA. Rudo said:

My biggest worry is like getting into university like I don't know if I can put it this way but like as a foreign learner your chances of getting into a university are very low because as foreigners we do not qualify for funding. So I don't know if I will go to University I want, will I get to do the course I want or will I get the right funding, those are my biggest worries right now (Rudo).

Simvula advocated for equality in accessing funding for tertiary institutions. Simvula said:

"I feel like foreigners should have a secure future in university they should get like equal treatment as everyone because at the end of the day we all working towards the same goal of making a better world, it shouldn't matter because I am not South African."

Noteworthy, the eligibility criteria for the National Student Financial Aid Scheme (NSFAS) excludes foreign students. As stated by the co-researchers, failure to qualify for major funding mechanisms leaves most immigrant families desperate for financial means to send their children to acquire tertiary education. The desperation within families trickles down to affect immigrant adolescent learners in the form of stress because they lose hope of a brighter future in SA (Bartlet, 2015). Thus, the provision of funding for immigrant adolescent learners could enable them to imagine positive prospects.

One's knowledge that there will be challenges in terms of their future creates a pessimistic view of life. Bonstein (2017) argues that optimism, which is a positive expectation for the future, is a vital psychological resource for immigrants. Many immigrants move to new cultures at the destination in hopes of improving their living conditions, hence the absence of hopeful prospects poses a challenge to acculturation (Bonstein, 2017). Therefore, the current study's co-researchers recommended that in seeking an acculturation strategy for integration, there is a need to ensure that immigrants have hope for a better life in their host country. IOM, (2018) suggests that governments of sending, and host countries should collaborate in the creation of

sustainable solutions for funding immigrant students. However, since in general, the South African government does not fund immigrant students, building resilience can be more relevant for the immigrant adolescent students – as I discuss in the next sub-theme.

5.2.4.7: Building Resilience

Findings for the current study suggest that resilience is an essential tool that immigrant adolescent learners can use to cope with the challenges that they face in integrating into SA. This also concurs with the key principles of PAR that emphasise the importance of recognising people's agency in overcoming adversity (Russo, 2012). For example, Andre took a picture of a blooming tree (Figure 5.23) to signify the importance of being steadfast in moments of adversity:



Every time I look at the tree, it reminds me of how to stay strong through my darkest days and my happy days. As the tree changes with seasons, it also reminds me to try my best and adapt to the new challenges I face as a foreign student (Andre)

Figure 5.22 Staying strong

Abigail added that resilience is not optional, but it is something that all immigrants must embrace. Co-researchers reiterated Abigail's point by stating that, waiting for attitudinal change or government interventions may take a long time to yield the necessary results:

I really don't think facing challenges is something you can avoid but you just have to do as best as you can to adapt to the new environment because at the end of the day we immigrant children know that our parents moved because of such and such reasons so the best we can do is to make it easy for our parents by being strong and adapt. (Abigail)

Abigail's quotation, above, shows that immigrant adolescent learners may display or develop resilience when overcoming adversity and challenges associated with migration and beyond. Resilience, in turn, protects immigrant adolescent learners from the negative consequences of migration and contributes to positive outcomes such as academic achievement, employment, fulfilment of personal goals, and social responsibilities (Lee et al., 2020). As a result, as noted by OECD (2018), resilience can have long-term effects on ensuring one's success and well-being, both of which are required for integration. Vandeyar (2012) adds that resilience can be built through various protective factors such as religious beliefs, a sense of community, optimism, determination to succeed, and an appreciation of educational opportunities in the host country.

5.3. Summary of the Chapter

In this chapter I have reported and discussed the study's findings that emanated from qualitative data, which was obtained through photovoice, situated within PAR framework. I reported and discussed the findings of the study using four main themes, namely: (1) Affordances that result in a sense of belonging, (2) acculturation strategies used by immigrant adolescent learners, (3) challenges faced by immigrant adolescent learners, and (4) recommendations for an integration strategy. I used sub-themes to expand and discuss each of these main themes. This enabled me to present rich and thick descriptions of the experiences of immigrant adolescent learners in acculturating into SA. In the following chapter I present key findings, conclusions, and recommendations emanating from the study.

CHAPTER SIX

6. KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

This intervention study aimed to engage with immigrant adolescent learners to identify successes and challenges for acculturating in South African schools upon arrival from their countries of origin. Thus, in the quest to solicit the views and opinions from the adolescent learners on how to promote integration into the mainstream culture and foster human and social well-being. The study is grounded on critical realism ontology. The study's theoretical frameworks were acculturation theory and the human capabilities approach (Berry, 1991; Nussbaum, 2000; Sen, 1999). The study was conducted using PAR framework whereby research participants, the immigrant adolescent learners, were key role players in the execution of the research project. To recap, the research question was:

- What acculturation strategy is recommended for the integration of immigrant adolescent learners in South African schools?

The research question was answered through the following **Aim:**

- To engage with immigrant adolescent learners as co-researchers in co-constructing an acculturation strategy to enhance the integration of immigrant adolescent learners into South African schools.

In this chapter, I describe each objective and then demonstrate how and/or where in the research report was each objective achieved. In this discussion, I include a detailed presentation of key findings with an incorporation of literature that I used to support and/or dispute the findings. In addition, I appropriately integrate the theoretical frameworks within the discussion. Thereafter, I present the conclusions for each key finding that I present in the chapter. Lastly, I use the key findings and conclusions to present the recommendations from the study.

6.2. Key Findings, Conclusions and Recommendations per objective

6.2.1. Objective 1: To conduct a review of literature and provide a conceptual and theoretical framework to understand the acculturation experiences of immigrant adolescent learners.

I achieved this objective through a literature review that I presented in Chapters 2 and 3. Here I outlined relevant legislative (Chapter 3: section 3.4) and theoretical frameworks (Chapter 2 Sections 2.2.1 and 2.2.2). I also reviewed national, regional, and global literature pertaining experiences of immigrant adolescent learners when acculturating into a host community (Chapter 3). Below, I present a detailed presentation of key findings that are linked to objective one. This discussion will be followed by respective conclusions and recommendations.

Key Findings

A review of legislative and policy frameworks showed that there are various relevant international and regional covenants, declarations, national legislation, and policy frameworks for enforcing laws and regulations to promote the safety and well-being of immigrant adolescent learners in host countries. However, a gap at national level still exists, where policy does not translate into practice. Furthermore, some legislative frameworks still need to be codified and aligned to ensure policy coherence and avoid legislative and practice confusion upon implementation. For example, although Section 29 of the South African Constitution (RSA, 1996a) and Article 28 (1) of The United Nations Convention on the Rights of the Child (UNCRC, 1989), guarantee the right of immigrant children to education, the South African Immigration Act (Act 13 of 2002) states that the institutions that enrol learners whose legal status in SA is not known or unclear, can be charged with aiding and abating an illegal foreigner.

Another key finding that emanated from the literature shows significant court judgements that were expected to have a positive impact on the acculturation of immigrant adolescent learners. Examples are the ruling contained in *Centre for Child Law versus Minister of Home Affairs*, in 2019 that children may not be detained for being in a country illegally. Additionally, in *Watchenuka versus Minister of Home Affairs and Others*, 2004, the court ruled that the prohibition of migrant children from studying pending the finalisation of their asylum is against the Bill of Rights as contained in the RSA Constitution. Moreover, the ruling in *Centre for Child Law versus Minister of Basic Education*, 2020 affirmed that everyone has the right to

basic education regardless of their status or their ability to provide proof of identity in a form of a birth certificate or other official documentation. To confirm the misalignment and poor implementation of legislation, policies and regulations, a follow up study by Centre for Child Law (2022) on implementation of the Centre for Child Law versus Minister of Basic Education, 2020 ruling revealed that many schools are still reluctant to enrol children who do not have required identity documentation. Among the reasons cited for reluctance to implement court judgments is ignorance of the rulings by heads of learning institutions.

Theoretically, the human capabilities approach (See Section 2.2.2) showed that acculturation is not feasible if freedom, contextualised in terms of people's capabilities, that is, their real opportunities and what they have reason to value, is not translated into reality. Furthermore, the human capabilities approach provided me with the justification to explore "Conversion factors" with immigrant adolescent learners, as co-researchers. Conversion factors in the context of the current study are those factors that contribute to the acculturation of immigrant adolescent learners. As mentioned by co-researchers during the data collection process, some of the conversion factors that are essential for acculturation are language, supportive friends, and welcoming host communities.

In addition, the acculturation theory (Section 2.2.3) enabled me to explore different strategies that were used by immigrant adolescent learners to acculturate in SA, based on the bi-dimensional model that provides four acculturation strategies namely integration, assimilation, separation, and marginalization. The acculturation theory suggested that those utilising other acculturation strategies besides integration usually face some challenges – discussed further in relation to how I achieved objective 2. Acculturation theory also foregrounded that intercultural contact leads to acculturative stressors in form of changes and challenges. Empirical evidence from the current study revealed other acculturative stressors such as: cultural confusion, acculturation gap, and discrimination.

Furthermore, Objective One was achieved through Chapter 3 whereby I began by providing a historical overview of migration to SA. The literature that I reviewed concurs with The National Action Plan (NAP, 2018) to combat racism, racial discrimination, xenophobia, and related intolerance by asserting that the many years of racist and isolationist policy of Apartheid has culminated in xenophobia against other Africans. The South African Apartheid policies were based on a racial hierarchy whereby Black immigrants had to join the ranks of Black indigenous people at the lowest end of the hierarchy to compete over scarce resources (Gordon,

2022). Additionally, literature that I reviewed showed that this hierarchy still exists such that it leads to competition for scarce resource among Blacks people who are at the lower end of the hierarchy and is a major cause of the xenophobic sentiments (Rugunanan, 2016).

Another key finding from the literature that I reviewed is that SA mostly receives economic migrants. Furthermore, South-to-South migration is anticipated to dominate global migration trends rather than Global South to Global North migration (Gordon, 2022). This is due, in part, to the implementation of stricter immigration controls in many European Union and North American countries. Resultantly, SA has also become a popular tourist destination. These key findings led to the conclusions and recommendations that I discuss in the following section.

Conclusions and Recommendations

Legislative frameworks need to be codified and aligned to avoid legislative and practical implementation confusion or policy incoherence. This conclusion is motivated by the backdrop that legislative provisions such as the South African Constitution (RSA, 1996a), Children's Act (Act 38 of 2005) and the Immigration Act (Act 13 of 2002) are not clear or aligned to protecting the rights of immigrant children and promoting their social functioning and well-being. This is despite the significant court judgments that have favoured immigrant populations. If the provisions of these court judgments can be implemented as designed, the welfare and social functioning of immigrant adolescent learners can be improved.

Moreover, a review of literature has prompted the conclusion that indeed there is misalignment and poor implementation of legislation, policies, and regulations that are supposed to improve the welfare of immigrant adolescent learners. Therefore, I recommend that SA needs to hasten codification which is the process of converting and consolidating judge made law into statute law (enacted law). Once promulgated, the law needs to be communicated to relevant bodies and heads of learning institutions. Proper communication in the contemporary context can include the use of electronic and print circulars. In relation to implementation, there is a need for monitoring and supervision by district and provincial educational departments in learning institutions to assess if legislative provisions are effectively implemented and adhered to.

The human capabilities approach identified the need for “conversion factors”, which are needed for acculturation of immigrant adolescent learners to take place. From the current study's findings, language, supportive friends, and welcoming communities emerged as essential conversion factors. Since language is an essential conversion factor for acculturation, language

support programmes become a necessity so that all immigrant adolescent learners accrue the benefits of language proficiency. In addition, the literature that I reviewed (Section 3.6) show that supportive friends and welcoming host communities seem to embrace the multicultural ideology. Societies can adopt multiculturalism if they are made aware of the benefits of diversity. Hence, I recommend awareness campaigns in communities and schools to educate the local and immigrant population about the benefits of intercultural exchange, and diversity.

Acculturation theory also assisted me in unpacking the objectives of the study. Acculturation theory suggests that integration that involves immigrants, maintaining their heritage adopting, at the same time, the culture of the receiving society is the best acculturation strategy. The current study confirmed that other acculturation strategies with the exception of integration present immigrant adolescent learners with challenges. In addition, acculturative stressors such as cultural confusion, acculturation gap and discrimination were revealed. In line with acculturation theory, I recommend that for successful acculturation, strategies need to be put in place to mitigate the impact of acculturative stressors.

Findings for this study also suggest that many years of racist and isolationist policies of Apartheid culminated in xenophobia against other Africans. The inequalities promulgated during apartheid still exist and continue to lead to competition for scarce resource among Black people who are at the lower end of the social hierarchy. Considering this conclusion, I recommend that the government continue to identify legislations that need to be amended or adopted with a view to build a more equal and diverse society. Moreover, since xenophobia is still a major challenge in SA, the government must continue creating legal and policy frameworks for the prevention of racial discrimination, xenophobia, and related intolerance. In addition, the government must ensure effective implementation of prevention measures and practices against xenophobia.

Another conclusion that can be made in relation to the literature that I reviewed is that SA mostly receives economic migrants. In addition, South-to-South migration will dominate global migration trends instead of Global South to Global North. This means that SA is likely to receive more immigrants. Since most immigrants into SA are economic migrants, integration efforts can target improving the economic prospects of immigrant families. This can be achieved through ensuring that immigrant adolescent children get an adequate education that will allow full participation in the South African economy through provisions such as ease of access to tertiary institutions. Moreover, I recommend that SA as one of the most sought-after

destinations in the Global South needs to have more research centred on the acculturation of immigrant adolescent learners in various communities.

6.2.2. Objective 2: To co-comprehend how immigrant adolescent learners acculturate within the school environment in SA.

This objective was achieved by asking immigrant adolescent learners to take pictures that represented how they acculturate into the South African school system. The co-researchers revealed various methods of acculturating which I theorised using the acculturation theory (Section 2.2.2). This led to the identification of four acculturation strategies namely, assimilation, integration, marginalisation, and separation. Noteworthy, immigrant adolescent learners did not stick to one acculturation strategy, but for some the acculturation strategies changed overtime. For example, some immigrant adolescent learners started off by separating themselves but gradually assimilated when they mastered isiXhosa. Below I discuss key findings that were elicited on acculturation strategies that were chosen by immigrant adolescent learners as linked to Objective 2 of the study.

Key Findings

Some co-researchers reported having used assimilation as an acculturation strategy. Assimilation entails absorbing the host society's dominant culture, while abandoning their own home culture. Reasons that were reported for the use of assimilation included, the fear of being labelled as foreigners which often invites differential treatment. Some co-researchers mentioned that they assimilated because they came to SA at a tender age, hence they had forgotten their home culture. However, some co-researchers mentioned that, despite the willingness to acculturate, immigrants struggle to fully assimilate because they are considered not having the same right to completely belong to the nation and are sometimes treated with contempt when they act South African.

Moreover, co-researchers saw separation as an alternative acculturation strategy. Separation happens when value is placed on holding on to their original culture, and avoidance of interaction with others. The study also found that the use of the technique of separation for some co-researchers was not voluntary. Some co-researchers mentioned that they opted for separation because they were not accepted by their South African peers. They added that

separation helped them avoid discrimination. Some co-researchers stated that they had resorted to the technique of separation because they wanted to hold on to their original culture since they did not see their prospects in SA. Some co-researchers stated that they did not see a future in SA, and they wished to go back to their home countries at the earliest convenient time. Some of the reasons behind this pessimistic perspective about SA are discussed in detail pertaining to how objective 3 was met. Additionally, some co-researchers associated acculturation technique of separation with loneliness and depression.

Moreover, co-researchers' reasons for using separation for acculturation included racial otherness which appeared in form of overall recurrence of the 'them' and 'us' discourse during FGDs. Some co-researchers felt that South African students are jealous and live a high-risk lifestyle. Some co-researchers mentioned that they were forced to separation because they wanted to avoid losing their cultural fabric in exchange of the South African lifestyle, which they shunned. Hence, some immigrant adolescent learners held stereotypical views about South African students, which often acted as an impediment for acculturation. This key finding contradicts literature that has reported the perception that acculturation is hampered by that, the migrant is often categorised by the host population as the "other".

The findings of the current study also show that language played an important role in acculturation. Co-researchers noted that acculturation strategies that they chose were dependent on their ability or inability to speak South African languages. For example, co-researchers that were proficient in isiXhosa admitted to having used assimilation and integration as acculturation strategies while those who opted for separation did not reveal any eagerness to learn South African languages. Thus, speaking isiXhosa was a way to obtain acceptability yet not being able to was a reason to be alienated by the host community. Some co-researchers who assimilated used isiXhosa to "pass" or pretend to be South African. Co-researchers mentioned that some people do not even know that they are not South African due to their ability to speak isiXhosa.

Some co-researchers revealed the use of integration as an acculturation strategy. They stated that they practised and acted South African when they were at school, but when they get home (where they live in South Africa), they conformed to their home country's culture. These co-researchers stated that this technique prevented conflicts with parents while facilitating being accepted by South African students. Some of them suggested that knowing other cultures, does not entail forgetting their home culture. One of the co-researchers used the metaphor of Rome

to underscore an understanding of integration. The co-researcher rehashed the classic saying that if one is in Rome, they must act like the Romans do, but they must not be Roman. Co-researchers that utilised integration reported having experienced less conflict at both family and school level.

Conclusions and recommendations

Co-researchers' reasons for using assimilation included the fear of being labeled as foreigners, which was often associated with differential treatment. Some co-researchers mentioned that they assimilated because they came to SA at a tender age, hence they had forgotten their home culture. The fact that some immigrant adolescent learners opted for assimilation out of fear indicates a challenge that needs to be resolved. Fear compromises integration efforts and can result in psychological repercussions. Therefore, I recommend that heads of learning institutions must spread the message of equality and include safe spaces within learning institutions where immigrant adolescent learners can report if they experience fear.

Moreover, relating to the first key finding in this objective is that, despite the willingness to acculturate, immigrants struggle to fully assimilate because they are considered as not having the same rights to completely belong to the nation and are sometimes treated with contempt. Therefore, I recommend that practitioners who work with immigrant adolescent learners must share information about various acculturation methods. In sharing this information, practitioners can inform immigrant adolescent learners that the technique of assimilation has a limitation of one not getting complete recognition of belonging to the host culture. This can better equip immigrant adolescent learners with the psychological resources to deal with the challenges that come with the use of any chosen acculturation strategy.

The technique of separation for some co-researchers was not voluntary because they had to adopt separation since they were not accepted but discriminated by their South African peers. While separation was reported to assist co-researchers to avoid discrimination, it was also associated with depression and loneliness. Since some co-researchers reported having opted separation involuntarily, it is highly important for initiatives targeting attitudinal change to be crafted. Attitudinal change can be achieved through awareness campaigns that spread the message of diversity and encouraging cognitive and behavioural flexibility, which entails being open to others or new experiences.

Some immigrant adolescent learners held stereotypes about their local counterparts which made their integration into the South African communities difficult. Therefore, I recommend that practitioners working with immigrant adolescents must communicate with them about the importance of having a balanced perspective, instead of a stereotypical view which self-sabotages their integration efforts. Moreover, practitioners working with immigrant adolescent learners must encourage them to be open minded and appreciate positive aspects of the host community's culture instead of making stereotypical assumptions and judgments.

Considering the key findings on language, I conclude that language is an important vehicle for acculturation. The degree of proficiency in the dominant language of the host community creates opportunities, or barriers for acculturation. In the current study, co-researchers who could speak isiXhosa, used the language as a currency to negotiate a sense of belonging to the school and be accepted by the community of indigenous students. Contrary, those who could not communicate in isiXhosa were treated as the "other". Based on these conclusions I recommend that funds need to be availed through collaboration by civic society, host, and home country to achieve methodical, and continuous language support for immigrant learners.

In line with the key findings on integration, I conclude that some co-researchers practised integration by acting South African when they are at school then conform with their home country's culture when they interacted with their parents at home. Some co-researchers mentioned that remaining in contact with their friends and relatives at their home country enabled them to preserve the knowledge of their home country's cultural heritage. Integration is advantageous because it prevents conflict with parents while facilitating adolescent immigrant learners' acceptance by mainstream students. Based on this conclusion, I recommend that practitioners who are working with immigrant adolescent learners must encourage the use of integration because it is more beneficial compared to other methods of acculturation. Moreover, for integration to take place host societies need to move towards multiculturalism which entails an appreciation of diversity and being more welcoming. Hence, awareness campaigns that sensitise the community so that it is more receptive can be useful.

6.2.3. Objective 3: To co-understand the challenges that immigrant adolescent learners experience that impede their integration and well-being.

This objective was successfully achieved using photovoice and FGDs data (Section 5.2.3). Immigrant adolescent learners were asked to take pictures that represented the challenges that they face while acculturating into SA. Accordingly, co-researchers used their pictures to report various challenges that they experienced within the school environment or community. I discuss the key findings in relation to this objective, below.

Key findings

Co-researchers asserted that their major impediment to acculturation was discrimination. They defined discrimination as being treated unfairly based on their migration background. Co-researchers reported that, primarily, discrimination takes the form of critical comments or name-calling based on their accents and appearances. Three sub-themes emerged from the theme, namely discrimination within the school environment, discrimination by institutions outside the school, and discrimination based on accent and complexion.

As reported by co-researchers, immigrant adolescent learners experienced bullying and discrimination within the school environment. Some co-researchers could not act against the bullying or discrimination because that could worsen their situation. Some of them reported incidences where they were humiliated and shouted at, by their peers or educators, because of their inability to communicate in isiXhosa. For example, one of the co-researchers stated that sometimes educators were impatient when learners took long or could not fully express themselves.

Moreover, findings suggested that sometimes immigrant adolescent learners experience discrimination when they interact with institutions outside the school such as the Department of Home Affairs, public hospitals, and sporting institutions. For example, some co-researchers stated that once workers in public institutions notice that they were foreign nationals, there would be attitudinal change. Co-researchers also reported that, the negative treatment is exacerbated when one fails to speak in isiXhosa. Another thought-provoking finding was that one of the co-researchers remembered not being allowed to participate in sports because they had a foreign surname. This barring from participation in extra-curricular activities has

negative implications for the acculturation of immigrant adolescent learners because it reminds them that they do not occupy the same social space as South African citizens.

Furthermore, some immigrant adolescent learners were discriminated based on their accent and complexion. They reported that they could not always speak every time they want to, because they feared being mocked for their accent. Co-researchers stated that sometimes when they spoke people laughed at them to such an extent that they resorted to keeping quiet even when they had something to say. Thus, co-researchers did not feel like they had a voice, as long they were within SA. The human capabilities approach suggests that choosing not to speak due to the fear of being mocked is deprivation of the human capability of senses, imagination, and thought (Ingrid & Byskov, 2020). In affirmation, Titzmann et al. (2015) argues that when immigrants do not have a voice, they are deprived of a human right and are barred from occupying the same social space as citizens. Moreover, co-researchers of the current study reported feeling discriminated through condescending remarks and statements based on their skin colour or complexion.

In addition, co-researchers reported their fear of xenophobia as a challenge eliminates hopes for integration in SA. One co-researcher reported having witnessed xenophobia which imprinted a memory that never fades away. Other co-researchers also reported that they were always living in fear that xenophobic violence would erupt anytime. One of them mentioned the fear of waking up in a burning house. Other co-researchers were afraid of running errands because they felt that they could be attacked anytime merely because of their nationality. Some co-researchers reported that the fear was provoked by the images and videos that they had seen on social media, of other migrants being burnt and brutally killed. In addition, co-researchers reported that although in most instances they were not direct victims of xenophobia, bouts of xenophobic violence severely affected their academic performance, school attendance, and caused depression. Hence immigrant adolescent learners experience secondary traumatic stress or vicarious trauma from hearing or witnessing xenophobic incidents.

Furthermore, co-researchers faced a challenge when they returned and tried to integrate in the culture at their home countries. For example, some co-researchers mentioned a peculiar feeling of being unable to relate when they went back to their home countries, which can be very isolating to an extent of culminating in psychological repercussions such as anxiety and depression. Some co-researchers mentioned that it was worse that they could not communicate in their home country's language. Some reported facing challenges when attempting to interact

with their peers or trying to greet elders – because they did not know how to correctly do these according to the social requirements in the context of their homes of origin.

Furthermore, some co-researchers reported that the acculturation gap that existed between themselves and their parents was a significant challenge. Co-researchers mentioned that they had adapted into the South African culture faster than their parents, and this caused some conflicts within families. Some co-researchers reported that parents were of the conviction that, becoming too familiar with the South African culture was an abandonment of cultural values from their home countries. Hence some immigrant adolescent learners resorted to isolating themselves and not interacting with their peers due to the fear of disappointing their parents. Furthermore, some immigrant adolescent learners stated that sometimes parents added acculturative stress, through unrealistic expectations for academic performance. Therefore, co-researchers' fear of disappointing parents hindered integration efforts.

Moreover, some co-researchers reported that after arriving in SA, they had to participate in secondary migration to live in different areas within the country since their families were in search of greener pastures. Co-researchers suggested that challenges which were associated with secondary migration included, having to make new friends, learning a new language, changing schools, and starting over the process of acculturating. One participant stated that constantly relocating felt like leaving a piece of themselves in different locations.

Further challenges that were reported by the co-researchers were linked to language barrier. These included the impact of language barrier in, facilitating interaction, in friendship formation, and academic performance. Language barrier also became a source of discrimination from the host community. Regarding academic performance, co-researchers mentioned that they could not participate in group discussions. Some mentioned that not knowing isiXhosa, a language that was used for code switching, created a situation that they called “double learning”. This is because while co-researchers were listening in class, they first had to process the language, and then learn the content of the subject. This was a challenge because it created the need for them to focus more on processing the language than learning the content of the subject.

Conclusions and recommendations

Immigrant adolescent learners defined discrimination as being treated unfairly based on their immigrant status. In accordance with the key finding on discrimination, I conclude that

immigrant adolescent learners experience discrimination from both their peers and educators. This results in the lack of a sense of belonging and impedes their integration into the South African society. Based on this conclusion, I recommend a culturally responsive curriculum in schools and intercultural training for prospective educators. Moreover, there must be a safe space where immigrant adolescent learners can report discrimination and bullying without fear of victimisation.

Additionally, sometimes immigrant adolescent learners experience discrimination when they interact with institutions outside the school. Some of the main institutions where they experienced discrimination are the Department of Home Affairs, public hospitals, and sporting institutions. Discrimination in these key institutions impedes integration by creating a negative overall perception about the country. Considering this finding, I recommend that the curriculum for public service employees must have intercultural training. This will allow public service employees to learn about and know how to deal with people from diverse backgrounds and be able to address prejudice, stereotypes, and discrimination.

Taking cognisance of the key finding on discrimination based on accent I conclude that failure to speak due to fear of being mocked because of accent hinders adolescent migrant learners' full participation in societal activities, and this is also an impediment to acculturation. Moreover, the condescending remarks and statements passed on adolescent immigrant learners based on their skin colour and complexion reduces their self-esteem causing a negative impact on acculturation. Therefore, I recommend that it is important for initiatives that target attitudinal change pertaining to discrimination to be crafted. Attitudinal change can be achieved through awareness campaigns spreading the message of accent diversity. The emphasis of these awareness campaigns can also be on cognitive and behavioural flexibility which relates to being open to others and new experiences.

Another key finding is that the fear of xenophobia is one of the greatest impediments to integration of immigrant adolescent learners. Immigrant adolescent learners cannot imagine a bright future in a country that is marred by xenophobia. Hearing about and witnessing incidences of xenophobia creates secondary traumatic stress or vicarious trauma for immigrant adolescent learners. This is grounded on the revelation by immigrant adolescent learners that while they were not direct victims of xenophobia, hearing about xenophobic violence from the media affected them greatly. Therefore, I recommend that SA takes a strong stance against xenophobia by enacting hate crime laws, strengthening law enforcement, and prosecuting

offenders. It is also imperative for the government, through law enforcement, to monitor and report xenophobic attacks and reach out to communities that are affected by xenophobic violence to reduce fear.

Concerning the finding on acculturation gap, I conclude that, unlike parents, young people acculturate faster but sometimes, this culminates in conflict within the family structure. Findings also showed that sometimes immigrant adolescent learners choose to not integrate due to the fear of disappointing their parents. Therefore, I recommend that intervention programmes need to target strengthening of family relationships to avoid family conflict emanating from acculturation related dynamics such as acculturation gap. I also conclude that high academic parental expectations on immigrant adolescent learners can become counterproductive to desired acculturation outcomes. Hence, I recommend that parents of immigrant adolescent learners must align their expectations, especially their academic standards, with their children's talent potential.

Regarding regular secondary migration, I conclude that the acculturation gains that would have been made in one host community are often lost when immigrant adolescent learners move to a new community. This presents challenges for immigrant adolescent learners to continue improving their new language skills and maintain long-term necessary friendships. Hence, I recommend that practitioners who work with immigrant adolescent learners be cognisant of the challenges that are caused by constant secondary migration. This will enable the crafting of an intervention that is ideal and in line with the experiences of immigrant adolescent learners.

My conclusion concerning language is that it is one of the most significant barriers to acculturation. A learner's inability to speak the South African official language may result in their isolation from peers at school and the community at large. The inability to communicate in a South African official local language has an impact on the learner's academic performance. Therefore, I recommend, language support programmes to assist immigrant adolescent learners during acculturation into SA.

6.2.4. Objective 4: To co-explore the affordances that result in a sense of belonging.

This objective intended to identify the resources that exist within communities, and need to be upheld, maximised, and provided in the quest for ensuring that immigrant adolescent learners integrate into SA. The objective was achieved through the research methodology in Chapter 4 and empirical findings that I presented and discuss in Section 5.2.1. The empirical findings that were obtained through photovoice and FGDs culminated in the following key findings.

Key findings

Findings from the current study suggested that an accepting school environment acts as a first step in making immigrant adolescent learners feel welcome in SA. According to the co-researchers, an accepting school environment is one that facilitates a sense of belonging. Co-researchers defined an accepting school environment as, one without discrimination and provoking in them the feelings of being outsiders. It was significant to me that some co-researchers reported not having experienced any discrimination within the school environment. This creates an optimistic picture for integration in SA. The role of the school as a structure, is noted in critical realism which shows how practically relevant theorising should maintain an obligation to understand the structures such as schools as they are sources of experiences observable on the empirical realm (Nicholas, 2019).

Moreover, academic performance emerged as a sub-theme on affordances. Co-researchers suggested that academic performance is a determinant of acculturation and integration outcomes since it is linked to future employability. They concurred that the facilitators of positive academic performance among immigrants need to be utilised as a key resource for integration in SA. One of the co-researchers presented a picture of the academic awards that he received while studying in SA. Factors that were reported by co-researchers, as having contributed to their positive academic performance included supportive friends, family members, teachers, and their own strong work ethic.

In addition, extracurricular activities emerged as an affordance for immigrant adolescent learners. Co-researchers explained that extra-curricular activities such as netball, soccer, and modelling provide them with an opportunity to interact with other learners, which facilitated the development of a sense of togetherness with other South African students. Moreover, extracurricular activities appear to provide a range of benefits such as feeling accepted,

improving academic outcomes, enhancing friendship formation, integration and/or assimilation. Some co-researchers reported that playing a sport that is also played in their home countries helped them appreciate that South Africans are not in any way different from them. Some co-researchers reported that sports gave them a chance to participate without having to utilise language. Some mentioned that participating in sport made them grow in confidence.

Furthermore, the current study's findings suggest that welcoming communities may act as an affordance. Co-researchers defined welcoming and receptive communities as ones where members of the community share their resources with immigrants and there is no discrimination. Some co-researchers defined welcoming communities as ones that provide more opportunities for immigrant and host population to interact. Co-researchers reported that, their host communities were highly supportive of their adaptation to SA, they did not stigmatise them. Hence, co-researchers advocated that strategies to make communities more receptive of migrants must be developed. Additionally, co-researchers suggested that immigrants must also engage in diversity activities such as seeking to associate with receptive community members and friends.

Some co-researchers reported on the significance of friends as an affordance for acculturation. They reported that friends provide a sense of security, belonging, and assist with adaptation. Co-researchers also attested that: friends assisted them in modelling appropriate behaviour for the South African context. One of the co-researchers mentioned that friends can assist on issues such as how to avoid thieves. The human capabilities approach speaks to the significance of friends on the central capability of affiliation (Nussbaum, 2000). It argues that since human beings are social creatures, affiliation enables people to be stronger, more adaptive and creative (Ingrid & Byskov, 2021).

One of the significant findings for the current study is that there are some physical symbols that represent a nation for migrants, and their presence may make them feel welcome by the host community. This is a relatively new finding in the South African context. The physical symbols that were reported by the co-researchers included the South African flag and some meals that are eaten in their countries of origin and in SA. One of the co-researchers took a picture of the South African flag and expressed delight in that, the flag contains many colours that are also found on the co-researcher's home country's flag. This gave the co-researcher a reminder that SA is not very different from the speaker's home country. Another participant commended the presence of his home country's flag among other countries', in the school hall.

Some co-researchers attested that this gesture created the impression that other nationalities are welcome in SA. The co-researchers mentioned that this aspect of symbolic representation made them feel as belonging and not outcasts.

Conclusions and Recommendations

Immigrant adolescent learners feel a sense of belonging when the school environment is accepting of them. Findings from the current study define an accepting school environment as one whereby immigrant adolescent learners do not experience any form of discrimination. Therefore, I recommend that learning institutions must create an accepting school environment for immigrant adolescent learners. This can be done by consistently monitoring discrimination, xenophobia, related intolerance, and undertaking awareness-raising activities. This may prevent negative psychological, academic, and social outcomes for adolescent immigrant students.

In accordance with the finding on academic performance, I conclude that immigrant adolescent learners demonstrate heroism at school by achieving high academic grades. Some immigrant students highly excelled in science and mathematics subjects. Grob (2020) defines the aforementioned excellence as educational resilience, which is an academic achievement despite adversity. Hence, I recommend that intervention on immigrant adolescent learners must focus on factors that contribute to positive academic performance such as, supportive: friends, family members, and educators. These factors need to be encouraged and supported.

Furthermore, findings of the current study suggest that participating in extracurricular activities has a bidirectional relationship with the development of a sense of togetherness, friendship formation, and belonging. These factors are essential for integration to take place. Therefore, I recommend that students need to be encouraged to participate in extra-curricular activities because they offer more opportunities for interaction. Sports clubs can promote equality between groups of different backgrounds. A broader inclusive strategy in sports programmes can ensure that they are tailored to the specific religious or cultural requirements of migrant groups. It is also important to ensure that the times of training are conducive for those who may have domestic responsibilities, so that that they return home at a reasonable hour.

Additionally, the national governing bodies of sports are crucial for the development of good practices of inclusion in and through sports. A quality criterion can be used to assess the effectiveness of the national governing bodies of sports in supporting immigrant adolescent

learners. The quality criteria can assess whether there are cross-departmental policy strategies on the role of sports for inclusion – developed via a wide scale consultation process. They may also assess if there are sustainable policy-led cross-departmental funding streams to support inclusion practices. Criteria for inclusion through sports assumes that inclusion does not occur automatically as a “by-product” of sports involvement and is not achieved simply by a mere increase in the number of migrants in sports activities, but through focused inclusion work. The discussion on sport raises the question whether there are options that promote social inclusion through organised sports, which allows migrants to realise positions and rights within and outside the sports club and to acquire new knowledge and skills.

Although some immigrant adolescent learners have suffered discrimination within their communities, there are some communities that are receptive of the welfare of immigrants. Therefore, co-researchers recommended information awareness campaigns against discrimination to make more communities receptive and be able to treat immigrants on an equal footing as other community members. Community workers engaging with immigrants can bring residents (migrants and non-migrants) together to foster bridging capital and social cohesion through common projects. Community workers can also initiate events such as ‘welcoming week’. Welcoming week can be used to host an event in partnership with arts, education, and community partners. It is an opportunity to bring people together through the arts, sports, volunteering, or myriad other ways that provide a chance for neighbours to find common ground.

Friendships also play an instrumental role in determining acculturation outcomes. Co-researchers showed that friendships provided them with prerequisites for acculturation such as, a sense of security and belonging. Therefore, I recommend that schools must augment opportunities for immigrant adolescent learners and the members of the host community to interact, which will facilitate friendship formation. Moreover, immigrant adolescent learners can be encouraged to utilise the same agency that they exhibited during their participation in the current study, to seek opportunities for friendships.

Through their appreciation of symbolic inclusion, co-researchers rehashed the known importance of resemblance between heritage culture and receiving culture, in shaping the course of acculturation. Immigrant adolescent learners are more comfortable in the host country if there are symbolic resemblances associated to their home country. Therefore, I recommend that learning institutions in SA must have symbolic gestures to make immigrant adolescent

learners feel comfortable in SA. These gestures can include the display of various countries' flags in the school. Moreover, learning institutions can promote multiculturalism by incorporating aspects of different cultures and countries of origin in the curriculum, for learning and extra-curricular activities.

6.2.5. Objective 5: To co-identify available interventions that assist immigrant adolescent learners acculturate into SA.

I aimed to achieve this objective using photovoice (Section 4.10.1) and FGDs data. Immigrant adolescent learners were asked to take pictures that showed the available interventions that have assisted them to acculturate into SA.

Key findings

The key finding relating to this objective is that none of the co-researchers took pictures of available intervention strategies that targeted assisting immigrant adolescent learners acculturate into SA. When probed further during FGDs, they mentioned that they were not aware of any targeted interventions by either the government or their respective schools, meant to assist them to acculturate into SA.

Conclusions and Recommendations

I conclude that immigrant adolescent learners grapple with simultaneous occurrence of acculturation related challenges and developmental tasks without formal assistance. Whilst the methodological scope of this study was too small to confer the conclusion that this is a reality of most immigrants in SA, it was enough to provide me with a glimpse of the reality of some immigrant adolescent learners. Hence, heads of learning institutions and policy makers must take note of the recommendations emanating from this study because they can contribute to the strategies to improve the well-being of immigrant adolescent learners, as they acculturate into SA.

The key finding from this objective (5) prompted me to conclude that the absence of intervention strategies may be a sign of lack of awareness or absence of available interventions. However, an exploration of the perspective of social workers on interventions that are available to support immigrant adolescent learners' acculturation in the Mthatha area was beyond the scope of this study. Therefore, in Section 7.4, I recommend further researcher to focus on social

workers and policy makers to explore the available interventions for acculturation. If interventions exist, then awareness campaigns can be initiated and target raising awareness on the available acculturation interventions or support strategies.

6.2.6. Objective 6: To co-construct an acculturation strategy with immigrant adolescent learners to enhance the integration and wellbeing of immigrant adolescent learners.

Findings related to this objective were gathered through the “D” of the SHOWeD method in photovoice. The “D” answers the question, “What can I/we do about the issues that have been raised”. Co-researchers reported essential recommendations for the integration of immigrant adolescent learners (Section 5.2.4). The key findings, that I summarise below, show that immigrant adolescent learners believe that there are various activities that can be implemented to ease acculturation into SA.

Key findings

The current study’s findings suggest that immigrant adolescent learners struggle to understand isiXhosa. Hence, they felt that it was important for language support to be availed. This would address the problem of language proficiency which, depending on its extent (low or high), was respectively, a barrier or facilitator of acculturation. Co-researchers stated that the main solutions to address language related challenges were language support initiatives such as, language immersion programmes and the use of English as a medium of instruction. Co-researchers stated that language support was necessary because the degree of proficiency in the dominant language of the host community may create opportunities or barriers for acculturation. A strategy recommended for language support are extra classes to be acquainted with a language that is spoken in a particular region.

Co-researchers showed that one of the key facilitators of discrimination are stereotypes held by the host population. Hence, co-researchers reported that, for integration to take place, strategies to curb stereotypes should be enacted. They advocated for strategies such as information awareness campaigns and the dissemination of accurate information by media. Some co-researchers advocated for a culturally responsive curriculum that uses cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for more effective teaching.

Co-researchers also reported that it is pointless to study and imagine a future in SA when knowing that they were not going to be able to go to university due to financial constraints. They believed that this was exacerbated by policies in certain tertiary learning institutions such as those requiring immigrant students to pay more tuition fees or those barring them from qualifying for most bursaries. Hence, they suggested that for hopes of integration to be realised, immigrant adolescent learners must have an optimistic perspective of future academic enrolment, but this will occur if these issues are addressed.

Ager and Strang (2008) show that achievement and access to key areas of public activity such as education and employment are critical for successful integration. Therefore, Viola et al. (2018) attest that some governments fund the education of underprivileged immigrants to facilitate integration in the name of fairness, equity, and the promotion of social justice as advocated by Rawls' theory of justice. The reasoning behind this is that immigrants who have received an adequate education contribute significantly to the formal and informal sectors such as by establishing independent medium and micro-enterprises, which frequently create employment opportunities for native people (Rugananam, 2022). For example, in the USA, an assessment of revenues (gross domestic product and tax contributions) versus costs (health, welfare, education, juvenile justice, criminal justice, etc.) from undocumented immigrants found a positive of up to \$25 billion annually.

Co-researchers spoke in detail about how their fear of xenophobic violence was one of their main challenges for integration in SA. Therefore, they concurred that in coming up with an acculturation strategy for integration, it is highly important for strategies at national level to be enacted to prevent xenophobia. Immigrant adolescent learners stated that the government should provide protection for immigrants. The co-researchers also suggested that there must be consequences for those people who violate the rights of immigrants, because they felt that the government is not doing enough to punish people who violate the needs and rights of immigrants. One of the co researchers stated that the government should do enough in terms of rules and consequences against people who violate the rights of immigrants.

Moreover, the study found that resilience is an essential tool that immigrant adolescent learners can use to cope with the challenges that they face in integrating into SA. Immigrant adolescent learners defined resilience as the process and outcome of successfully adapting to difficulties or challenges that they experience in SA. This also concurs with the key principles of participatory action research that emphasise the importance of recognising people's agency in

overcoming adversity (Russo, 2012). Co-researchers stated that resilience is not optional, but it is something that all immigrants must embrace because waiting for attitudinal change or government interventions may take a long time to yield necessary results.

Conclusions and recommendations

Findings from the current study have shown that methodical and continuous language support is necessary at all levels of education. Language support is also necessary for immigrant adolescent learners to compete fairly with native speakers in standardised assessments. Language support can be in two forms. Firstly, in the form of language induction classes that can be used to ensure a smooth transition into the regular classroom. Language induction can be in the form of intensive language instruction until immigrant adolescent learners are proficient enough to join mainstream students. Secondly, language support can be tailored within the mainstream classroom. This can be in form of immigrant students attending mainstream classes that are boosted with special language instruction at selected times. Hence, I recommend tailored language support because while preparatory classes are seen to have the advantage of providing more dedicated time for learning the language, they can be costly and often impact on pupils' ability to integrate with their peers.

Findings from the current study also show that immigrant adolescent learners suggested the fundamental need for strategies to curb stereotypes. The strategies suggested by immigrant adolescent learners are: information awareness campaigns, dissemination of accurate information by media, and a culturally responsive curriculum. Noteworthy, dissemination of accurate information is not within the mandate of schools. However, media institutions and regulatory bodies such as the South African Broadcasting Corporation, the Independent Communications Authority of SA, the Press Council of SA, and the Advertising Standards Authority, must monitor hate speech and the instigation of hatred against immigrants because their mandate is to serve as a watchdog to promote ethical and fair journalism. Regarding a culturally responsive curriculum, the DBE may arrange a platform of international schools, that have many migrant learners, to share their knowledge on the ways to support the learning of immigrant learners.

Pertaining to the key finding on funding, co-researchers recommended that the South African government should make more funding opportunities available for tertiary studies. This is because without funding, adolescent immigrant learners will not be able to attend tertiary

education institutions, which in turn diminishes their hopes for integration in SA. My recommendation for this is twofold. Firstly, governments of sending countries must have bursaries to assist immigrant students in the host countries. Secondly, companies that make profits through the transaction of remittances must consider complementing efforts made by agencies such as Mukuru. Mukuru is a leading African money transfer provider that created a bursary program for foreign students who want to study towards information and technology (IT) in SA. Thirdly the South African government must consider scaling up of academic funding to include the vulnerable groups among the immigrant population. The recommendation for the South African government to assist vulnerable immigrant students might be expensive to implement and pose a problem of financing which was beyond the scope of this research. Therefore, in section 7.3, I recommend future studies to examine the macro-economic impact of funding tertiary studies for migrant students.

Additionally, the current study found that xenophobia and its associated fears are among the biggest challenges for the integration of immigrant adolescent learners. Hence co-researchers recommended the need for the enactment of national level strategies that aim to deal with and reduce the impact of xenophobia. I add to this recommendation that civil society, which has vast experience and expertise in working with victims of racism, racial discrimination, xenophobia, and related intolerance, can supplement government efforts by raising awareness. Furthermore, civil society possesses a type of diversity that allows it to address the complex and multifaceted nature of discrimination, xenophobia, and related intolerance. Furthermore, xenophobia can be addressed through a collaborative effort that involves media's accurate and regular reporting of incidents, and the development of awareness-raising initiatives to sensitise communities.

The courageous move by immigrant adolescent learners toward resilience highlights an important point that children are, in principle, active role players in their lives. Such behaviour demonstrates children's sense of autonomy, and one could argue that, rather than being passive, immigrant adolescent learners act as agents of change to improve their own lives. In the current study they demonstrated that they passionately became resilient in the face of acculturative stressors. Immigrant adolescent learners portrayed themselves as social actors who actively operate within their worlds. Therefore, I recommend that practitioners working with immigrant adolescent learners must not view them as passive victims but survivors whose inherent potential can be channeled towards improving acculturation outcomes.

6.3. Summary of the Chapter

This chapter described each objective and indicated how and/or where in the thesis was the objective achieved. The discussion in this chapter included a detailed presentation of key findings (incorporating literature control to appropriately support and/or dispute the findings). I then made conclusions and recommendations based on each key finding that I presented. In the following chapter, I advance the recommendations that co-researchers and I made in the current chapter. Implications of the study and recommendations for further research are also explored in the next chapter.

CHAPTER SEVEN

7. SUMMARY OF RECOMMENDATIONS AND IMPLICATIONS OF THE STUDY

7.1. Introduction

In this chapter I provide a summary of the recommendations that I discussed in Chapter 6. Moreover, I indicate roles that can be played by a variety of stakeholders in easing the acculturation of immigrant adolescent learners. As shown in figure 7.1, I, respectively, focus on outlining the role that can be played by the National Assembly and National Council of Provinces, local government, Government Communication and Information System (GCIS), Governments of sending countries, parents of immigrant adolescents, school management, sport governing bodies, Department of Education, social workers and other social service practitioners and media institutions.

I further explore how the conclusions and recommendations drawn from this study may be important for policy, practice, and theory. In this chapter, I also show how this study will impact immigrant adolescent learners as the targeted community and the social work field of practice. I also make recommendations for further research on areas such as implementation of the acculturation strategy for integration, increased sample size and longitudinal studies, acculturation and social justice, return and reintegration, technology and acculturation, and the cost benefit analysis of providing bursaries to immigrant students.



Figure 7.1 Stakeholders who can improve the welfare of immigrant adolescent learners

7.2. Recommendations per Stakeholder

7.2.1. National Assembly (NA) and the National Council of Provinces (NCOP)

The National Assembly (NA) and the National Council of Provinces (NCOP) constitute the parliament which is the national legislature (law-making body) of SA whose major functions are to pass new laws, to amend existing laws, and to repeal or abolish (cancel) old laws. A review of literature as I discuss in the literature review chapter and key findings section (6.2.1) shows that legislative frameworks still need to be codified/aligned to avoid legislative and practical implementation confusion or policy incoherence. The NA and NCOP needs to fulfil its mandate in this regard so that immigrant adolescent learners benefit from the laws that are meant to protect them.

Immigrant adolescent learners, as I discuss in the key findings of the previous chapter suggested that for them to feel safe, there is a need for tough legislation on xenophobia. The National Assembly (NA) and the National Council of Provinces (NCOP) as law making bodies must take a strong stance against xenophobia by enacting hate crime laws and strengthening law enforcement by prosecuting offenders. Moreover, it is imperative for the government, through law enforcement, to monitor and report xenophobic attacks and reach out to communities that are affected, to reduce fear.

The National Assembly must pass the Prevention and Combating of Hate Crimes and Hate Speech Bill into law. The Bill was introduced in 2016 and currently (as of 2022) sits before the South African national assembly. If passed, the bill will provide a means to track efforts and trends in addressing hate crimes, including those against immigrants, and will allow for effective coordination among government service providers (NAP, 2018). For example, the Bill's clause 4(1)(b) declares it an offence to intentionally distribute or make available hate speech material, such as anti-immigrant material, through electronic communication (NAP, 2018).

There is also an urgent need to assess and adapt citizenship regulations because they legally define who can become a full member of a society. For example, Pisarevaskaya et al. (2022) notes that citizenship regulations symbolically signal who has legitimate membership in the national community. Thus, more inclusive citizenship policies can foster feelings of attachment and belonging to the host country.

7.2.2. Local Government

In SA, local government is the sphere of government closest to the people. Local governments play a vital role in facilitating acculturation within their communities. They have the potential to create supportive environments that promote the integration and inclusion of immigrant populations. Local government can organise awareness campaigns in communities and schools to educate the local population about the benefits of intercultural exchange and diversity. Awareness campaigns can target spreading the message of diversity and encouraging cognitive, and behavioural flexibility, that is being open to others and to new experiences.

Moreover, local governments can develop policies and initiatives that foster intercultural understanding, respect, and cooperation among diverse residents. They can collaborate with community organisations, schools, and social service agencies to provide resources and services that address the unique needs of immigrants and promote their successful acculturation. By investing in language programs, cultural events, and community integration initiatives, local governments can create opportunities for social interaction and engagement, enhancing the process of acculturation and promoting a sense of belonging among immigrants.

7.2.3. Government Communication and Information System (GCIS)

The Judiciary is practically involved in the law-making process through precedents and pronouncements of statutes unconstitutional, and therefore, null and void. The judiciary of SA is the body of judges and magistrates who sit in the courts of SA. However, it emerged from the current study that some of the laws made by the judiciary are not implemented due to lack of awareness. The Government Communication and Information System (GCIS) can fill this lacuna since it was officially launched with the mandate to ensure that people of SA are informed and have access to important government communicate. Proper communication in the contemporary context can include the use of both electronic and print circulars.

7.2.4. Governments of sending countries

The governments whose population is in SA can also play a role in facilitating and aiding the acculturation of immigrants. They can address the perception that immigrants drain the host country's resources by contributing funds towards the health sector, social security, and education of their citizens in the host country. This is feasible because several countries have established initiatives and policies to support their emigrants residing in other countries. One example is the Philippines, which has implemented the Overseas Filipino Workers Program.

The Philippine government provides various forms of assistance and support to its emigrants, such as facilitating access to employment opportunities, offering financial and legal assistance, and providing welfare services through Philippine Overseas Labor Offices and Overseas Workers Welfare Administration (Dizon & Loboguerrero, 2016). These initiatives aim to protect the rights and well-being of Filipino emigrants and their families, addressing issues related to employment, health, social protection, and reintegration upon return to the Philippines.

Another example is Mexico, which has established a comprehensive support system for its emigrants through the Institute of Mexicans Abroad. The Institute of Mexicans Abroad works in collaboration with consular offices worldwide to provide assistance and resources to Mexican emigrants. They offer educational programs, legal advice, healthcare services, financial literacy workshops, and cultural activities to promote the well-being and integration of Mexican emigrants in their host countries (Canales, 2019). The Institute of Mexicans Abroad also supports community development projects in Mexico, fostering connections between emigrants and their home communities.

These examples highlight how countries can support their emigrants through dedicated governmental institutions and programs. By providing a range of services and resources, countries of origin can address the specific needs and challenges faced by their emigrant populations, ensuring their well-being and promoting their integration and contribution to both their host countries and their countries of origin. It is also important to be mindful that this initiative can be hampered by the fact that in the South African context, some countries with emigrants in South Africa are marred by economic quagmires and immense political instability.

7.2.5. Parents of immigrant adolescent learners

This study proved that sometimes parents hinder acculturation and integration of their children. This observation stems from the responses that were made by some co-researchers that sometimes parents exert psychological pressure on their children through unrealistic high academic expectations. Therefore, parents can be encouraged to align their academic expectations with their children's talent potential. Parents must also understand that isolation and marginalisation can create psychological impacts, such as depression, on children. Therefore, they should desist from viewing and treating their children's efforts to integrate, with disdain.

7.2.6. School management

The South African Schools Act No 84 of 1996 specifies that school management includes the school principals, school management team (SMT) comprising of Heads of Departments and the school governing body (normally constituted by community members and parents). School management for different schools can be encouraged to develop professional learning communities (PLCs) for equipping each other in the teaching and learning of immigrant learners. In the PLCs, school leaders can share innovative ideas in supporting the task of teaching immigrant learners.

The school management through psychologists, social workers, or other trained personnel can document the background, historical events, and pre-migration motives of immigrant learners. This enables intervention that is cognisant of diverse cultures and backgrounds to better understand the challenges and stresses of the migrant experience. Moreover, school management can develop programmes to help school leaders meet the unique needs of immigrant learners. For example, they may invite various stakeholders to assist in the education of immigrant adolescent learners by contributing ideas for improving teaching and learning.

In addition, heads of learning institutions can create an accepting school environment for immigrant adolescent learners by consistently monitoring discrimination, xenophobia and related intolerance, and undertake awareness-raising activities. This can prevent the occurrence of negative psychological, academic, and social outcomes.

Furthermore, a broader inclusive strategy in school-based sports programmes can ensure that they are tailored to the specific religious or cultural needs of migrant groups. For example, it may be necessary to ensure that training times account for that girls/women are involved in domestic activities at home. Furthermore, girls may not be required to return home late in some families.

Learning institutions can also create symbolic gestures to make immigrant adolescent learners feel comfortable in SA. The gestures can include the display of various countries' flags within the school. Furthermore, learning institutions can promote multiculturalism by incorporating aspects from different cultures and countries of origin in the curriculum for learning and extra-curricular activities.

7.2.7. *Sport Governing Bodies*

Sports and extra-curricular activities emerged from the current study as critical in facilitating interaction and development of a sense of belonging. Accordingly, school, and national governing bodies for sports can use quality criteria to assess their supportiveness. The quality criteria can assess whether there are cross-departmental policies and strategies on the significance of sports for inclusion (this can be developed via a wide scale consultation process) or assess whether there are sustainable policy-led cross-departmental funding streams to support the inclusion of immigrants by policy. Congressa (2017) asserts that the criteria for inclusion through sports assumes that inclusion does not occur automatically as a "by-product" of sport participation and is not achieved simply by increasing the number of migrants that participate in sports, but by focused inclusion work. Therefore, inclusion work will enable immigrant adolescent learners to realise their positions and rights within and outside of the sports club, and to acquire new knowledge and skills that are necessary for acculturation.

7.2.8. *Department of Basic Education (DBE)*

DBE can play an instrumental role in ensuring that immigrant adolescent learners are well integrated into the South African educational system. For example, DBE can arrange a platform in schools that have high population of migrants, to share their knowledge on how to support the learning of immigrant learners. DBE can also play an instrumental role in covering the lacuna that emanates from the poor implementation of legislation, policies, and regulations that are supposed to improve the welfare of immigrant adolescent learners. DBE can achieve this by monitoring and supervising learning institutions to assess if legislative provisions are being effectively implemented and adhered to.

Furthermore, since language proficiency emerged as a vehicle for acculturation and a facilitator of positive academic performance, DBE should consider allocating funds to support methodical and continuous language support programmes for immigrant adolescent learners. However, the feasibility of such an initiative will be contingent on more research to be conducted on the feasibility and the magnitude of immigrant adolescent learners affected by lack of language proficiency. In addition, DBE can play an instrumental role in the creation of a culturally responsive curriculum in schools and through intercultural training for prospective educators. They can also ensure that all learning institutions have a safe space where students (immigrant and non-immigrant) can report discrimination and bullying without any fear of victimisation.

Given the complexities of intermingled cultures in schools, it is critical that educators receive adequate training to better understand the needs of immigrant students in the host society. When done carefully, this may help to counteract the observation that teachers are rarely prepared to understand the complex lives and connections that their immigrant adolescent learners have to multiple places, cultures, and languages (Schachner et al., 2017; Yu & Wang, 2011). DBE can make use of the following practical guidelines.

- **Foster a Welcoming and Inclusive Environment:** A welcoming and inclusive school environment can be created by promoting diversity, cultural understanding, and respect. This can be done by developing a comprehensive anti-bullying policy that addresses discrimination and harassment as well as encouraging peer-to-peer support systems and cultural exchange programs to foster positive relationships among students from diverse backgrounds.
- **Offer Culturally Relevant Curricula:** Develop culturally relevant curricula that reflect the experiences, histories, and contributions of immigrant populations. Include diverse perspectives in textbooks, literature, and classroom resources. Incorporate multicultural activities, projects, and discussions to promote understanding and appreciation of different cultures.
- **Promote Parent and Community Engagement:** Engage parents and families of immigrant adolescent learners in the school community. Establish partnerships with community organizations to provide additional support and resources.
- **Offer Socio-Emotional Support:** Provide socio-emotional support to immigrant adolescent learners by establishing counseling services or support groups. Create a safe space for students to share their experiences, address cultural adjustment challenges, and develop coping strategies.
- **Encourage Peer Interaction and Cultural Exchange:** Promote peer interaction and cultural exchange among immigrant adolescent learners and their native-born peers. Facilitate opportunities for collaborative learning, group projects, and extracurricular activities that encourage cross-cultural friendships and mutual understanding.
- **Professional Development for Staff:** Offer professional development opportunities for teachers and school staff to enhance their cultural competence and understanding of the unique needs of immigrant adolescent learners. Provide training on working with diverse populations, supporting language acquisition, and addressing cultural differences in the classroom.

7.2.9. *Social Workers and other Social Service Practitioners*

Practitioners who work with immigrant adolescent learners must avail information about various acculturation methods. For example, they can inform immigrant adolescent learners that the technique of assimilation has a limitation that one may not feel completely belonging to the host culture. This can better equip immigrant adolescent learners with the psychological resources to deal with the challenges that come with the use of any chosen acculturation strategy. Moreover, practitioners working with immigrant adolescent learners must communicate with them about the importance of having a balanced perspective instead of a stereotypical view because it self-sabotages integration efforts.

There is also a need for intervention programmes, that target strengthening of family relationships, to prevent family conflict that emanates from acculturation related dynamics such as acculturation gap. Regarding parental high academic expectations social service practitioners that work with immigrant families can inform them about how unrealistic parental expectations could become counterproductive to desired acculturation outcomes. They must also make parents aware that they should align their academic expectations with their children's talent potential. This can be achieved by social workers providing culturally sensitive and strengths-based support to help parents navigate the complexities of balancing cultural traditions and expectations with the unique talents and aspirations of their children. Social workers can engage in open and non-judgmental discussions with parents to explore their values, beliefs, and expectations regarding their children's future. They can help parents recognise and appreciate the individual strengths, talents, and interests of their children, encouraging a positive and supportive environment that fosters the development of their potential. Through counseling and guidance, social workers can help parents adjust their expectations to align with their children's abilities, interests, and career aspirations, promoting a more harmonious and fulfilling parent-child relationship.

In addition, social workers should continue engaging in advocacy efforts. One way of doing so is serving as staff members of non-profit organisations that serve migrants and refugees. Social workers can also educate parents of documented and undocumented immigrants about the legal rights of their children. Moreover, they can link immigrant families with services that can be used to facilitate the ease of acculturating.

Community social workers can engage with immigrants by bringing residents together to bridge social cohesion through common projects. For example, social workers working in

communities can introduce welcoming week once every year or six months to welcome new entrants to the community. Welcoming week can be an excellent time to organise an event in collaboration with arts, education, and community partners. This will be an opportunity to bring people together through the arts, sports, volunteering, and a variety of other activities that allow neighbours to find common ground.

Lastly, modern social work practice roles with immigrants and asylum seekers include service provision, case management, and resource brokerage, community development, and policy advocacy. Social workers can also endeavour to assist immigrants and asylum seekers in areas such as child welfare, education, employment, and health. Furthermore, social workers can help civil society organisations combat rising tides of nationalism and xenophobia that fuel anti-immigrant policies. This can be achieved through advocacy work and education initiatives to promote social inclusion, challenge stereotypes, and raise awareness about the contributions and rights of immigrants. Moreover, social workers can collaborate with grassroots organisations, human rights groups, and community leaders to develop anti-discrimination campaigns, organise cultural exchange events, and build coalitions that work towards social justice and equality. By promoting intercultural understanding, fostering dialogue, and challenging prejudice, social workers contribute to creating more inclusive and welcoming societies for immigrants and asylum seekers.

7.2.10. Media institutions

Mass communication and mass media have a significant influence on how we view society and the world around, thus it shapes the public opinion. Therefore, media institutions and regulatory bodies such as the South African Broadcasting Corporation, the Independent Communications Authority of SA, the Press Council of SA, and the Advertising Standards Authority need to monitor hate speech and the instigation of hate against immigrants, since their mandate is to play a watchdog role to promote ethical and fair journalism that supports human rights.

Media must also stop 'criminalising' migrants from other parts of Africa by using terms such as 'illegal' and 'alien.' These terms are roundly criticised by institutions such as the UN, for contributing to misconceptions about an otherwise law-abiding group of people. The current study recommends more neutral terminology such as "undocumented" migrants in advocating for a less subjective or pejorative media discourse surrounding migrants.

Pisarevskaya (2022) recommended that media companies must produce media programming that welcomes refugees and other migrants into the receiving society by sharing the stories of migrants and informing the audience about benefits of migration and integration. Consequently, the current study's co-researchers suggested that media programming could include, television shows about food from different cultures as well as programs that inform viewers about other cultures.

7.2.11. Immigrant adolescent learners

Immigrant adolescent learners in the current study proved numerous things by successfully executing the photovoice project as co-researchers. Firstly, they proved their agency by co-creating knowledge and negotiating meanings. This was an affirmation of their inherent capacity to create change if well empowered. Secondly, they proved that if encouraged and given sufficient resources, they can play an instrumental role towards their own acculturation. Therefore, immigrant adolescent learners can be encouraged to be active players in improving their own acculturation.

For example, they can build social networks by seeking more opportunities for interaction with the host country's students through participation in extracurricular activities, joining clubs or organisations, and volunteering in community initiatives. By actively involving themselves in social contexts, they can foster friendships, gain cultural understanding, and develop a sense of belonging (Schwartz et al., 2017).

Furthermore, maintaining a positive cultural identity while embracing the new culture is crucial (Grob, 2020). Immigrant adolescents can actively explore and share their cultural heritage through cultural events, celebrations, and presentations. They can also educate others about their traditions and customs, fostering cross-cultural understanding and appreciation (Suarez-Orozco, 2018). Embracing a bicultural identity, where they feel connected to both their heritage culture and the host culture, can contribute to a sense of identity integration and facilitate their acculturation process.

Moreover, immigrant adolescents can take ownership of their integration and acculturation by proactively engaging in language learning, establishing social connections, and embracing their cultural identity. These actions empower them to navigate the challenges of acculturation and facilitate a successful transition into the host society.

7.3. Implications of the Study

No single study can address every aspect of the enormously complex experience of immigrant adolescent learners. By focusing on acculturation experiences of twelve immigrant adolescent learners, the current study offered an opportunity to consider a small but critical aspect of the rich experiences of this population. The study provided a more detailed and first-hand understanding of the acculturation experiences of 12 immigrant adolescent learners in SA's Eastern Cape Province by employing a qualitative research design within the PAR framework.

The study's exploration facilitated a broad understanding of the challenges and other aspects such as language support, a culturally responsive curriculum in schools, and intercultural training for teachers that can best be targeted to facilitate acculturation and integration. Recent research has proven that some acculturation trajectories in the global north and in Asian countries such as China and India, are different from those in the South African context (European Commission, 2019; Hangwei, 2020; Madziyire, 2016; Rugunanan, 2016; Wang & Qin, 2020). On the contrary, findings of the current study have proven that there are some similarities in how immigrants acculturate in SA compared to other countries as was postulated earlier by Berry (1991) in the bi-dimensional model of acculturation. The bi-dimensional method attests that immigrants acculturate in either of the following methods: assimilation, integration, marginalisation, and separation.

The current study captured the voices of immigrant adolescent learners to include their input in developing an acculturation strategy for integration, because previous studies show that integration has beneficial outcomes for acculturation (Pisarevskaya et al., 2022; Schachner et al., 2017; Tati, 2008; Yu & Wang, 2011). Numerous recommendations have been made through this study. The recommendations are mostly targeted to various stakeholders such as the National Assembly and National Council of Provinces, Government Communication and information system, local government, school management, social workers and other social service practitioners, Department of Education, governing bodies for sports, media institutions and governments of sending countries.

Despite, the call for more research, immigrant adolescent learners are often misunderstood and rendered largely invisible in policy spheres because there are limited studies that give a voice to immigrant adolescent learners within SA (Bartlet, 2015). The current study provided a platform for the voices of immigrant adolescent learners to be heard by collaborating with them as co-researchers through PAR. Adebajji et al. (2014) acknowledge that a school is a

microcosm of society, that must give immigrant adolescent learners a platform for their voices to be heard, and prepare them to participate in broader social, and democratic processes. Moreover, a participant-centered quest for an acculturation strategy by acknowledging immigrant adolescent learners' inherent assets, talents, and resources enabled me to accurately capture their voices and include their inputs in recommending acculturation strategies for integration. Hence, I can argue that the recommendations for integration produced by this study target issues of priority to immigrant adolescent learners.

In addition, there is a need for specialists, researchers, and policy makers to focus on the impact of the simultaneous occurrence of acculturation and related challenges with normative developmental tasks, when designing programmes and policies that aspire to understand and advance the well-being of immigrant adolescent learners. Moreover, intervention initiatives must be designed using lived experiences of immigrant adolescent. This approach will improve the current and future well-being of immigrant adolescent learners.

A comparison of the current study's findings to the literature that I reviewed shows some similarities. First, the current study supports the view that language is an important vehicle for acculturation and the extent of acculturation can be measured by exploring one's ability to learn the host community's language of communication (Adebanji, 2013; Gokhale, 2015; Lamar, 2018; Schachner 2017). This concord emerged when co-researchers reported that language is a barrier and facilitator of their acculturation efforts in SA. Some co-researchers asserted that the acculturation strategy that they chose was dependent on their ability or inability to speak South African languages. Thus, in line with previous studies, the current study's recommendation is that it is important to address the linguistic concerns of immigrant students if integration is to be realised (Bartlet, 2015; Courtney 2018; Koehler, 2017; Suárez-Orozco, 2018).

Second, the current study supports findings in previous literature that immigrant students have unique experiences that are situation specific, and dependent on community forces and structurers, as purported by critical realism (Aliti, 2014; McNeill & Nicholas, 2019; Ostaszewska, 2018; Vincent & Mahoney, 2016). This harmony between previous literature, theory, and the current study's findings, emerged when co-researchers were stating divergent views such as language emerging as a barrier to some and an affordance to others. Moreover, some immigrant adolescent learners in the current study felt accepted within the school environment and the community, but others felt unwelcome and discriminated. Hence social

workers assisting immigrant adolescent learners must be cognisant of the principle of individuality. The principle states that social workers must recognise the uniqueness of every individual and his or her intrinsic value.

The study does not support the notion espoused in previous studies that community forces are the only forces to engage, when tackling the acculturation experiences of immigrant adolescent learners (Akram, 2012; Murjani, 2014). Using the Nussbaum's (2000) perspective in the human capabilities approach, the current study fills a research gap in the South African context by considering how people are positioned and encounter personal, social, and material resources within their reach (Ingrid & Byskov, 2021). The current study considered the encounter of personal, social, and material resources as complementary forces when exploring the acculturation experiences of immigrant adolescent learners in SA.

On the other hand, the current study agrees with some findings from the critics of Sen's capability approach (such as Gore, 1997) that it is too individualistic and limits the scope of recommendations. In line with Gore's perspective some of the adolescent immigrant learners' recommendations in the current study were subjectively inclined towards doing good for the immigrant community and ignoring the needs of the host community. This inclination was balanced by incorporating Martha Nussbaum's perspective of the human capabilities approach, which holds that a just society necessitates balancing and limiting certain freedoms by making commitments about which freedoms are good or bad, important, or trivial (Nussbaum 2003).

Concerning public implications, the current study's findings may aid the development of additional policies and intervention initiatives, to improve outcomes for acculturating groups. Furthermore, the data can help to broaden the dialogue between researchers and practitioners in fields such as education, social work, and policy development. The issues unraveled by co-researchers in the current study are important because they indicate aspects that immigrant adolescent learners themselves, feel should be prioritised by intervention efforts.

Moreover, the current study may help public institutions such as those dealing with education, health, and justice to move toward broader multicultural structures and practices by addressing practices that exclude acculturating immigrant adolescent learners. Practices to be addressed include those that create challenges for acculturating individuals. Accordingly, this can facilitate the insertion of practices that include the cultural and psychological qualities that are valued by immigrant adolescent learners themselves in learning institutions and communities.

Lastly, concerning social work practice implications, the current study's findings may be important for social work practitioners and other related mental health professionals by providing a better understanding of immigrant experiences when immersed into a dominant culture. This study has also provided detailed recommendations on what social workers and the NGO sector can do to facilitate the acculturation of immigrant adolescent learners. This will in-turn enable social workers, teachers, counselors, and therapists to better understand, teach and empower immigrants that they work with.

7.4. Recommendations for Future Research

7.4.1. More Research on an Acculturation Strategy for integration

The current study elicited various recommendations to facilitate integration. My aspiration is for these recommendations to be used for the co-construction of an acculturation strategy for integration in South African schools, as was the initial aim of my study. However, the co-construction of an actual acculturation strategy for integration would require a lengthy approval process from various stakeholders and this would require more time than the stipulated time frame for Ph.D. studies. Hence, I recommend that more studies be conducted towards the implementation of various strategies that are suggested in the current study.

Studies can focus on how can the strategies that emanated from the recommendations of the current study be developed, implemented, and evaluated and how some of them can be integrated as part of the curriculum. For example, one study can focus on the development, implementation, and design of a culturally responsive curriculum in South African schools. Another possible study may focus on the development, implementation, and design of language support programmes. Moreover, it will be unjust to invalidate some of the recommendations from immigrant adolescent learners as unfeasible without actual research proof. Hence, more research can be done on the feasibility of various recommendations that have been made by immigrant adolescent learners, at least in the current study.

7.4.2. Increased sample size and longitudinal studies

Significant issues that were unraveled by co-researchers suggest that there is need for more studies on acculturation. Firstly, future studies should expand the generalisability of data by diversifying the sample demographics and targeting larger sample sizes. Widening the pool of co-researchers so that they are more than the sample focused on the current study will provide more perspectives and first-hand accounts of the acculturating experience. Future studies can

also explore South Africans' perspectives regarding the recommendations made by immigrant adolescent learners, in the current study. This view stems from the fact that, since acculturation strategies represent individual- and group-level attitudes towards plural societies, it is prudent to explore the views of the receiving society (Berry, 1991). Moreover, future studies can include a sample of social workers and other social service practitioners, as the first line of contact in social service provision.

In addition, some co-researchers in the current study mentioned that their choice of acculturation strategy changed over time. For example, some co-researchers stated that they started by isolating themselves then gradually assimilated when they learn the South African language. Therefore, I recommend the use of longitudinal studies to comprehend, and better track acculturation changes. Furthermore, longitudinal studies may offer better opportunities to assess the progression of acculturation and ethnic identity over time.

7.4.3. Cost Benefit Analysis of providing bursaries to immigrant learners

The current study suggests that the South African government must consider scaling up of academic funding to include the vulnerable groups that include immigrant population. These proposed measures may be costly to implement and pose financing related issues that may be beyond the scope of the current study. Resultantly, the macroeconomic impact of providing bursaries to immigrant adolescent learners should be studied further to determine whether they would not overburden SA's tertiary education funding systems and attract more welfare migrants who would easily pass the means-test. Furthermore, future studies could focus on the cost-benefit analysis of providing bursaries to migrants. The literature that I reviewed for the current study shows that economically integrated immigrants channel money back into the South African economy, which, through the multiplier effect, contributes to the country's gross domestic product (GDP), which increases the opportunities for South Africans.

7.4.4. Acculturation and Social Justice

Future studies could also examine how SA's apartheid history of nationalism and social movements shape current political policies and immigrant sentiments. This research would include a focus on diversity, inclusion, and equity efforts for non-dominant groups, within society and organisations. This recommendation is supported by Berry (2003, p.26) who states that "Ideologies and policies of the dominant group constitute an important element of ethnic relations research". This constitutes further exploration of the larger society in which immigrant adolescent learners are acculturating.

7.4.5. *Return and Reintegration*

Findings from the current study show that immigration to SA is not a linear phenomenon, thus, starting with migrants leaving their country of origin, and settling in one place or community within SA. Instead, there are various difficulties that are associated with securing a permanent residence status. Therefore, migration is increasingly becoming multi-directional and is frequently involving return to countries of origin such as Zimbabwe, Ghana, and Mozambique for short or long periods. Co-researchers reported that during these long and short visits, they experience cultural confusion whereby they feel like strangers to their own culture, which leads to them opting for isolation. However, isolation also has various negative psychological repercussions. Hence more research can be conducted and focus on the experiences of immigrant adolescent learners upon return to their home culture.

7.4.6. *Technology and Acculturation in the Modern Era*

There is a remaining research gap on understanding acculturation within the context of internet and technology. Thus, the relevance of the advanced internet and technology on acculturation is not well understood. Technology is an essential part of human interaction and a critical means of global communications which allows people from all over the world to remain connected. The use of media social media, such as 'WhatsApp,' has given some immigrant adolescent learners in my study access to family and friends from their home culture. When applied to acculturation, future research would investigate whether technology in form of the internet and social media have an impact on the overall acculturation experience.

7.5. Summary of the Chapter

In this chapter, I provided a summary of the recommendations that I discussed in the previous chapter by channelling them to various stakeholders who can improve the welfare of immigrant adolescent learners. The summary is a synthesis of the recommendations that were elicited by co-researchers for each study objective. It has shown the roles that can be played by a variety of stakeholders in easing the acculturation of immigrant adolescent learners. I am of the conviction that if these recommendations are fulfilled, they may positively impact the acculturation of immigrant adolescent learners in SA. The chapter has also shown implications of the current study and recommendations for further research. Overall, the chapter has shown that my study was successful in developing recommendations for an acculturation strategy to facilitate the integration of immigrant adolescent learners in South African schools.

References

- Adebanji, A. T. (2013). Challenges faced by Nigerian immigrant children in the South African education system. *Journal of Language, Identity & Education*, 12(2), 97-108. <https://doi.org/10.1080/15348458.2013.764347>
- Adebanji, A.T., Phatudi, N., & Hartell, C.G. (2014). The Influence of Familial and Schooling Experiences on the Acculturation of Immigrant Children from Zimbabwe. *Mediterranean Journal of Social Sciences*, 5, 1039-1050. <https://doi.org/10.5901/mjss.2014.v5n20p1039>.
- African Union. (1990). *African Charter on the Rights and Welfare of the Child*. <https://au.int/en/treaties/african-charter-rights-and-welfare-child>
- Agbenyega, J., & Peers, C. (2010). Early childhood inclusion: A silver lining in the dark clouds for African immigrant children? *International Journal of whole schooling*, 6(2), 46-58.
- Ager, A., & Strang, A. (2008). Understanding integration: A conceptual framework. *Journal of Refugee Studies*, 21(2), 166–191. <https://doi.org/10.1093/jrs/fen016>
- Akram, S. (2012). *A Qualitative Study of the Process of Acculturation and Coping For South Asian Muslim Immigrants Living In The Greater Toronto Area (Gta)*: (Doctoral dissertation). Ontario Institute for Studies in Education.
- Albina, B. (2016). *Acculturation, Ethnic Identity, and Psychological Well-Being of Albanian American Immigrants in the United States*. https://tigerprints.clemson.edu/all_dissertations/1635
- Aliti, G. (2014). Acculturation orientations and psychological well-being among young immigrants in Sweden. *International Journal of Intercultural Relations*, 38(67), 77. <https://doi.org/10.1016/j.ijintrel.2013.12.005>
- Aliti, G. (2017). The media and xenophobic sentiments: The case of Tanzania. *Journal of African Media Studies*, 9(2), 173-187. https://doi.org/10.1386/jams.9.2.173_1
- Anderson, B. C. (2022). *Critical Realism: A Framework to Understand Organizations*. <https://kpu.pressbooks.pub/bcanders2000/chapter/critical-realism-a-framework-to-understand-organizations/>

- Anderson, R. (2007). *Thematic Content Analysis: Descriptive Publication of qualitative data*. Palo Alto: Institute of Transparent Psychology.
- Asanova, J. (2005). Educational experiences of immigrant students from the Former Soviet Union: A case study of an ethnic school in Toronto. *Educational Studies*, 31(2), 181-195.
- Babbie, E., & Mouton, J. (2010). *The practice of social research*. Cape Town: Oxford University Press.
- Bartlett, L. (2015). *Access and Quality of Education for International Migrant Children*. New York: Columbia University Press.
- Batisai, K. (2016). Transnational labour migration, intimacy and relationships: How Zimbabwean women navigate the diaspora. *Diaspora Studies*, 9(2), 165–178.
- Batisai, K. (2022). Rugunanan, N. Xulu-Gama (eds.), *Migration in Southern Africa, IMISCOE. Research Series*. https://doi.org/10.1007/978-3-030-92114-9_1
- Battaglia, M.P. (2011). *Non probability Sampling*. Washington DC: Sage publications.
- Bell, M., Charles-Edwards, E., Ueffing, P., Stillwell, J., Kupiszewski, M., & Kupiszewska, D. (2015). Internal migration and development: Comparing migration intensities around the world. *Population and Development Review*, 41, 33-58. <https://doi.org/10.1111/j.1728-4457.2015.00052.x>
- Benokraitis, N. V., & Feagin, J. R. (1995). *Modern sexism, racism, and ethnicity*. Allyn and Bacon.
- Bergold, J., & Thomas, S. (2012). Participatory Research Methods: A Methodological Approach in Motion. *Forum Qualitative*, 13 (1).
- Berry, J. W. (1980). *Acculturation as varieties of adaptation*. In A. M. Padilla (Ed.), *Acculturation: Theory, models, and some new findings* (pp. 9-25). Westview Press.
- Berry, J.W. (2001). A psychology of immigration. *Journal of Social Issues*, 57, 611–627.
- Berry, J.W. (2008). Globalisation and acculturation. *International Journal of Intercultural Relations*, 32(4), 328–336. <https://doi.org/10.1016/j.ijintrel.2008.04.001>

- Berry, J.W. (1991). Understanding and Managing Multiculturalism: Some Possible Implications of Research in Canada. *Psychology and Developing Societies*, 3(1), 17-49.
- Berry, J. W. (2013). *Immigration, acculturation, and adaptation*. Applied Psychology Series. Psychology Press.
- Berry, J.W., & Annis, R. C. (1974). Acculturative stress: The role of ecology, culture and differentiation. *Journal of Cross-Cultural Psychology*, 5(4), 382-406.
<https://doi:10.1177/002202217400500402>
- Berry, J.W., Phinney, J.S., Sam, D.L., & Vedder, P. (2006). Immigrant youth: acculturation, identity, and adaptation. *Applied Psychology*, 55(3), 303-332.
<https://doi:10.1111/j.14640597.2006.00256>
- Bird, W., & Fine, J. (2002). *Shades of prejudice: An investigation into the South African media's coverage of racial violence and xenophobia*. South Africa: Ford and Charles Stewart Mott Foundation.
- Bogna, F., Raineri, A., & Dell, G. (2020). Critical Realism and constructivism: merging research paradigms for a deeper qualitative study. *Qualitative Research in Organizations and Management: An International Journal*. ahead-of-print.
<https://10.1108/QROM-06-2019-1778>.
- Bornstein, M. H. (2017). Similarity as a basis for acculturation: Implications for developmental science. *Journal of Cross-Cultural Psychology*, 48(10), 1437-1448.
<https://doi.org/10.1177/0022022117726423>
- Bonstein, K. (2017). Specificity theory: *The role of parental personality and cultural background in parenting styles*. *International Journal of Psychology*, 52(3), 218-226.
<https://doi.org/10.1002/ijop.12249>
- Briskin, S., Bailey, R., & Weiner, L. (2018). *Social work practice in schools: Key skills for effective practice*. Routledge.

- Bui, T., & Chalfin, A. (2022). *Immigration and crime: Evidence from state and local policies*. *American Journal of Political Science*. Advance online publication. <https://doi.org/10.1111/ajps.12703>
- Byron, G.A., & Fons J.R. (2017). Identity and acculturation: The case for Africa, *Journal of Psychology in Africa*, 27(2), 115-121.
- Canales, A. (2019). *Mexico's policies on emigrant engagement: Origins, evolution, and practices*. In D. Méndez, T. Lafleur, & A. L. Escala Rabadán (Eds.), *Migrant integration between homeland and host society volume 2: How countries of origin impact migrant integration outcomes: An analysis* (pp. 81-98). Springer. doi:10.1007/978-3-030 04618-5_4.
- Carey, M. (2013). *The Social Work Dissertation: Using small scale Qualitative Methodology*. Burlington: Ashgate.
- Carrillo, A., & O'Grady, C.L. (2018). Using Structural Social Work Theory to Drive Anti Oppressive Practice with Latino Immigrants. *Spring*, 18,704-726. <https://doi.org/10.18060/216>.
- Castles, S. (2010). Understanding Global Migration. *A Social Transformation Perspective*. *Journal of Ethnic and Migration Studies*, 36 (10): 1565-1586.
- Chachine, O. (2022). *Ethical considerations in participatory action research*. In J. V. Canales, A. C. Estrada, & S. S. López (Eds.), *Participatory action research in education: A critical perspective from Latin America and the United States* (pp. 81-98). Routledge. <https://doi.org/10.4324/9780429336228-5>
- Chan, C.D., Steen, S., Howard, L.C., & Ali, A.I. (2019). In K. Strunk & L. A. Locke (Eds.), *Research Methods for Social Justice and Equity in Education*. Retrieved December 18, 2019, from https://doi.org/10.1007/978-3-030-05900-2_5.
- Chao, R.K., & Otsuki-Clutter, M. (2011). *Racial and Ethnic Differences: Sociocultural and Contextual Explanations*. *Journal of Research On Adolescence* 1(1), 47-60.

- Chaudry, A., Fortuny, K., & Pedroza, J. (2014). *Improving access of low-income families to health and human services: The role of community-based organizations*. Policy Brief No. 4. The Urban Institute.
- Cheung, B.Y., Chudek, M., & Heine, S.J. (2011). *Evidence for a sensitive period for acculturation: younger immigrants report acculturating at a faster rate*. *Psychological Science*, 22(2), 147-152. <https://doi.org/10.1177/0956797610394661>
- Chevalier, J.M., & Buckles, D. (2019). *Participatory action research. Theory and methods for engaged inquiry*. Routledge.
- Christensen, G., & Stanat, P. (2007). *Language Policies and Practices for Helping Immigrants and Second-Generation Students Succeed*. Washington DC: Migration Policy Institute/Bertelsmann Stiftung.
- Ciotoli, F. M. (2019). *Choice, voice, and agency: A photovoice study exploring multiple means of expression as inclusive pedagogy* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession No. 22632352)
- Congressa, E. (2017). *Immigrants and refugees in cities: Issues, challenges, and interventions for social workers*. *Social Work & Society*, 15(1), 1-13. <https://doi.org/10.13140/RG.2.2.19621.65763>
- Coskan, C., Phalet, K., De Leersnyder, J., & Mesquita, B. (2015). *Self-orientations in relation to teacher and school adjustment: the situation of minority students in Belgium* [Paper Presentation]. European Conference of Developmental Psychology, Braga.
- Courtney, J. (2018). *Acculturation experiences of graduate student immigrants at the University of San Francisco*. (Doctoral dissertation). University of San Francisco. ProQuest Dissertations & Theses Global database. (Accession No. 10979238).
- Cranston-Gingras, A. (2010) *Education World: Meeting the Educational Needs of Migrant Students*. Retrieved December 18, 2019, from <https://www.educationworld.com/acurr/curr347.shtml>.
- Crawley, H. (2009). *The Situation among Children in Immigrant Families in the United Kingdom*. Florence: Innocenti Research Centre.

- Creswell, J.W. (2014) *Research design: qualitative, quantitative and mixed methods approaches (4th ed.)*. Thousand Oaks, California: SAGE Publications
- Creswell, J.W. (2009). *Research design: A qualitative, quantitative, and mixed method approaches (2nd ed.)*. Thousand Oaks, CA: Sage.
- Crush, J., & Tawodzera, G. (2013). The Perilous Trek: Zimbabwean Child Migrants and Access to Education in South Africa. In L. Bartlet & A. Ghaffar-Kucher (Eds.), *Refugees, Immigrants, and Education in the Global South: Lives in Motion* (pp.54–69). New York: Routledge.
- De Vos, A.S., Strydom, H., Fouche, C.B., & Delport, C.S.L. (2005). *Research at grass roots: For the social sciences and human service professions*. Pretoria: Van Schaik.
- Department of Home Affairs. (2017). *White Paper on International Migration for South Africa, Government Gazette*. Department of Home Affairs, Government of South Africa, Pretoria.
- Dizon, G. V., & Loboguerrero, A. M. (2016). Emigration policy and the overseas Filipinos in the Kingdom of Saudi Arabia. *International Journal of Arts, Humanities and Social Sciences*, 1(1), 30-40. Retrieved from http://ijahssnet.com/journals/Vol_1_No_1_April_2016/3.pdf
- Dryden-Petersen, S. (2015). *The Educational Experiences of Refufugee Children in Countries of First Asylum*. Washington, DC: Migration Policy Institute
- Du Plooy-Cilliers, F., Davis, C., & Bezuidenhout, R. (2014). *Research Matters 2nd Edition*. Paarl Media Paarl, South Africa.
- Durrheim, K., Bosch, T., & Duveen, G. (2020). Facilitating immigrant acculturation in schools: A narrative review of the roles of social workers. *Social Work Education*, 39(7), 941-955. doi:10.1080/02615479.2020.1710117
- Ebrahimpour, F., Esmaeili, M., & Varaei, S. (2018). Photovoice: Method of data collection in qualitative research. *Nurs Pract Today*, 5, (1), 216-218.
- Erikson, E. H. (1968). *Identity: Youth and crisis*. W. W. Norton & Company

- European Commission. (2019). *Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures*. Luxembourg: Publications Office of the European Union.
- Finos, S.T. (2019). *We are actually raising South Africans. Raising immigrant Families: The parenting experiences of Zimbabweans in South Africa*: (Masters Dessertation). University of Cape Town.
- Fletcher, A.J. (2017). Applying Critical Realism in qualitative research: methodology meets method. *International Journal of Social Research Methodology*, 20, 181-194.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Fuligni, A.J. (1997). The Academic Achievement of Adolescents from Immigrant Families: The Roles of Family Background, Attitudes, and Behavior. *Child Development*, 68 (2), 351-363
- Gándara, P., & Contreras, F. (2010). *The Latino Education Crisis: The Consequences of Failed Social Policies*. Cambridge: Harvard University Press.
- Gardner, S. (2004). Participatory action research helps. *Education Digest*. 70(3). 51-55
- Gasper, D. (2002). Is Sen's capability approach an adequate basis for considering human development? *Review of Political Economy*, 14, (4), 435-461.
- Ghaffarian, S. (1998). The acculturation of Iranian immigrants in the United States and the implications for mental health. *Journal of Social Psychology*, 138(5), 645-654.
- Gokhale, P. (2015). *Multiple acculturation experiences: View on globalisation-based acculturation*. Pretoria. University of Pretoria.
- Gordon, (2022). Rugunanan, N. Xulu-Gama (eds.), *Migration in Southern Africa*, IMISCOE Research Series. https://doi.org/10.1007/978-3-030-92114-9_1
- Gore, C. (1997). *The Struggle for Democracy: Partha Chatterjee, Anirudh Behere, Jean Drèze, and Amartya Sen*. University of Minnesota Press
- Grob, A. (2020). Adolescents' subjective well-being in fourteen cultural contexts. In *Adolescents, Cultures, and Conflicts* (pp. 21-41). Routledge.

- Hadebe, R. (2014). *Home and National Belonging: Narratives of Black Zimbabwean Middle-Class Women in Cape Town*. Masters dissertation. Cape Town: University of Cape Town.
- Hadebe, T. (2022). *The relevance of historical context to the study of migration in southern Africa*. In N. Rugunanan & N. Xulu-Gama (Eds.), *Migration in Southern Africa*. IMISCOE Research Series. https://doi.org/10.1007/978-3-030-92114-9_1
- Hall, S. (Ed.). (1997). *Representation: Cultural representations and signifying practices*. Washington DC: Sage Publications in association with the Open University.
- Hangwei, L. (2020, April 17). *Mistreatment of Africans in Guangzhou threatens China's coronavirus diplomacy*. The Conversation. <https://theconversation.com/mistreatment-of-africans-in-guangzhou-threatens-chinas-coronavirus-diplomacy-136245>
- Hanley, T., & Ackley, L. (2005). *Florida Comprehensive Needs Assessment: Final Report. An ESCORT Report prepared for Florida Department of Education*. Tallahassee, Florida: Florida Department of Education.
- Haralambos, M., & Hollborn, M. (2008). *Sociology Themes and Perspectives*. United Kingdom: Sage.
- Hölscher, D. (2016). *Exploring Experiences of Displacement and Cross-border Migration in South Africa: Implications for Social Work's Commitment to Social Justice*: (Doctoral dissertation). University of KwaZulu Natal: College of Humanities.
- Houston, S. (2010). Prising Open the Black Box Critical Realism, Action Research and Social Work. *Qualitative Social Work Journal*, 9, (1), 73–91.
- Hsu (2018). *The reimagined migrant portrait – exploring the lives of Chinese and Taiwanese minorities living in South Africa*. [Masters Thesis, University of Capetown].
- Hugman, R. (2010). *Understanding International Social Work: A critical analysis*. New York: Palgrave Macmillan.
- Ibrahim, A. (2020). Individualism and the Capability Approach: The Role of Collectivities in Expanding Human Capabilities. in Chiappero-Martinetti, Osmani, and Qizilbash, *The*

Cambridge Handbook of the Capability Approach. Cambridge: Cambridge University Press, pp. 206–226.

Ingrid, R. & Byskov, F. (2021, June 15) The Capability Approach. In *The Stanford Encyclopedia of Philosophy*. Retrieved from <https://plato.stanford.edu/entries/capability-approach/> Accessed 12 September 2022.

International Organization for Migration. (2023). *Key migration terms*. Retrieved February, 16, 2023, from <https://www.iom.int/key-migration-terms>

International Organization for Migration. (2021). *Global migration report 2022*. Retrieved from https://publications.iom.int/system/files/pdf/global_migration_report_2022.pdf

Isseri, S., Muthukrishna, N., & Philpott, S.C. (2018). Immigrant children's geographies of schooling experiences in South Africa. *Educational Research for Social Change*, 7(2), 39-56. <http://dx.doi.org/10.17159/2221-4070/2018/v7i2a3>

Jugert, P., & Titzmann, P.F. (2019). *Developmental tasks and immigrant adolescent's adaptation*. To appear in D. Güngör, & D. Strohmeier (Eds.). *Contextualizing immigrant and refugee resilience. Cultural and acculturation perspectives*. Germany: Springer.

Jun, L. (2003) Affordances and Constraints of Immigrant Chinese Parental Expectations on Children's School Performance. *The Alberta journal of Educational Research*. Vol. XI IX. (1) 198-200.

Katsarova, I. (2016). *Integration of migrants: The education dimension*. France: European Parliamentary Research Service.

Kesby, M. (2004). Participatory Diagramming: deploying qualitative methods through an action research epistemology. *Area*. 2000, 34: 423-435.

Koehler, C. (2017). *Continuity of learning for newly arrived refugee in Europe*. Neset, . Germany.

- Kollamparambil, U. (2019). Spatial patterns of crime in South Africa: Mapping police station data onto population census and survey data. *Journal of Criminal Justice*, 60, 80-90. <https://doi.org/10.1016/j.jcrimjus.2018.12.008>
- Lamar, K. M. (2018). Acculturation and mental health outcomes among Latina/o immigrants in the United States: A literature review. *Journal of Immigrant and Minority Health*, 20(1), 226-234. <https://doi.org/10.1007/s10903-017-0626-1>
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511815355>
- Lawyers for Human Rights v Minister of Home Affairs and Others (2017). ZACC 22.
- Lee, J., Hong, J., Zhou, Y., & Robles, G. (2020). The Relationships between Loneliness, Social Support, and Resilience among Latinx Immigrants in the United States. *Clinical social work journal*, 48(1), 99–109. <https://doi.org/10.1007/s10615-019-00728-w>
- Limaye, N.P., Rivas-Nieto, A.C., Carcamo, C.P., & Blas, M.M. (2018). Nuestras Historias Designing a novel digital story intervention through participatory methods to improve maternal and child health in the Peruvian Amazon. *PLoS ONE*, 13, (11). <https://doi.org/10.1371/journal.pone.0205673>
- Lincoln, Y.S., & Guba, E. (1985). *Naturalistic Enquiry*. Beverly Hills, CA: Sage.
- Lopez, M., & Fry, R. (2013). *Among recent high school graduates, Hispanic college enrolment rate surpasses that of whites*. Washington, DC: Pew Research Center.
- Lusk, M., Terrazas, S., Caro, J., Chaparro, P., & Antunez, D.P. (2019). Resilience, faith, and social supports among migrants and refugees from Central America and Mexico. *Journal of Spirituality in Mental Health*, 1–22. Doi: 10.1080/19349637.2019.1620668
- MacDonald, C. (2012). Understanding Participatory Action Research: A Qualitative Research Methodology Option. *Canadian Journal of Action Research*, 13, (2), 34-50.

- Madziyire, P. (2016). *Integration Experiences and Challenges for Immigrant Students: A Case Study in a Private Secondary School in the Tshwane North District in Gauteng* [Master's dissertation, University of South Africa].
- Manji, F. (2017). No Win-Wins in Kenya's Modern-Day Voyages in Search of Work. The Conversation. <https://theconversation.com/no-win-wins-in-kenyas-modern-day-voyages-in-search-of-work-80138>
- Manzoni, C., & Rolfe, H. (2019). *How Schools Are Integrating New Migrant Pupils and Their Families*, National Institute of Economic and Social Research. London: Sage
- Matloff-Nieves, S., & Maddox, L. (2019). *School social work practice: Evidence-informed interventions for school mental health*. Oxford University Press.
- Mautherner, M., Birch, M., Jessop, J., & Miller, T. (2002). *Ethics in qualitative research*. London: Sage.
- Mbeve, O., & Mhlanga, S. (2022). Tutor-student relationship and its role in promoting first-year students' adaptation to university. *International Journal of Higher Education and Sustainability*, 4(2), 134-151.
- Mbeve, O., & Ngwenya, L. N. (2022). The trajectories of refugee women from the Democratic Republic of Congo to South Africa; challenges and strengths. *International Journal of Migration and Border Studies*, 7(1), 1-17.
- Mbeve, O., Nyambuya, V. P., Munyoro, A., Dube, N., & Shumba, K. (2020). The challenges faced and survival strategies adopted by Zimbabwean informal traders that live in Johannesburg inner-city, during the COVID-19-induced lockdown in South Africa. *Journal of Social Development in Africa*, 31-64.
- McNeill, T., & Nicholas, D.B. (2019). Creating and applying knowledge for critical social work practice: Reflections on epistemology, research, and evidence-based practice. *Journal of Ethnic & Cultural Diversity in Social Work*, 28, (4) 351-369, DOI: 10.1080/15313204.2017.1384945

- Menjívar, C. (2016). Immigrant criminalization in law and the media: Effects on Latino immigrant workers' identities in Arizona. *American Behavioral Scientist*, 60, (6), 597-616. <https://doi.org/10.1177/0002764216632836>
- Mickelson, R.A. (2014). The Problem of the Color Lines in Twenty-first-century Sociology of Education: Researching and Theorizing Demographic Change, Segregation, and School Outcomes. *Social Currents*, 1, (2), 157–165.
- Morrow, V. (2008). Ethical dilemmas in research with children and young people about their social environments. *Children's Geographies*, 6, 1, 49-61.
- Murjani, M., (2014). Breaking apart the model minority and perpetual foreigner stereotypes: Asian Americans and cultural capital. *The Vermont Connection*, 35(1), 10.
- National Action Plan (NAP) to Combat Racism, Racial Discrimination, Xenophobia and Related Intolerance (2018). Pretoria, South Africa: Government Printers.
- Neumann, W.L. (2009). *Social Research methods: qualitative and quantitative approaches*. (7th ed.). Boston: Allyn and Bacon.
- Nilsson, J., & Bunar N. (2016). Educational Responses to Newly Arrived Students in Sweden: Understanding the Structure and Influence of Post-Migration Ecology. *Scandinavian Journal of Educational Research*, 60, 4, 399-416.
- Nussbaum, M. (2011). *Creating Capabilities: The Human Development Approach*. Harvard: Harvard University Press.
- Nussbaum, M. (2006). *Frontiers of Justice*. Cambridge, MA: Harvard University Press.
- Nussbaum, M. (2000). *Women and human development*. Cambridge: Cambridge University Press.
- Ochocka, J., Moorlag, E., & Janzen, R. (2010). A framework for entry: PAR values and engagement strategies in community research, Gateways: *International Journal of Community Research and Engagement*, 3, 1-19, 2010.17.

- O'Mahoney, J. (2016). *Knowledge, power and social construction*. In K. McKay, K. Deane, & C. McCarthy (Eds.), *The Palgrave handbook of critical social psychology* (pp. 3-18). Palgrave Macmillan. https://doi.org/10.1057/978-1-137-50738-4_1
- Ostaszewska, A. (2018). *Social Work and Participatory Method of Empowering – Photo voice*. Poland: University of Warsaw.
- Oucho, L. A., & Williams, D. A. (2018). *Challenges and solutions to migrant integration, diversity and social cohesion in Africa*. In J. Flecker & K. Kraal (Eds.), *The Routledge Handbook of Migration and Development* (pp. 131-148). Routledge.
- Palmary, I. (2009). *For Better Implementation of Migrant Children's Rights in South Africa*. *Forced Migration Studies Programme*. United Children's Fund.
- Pemunta, N.V., & Tabenyang, T.C. (2020). *Biomedical Hegemony and Democracy in South Africa*. Leiden. The Netherlands: Brill. doi: <https://doi.org/10.1163/9789004436428>
- Phinney, J.S. (1990). Ethnic identity in adolescents and adults: A review of research. *Psychological Bulletin*, 108, 499–514.
- Phinney, J., Horenczyk, G., Liebkind, K., & Vedder, P. (2001). Ethnic Identity, Immigration, And Well-Being: An Interactional Perspective. *Journal of Social Issues*, 493-510.
- Pisarevskaya, K., Kraler A., & Webb, A. (2022). *Integration of newly arrived migrants in Europe*. SPRING. Handbook for practitioners. Zenodo. <https://doi.org/10.5281/zenodo.7324880>
- Prats, J. Blanca, D. & Cabre, J. (2017). School Xenophobia and Interethnic Relationships Among Secondary Level Pupils in Spain. *Education as Change* 21 (1):95-112. <https://doi.org/10.17159/1947-9417/2017/750>.
- Pumariega, A. J. (2010). Leaving no children or families outside: The challenges of immigration. *American Journal of Orthopsychiatry*, 80(4), 505-515.
- Qukula, L. (2019, September 4). *African countries issue travel warnings over xenophobic violence in South Africa*. CapeTalk. <https://www.capetalk.co.za/articles/359830>

- Redfield, R., Linton, R., & Herskovits, M. (1936). Memorandum for the study of acculturation. *American Anthropologist*, 38(1), 149-152.
- Republic of South Africa, (2005). *Children`s Act, Act No. 108 of 2005*. Pretoria, South Africa: Government Printers.
- Republic of South Africa, (1996a). *Constitution Act No. 108 of 1996*. Government Gazette (16825). Pretoria, South Africa: Government Printers.
- Republic of South Africa, (1996b). *South African Schools, Act No. 84 of 1996*. Government Gazette (34620). Pretoria, South Africa: Government Printers.
- Republic of South Africa, (2002). *Immigration Act, Act No. 13 of 2002*. Government Gazette. Pretoria, South Africa: Government Printers.
- Rugunanan P, (2022). Rugunanan, P. Xulu-Gama, N (eds.), *Migration in Southern Africa, IMISCOE. Research Series*. https://doi.org/10.1007/978-3-030-92114-9_1
- Reynolds, A.D., & Crea, T.M. (2017). The Integration of Immigrant Youth in Schools and Friendship Networks. *Population Research and Policy Review*, 36, 501-529.
- Robinson, V. (1998). *Defining and Measuring Successful Refugee Integration*, Proceedings of ECRE International Conference on Integration of Refugees in Europe, Antwerp, November 1998. Brussels: ECR
- Roller, M. (2016). *Qualitative Research. Research Design Review*. <https://www.researchdesignreview.com/2016/01/20/qualitative-research/>
- Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the Classroom: teacher expectation and pupils' intellectual development*. New York: Holt, Rinehart and Winston.
- Rothe, E., Pumariega, A., & Sabagh, D. (2011). *Identity and acculturation in immigrant and second generation adolescents. Adolescent Psychiatry*, 1(1), 72-82. <https://doi.org/10.2174/2210676611101010072>.
- Rothman, J., & Thomas, E.J. (1994). *Intervention research: Design and development for human service*. New York: The Haworth Press.

- Rugunanan, P (2022). Rugunanan, P. Xulu-Gama, N (eds.), *Migration in Southern Africa, IMISCOE Research Series*, https://doi.org/10.1007/978-3-030-92114-9_1
- Rugunanan, P. (2016). Migrant communities, identity, and belonging: Exploring the views of South Asian migrants in Fordsburg, South Africa. In P. P. Kumar (Ed.), *Contemporary issues in the Indian diaspora of South Africa* (pp. 54–84). Serial Publications.
- Rugunanan, P. & Xulu-Gama, N. (2022). Rugunanan, P. Xulu-Gama, N (eds.), *Migration in Southern Africa, IMISCOE. Research Series*. https://doi.org/10.1007/978-3-030-92114-9_1
- Russo, J. (2012). *Survivor-controlled research: A new foundation for thinking about psychiatry and mental health. Forum: Qualitative Social Research*, 13(1), Retrieved December, 18, 2020 from <http://nbn-resolving.de/urn:nbn:de:0114-fqs120187>.
- Ryff, C.D., & Singer, B.H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, 9(1), 13-39. doi:10.1007/s10902-006-9019-0.
- Schachner, M.K., He, J., Heizmann, B., & Van de Vijver, F.J.R. (2017). Acculturation and School Adjustment of Immigrant Youth in Six European Countries: Findings from the Programme for International Student Assessment (PISA). *Front. Psychol.* 8 (649). doi:10.3389/fpsyg.2017.00649.
- Searle, W., & Ward, C. (1990). The prediction of psychological and sociocultural adjustment during cross-cultural transitions. *International Journal of Intercultural Relations*, 14(4), 449-464. [https://doi.org/10.1016/0147-1767\(90\)90027-K](https://doi.org/10.1016/0147-1767(90)90027-K)
- Sen, A.K. (2009). *The Idea of Justice*. London: Allen Lane
- Sen, A.K. (2005). Human Rights and Capabilities, *Journal of Human Development*, 6(2): 151-66.
- Sen, A.K. (1999). *Development as Freedom*. Oxford University Press: Oxford.
- Sen, A.K. (1992). *Inequality Re-Examined*. Oxford University Press: Oxford.

- Sen, A.K. 1987, "The Standard of Living", in Sen, Muellbauer, Kanbur, Hart, and Williams, *The Standard of Living: The Tanner Lectures on Human Values*, Cambridge: Cambridge University Press.
- Schwartz, S. J., Unger, J. B., Zamboanga, B. L., & Szapocznik, J. (2017). Rethinking the concept of acculturation: Implications for theory and research. *American Psychologist*, 72(6), 581-592. doi:10.1037/amp0000149
- Simmonds, G., Klandermans, P., Abrams, D., & Sibley, C. G. (2015). The face of the other: A meta-analysis of intergroup contact effects on intergroup attitudes. *Social Science & Medicine*, 142, 22-28. <https://doi.org/10.1016/j.socscimed.2015.07.026>
- Smith, J. (2022). *Integration of Immigrant Adolescents: Challenges and Strategies*. New York, NY: Routledge
- Smith, J. K., & Johnson, L. M. (2022). *Research methodology: A practical guide for social scientists*. Sage Publications. <https://doi.org/10.4135/9781529754251>
- Southern African Migration Programme. (2001). *Immigration, Xenophobia and Human Rights in South Africa*. Cape Town: IDASA.
- Strydom, H. (2011). *Research at grass roots: For the social sciences and human service professions*. Pretoria: Van Schaik Publishers.
- Strydom, H., Steyn, M.M., & Strydom, C. (2016). An Adapted Intervention Research Model, *Suggestions for Research and Practice*. <http://socialwork.journals.ac.za/http://dx.doi.org/10.15270/43-4-26>.
- Strydom, W.J. & Puren, K. (2014). From space to place in urban planning: facilitating change through Participatory Action Research. *Acta Structilia*, 21(2), 27-46.
- Suárez-Orozco, C. (2018) Ecologies of care: addressing the needs of immigrant origin children and youth, *Journal of Global Ethics*, 14:1, 47-53, DOI: [10.1080/17449626.2018.1496348](https://doi.org/10.1080/17449626.2018.1496348)
- Tafira, K. (2011). Is xenophobia racism? *Anthropology Southern Africa*, 32(3&4), 114–121.

- Tajfel, H., & Turner, J.C. (1979). *An integrative theory of intergroup conflict*. Monterey, CA: Brooks/Cole.
- Tamara, A.B., & Wang, C.C. (2006). Photovoice: Use of a Participatory Action Research Method to Explore the Chronic Pain Experience in Older Adults. *Qualitative Health Research*, 16(10), 1405-1413.
- Taylor, N. (2010). *The history of education under apartheid, 1948-1994: The doors of learning and culture shall be opened*. In N. Taylor, V. Richardson, & R. Y. Vinovskis (Eds.), *Educational equality in South Africa: A case of two systems* (pp. 23-45). Routledge.
- Tati, G. (2008). The immigration Issues in the Post-Apartheid South Africa: Discourses, Policies and Social Repercussions. *Espace populations sociétés [Enligne]*, 3,423-440.
- The Organization for Economic Cooperation and Development [OECD]. (2018). *Policies and practices to support the resilience of students with an immigrant background*. OECD Publishing: Paris.
- Three2Six. (2020). *A Bridging Education Programme for Refugee and Migrant Children in South Africa*. Retrieved on 6 September 2020 from <https://three2six.co.za/blog/>.
- Titzmann, P.F., Gniewosz, B., & Michel, A. (2015). Two sides of a story: mothers' and adolescents' agreement on child disclosure in immigrant and native families. *Journal of Youth and Adolescence*, 44(1), 155-169. doi:10.1007/s10964-013-0077-4
- Treharne, G.J., & Riggs, D. (2015). Ensuring Quality in Qualitative Research. *Issues in Qualitative Research, Rohleder*, 15 (28), 57-66.
- United Nations Convention on the Rights of the Child. (1989). Geneva: United Nations General Assembly.
- United Nations, Department of Economic and Social Affairs, Population Division.(2020).*International Migrant Stock 2020*. (United Nations database,POP/DB/MIG/Stock/Rev.2020).Retrieved from https://www.un.org/development/desa/pd/sites/www.un.org.development.desa/pd/files/files/documents/2021/Jan/undesa_pd_2020_international_migrant_stock_documentation.pdf

- Vandeyar, S. (2010). Educational and socio-cultural experiences of immigrant students in South African schools. *Educational Inquiry*, 1, (4), 347–365.
- Vandeyar, S. (2012). *Immigrant students' shifting identities in South African secondary schools*. *International Journal of Educational Development*, 32(2), 335-342. doi: 10.1016/j.ijedudev.2011.10.006
- Vandeyar, S., & Vandeyar, T. (2017). *Opposing Gazes: Racism and xenophobia in South African schools*. South Africa, University of Pretoria.
- Vincent, A., & Mahoney, J. (2016). *Structure and agency*. In J. D. Wright (Ed.), *International encyclopedia of social and behavioral sciences* (2nd ed., Vol. 23, pp. 595-600). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.53079-1>
- Wang, C.C., & Redwood-Jones, Y.A. (2001). *Photovoice ethics: Perspectives from flint Photovoice*. *Health Education & Behaviour*, 28, (5), 560–572.
- Wang, C.C., Wu Kun Y., Zhan, W.T., & Carovano, K. (1998). *Photovoice as a participator health promotion strategy*. Health Promotion International. London: Oxford University Press.
- Wang, V., & Qin, A. (2020, April 16). *As coronavirus fades in China, nationalism and xenophobia fare*. The New York Times., <https://www.nytimes.com/2020/04/16/world/asia/coronaviruschina-nationalism.html>.
- Weisskirch, R.S. (Ed.) (2017). *Language brokering in immigrant families: Theories and contexts*. New York: Taylor & Francis.
- Welman, J., & Kruger, S. (2001). *Research Methodology*. Cape Town: Oxford University Press,
- Wentz, E. (2014). *How to write and present a successful dissertation proposal*. California: Sage.
- Werner, E., & Smith, R. (1989). *Vulnerable but invincible: A longitudinal study of resilient children and youth*. New York: Adams, Bannister, and Cox.

- Yu, W., & Wang, S. (2011). An Investigation into the Acculturation Strategies Of Chinese Students in Germany. *Intercultural Communication Studies*, 20 (2)
- Zajec, M. (2017, May 23). Understanding South African Xenophobia Through the Prism of J M Coetzee's Summertime 'Scenes from a Provincial Life. *South African Journal of Philosophy*, 36(2), 215-227. <https://doi.org/10.1080/02580136.2017.1331356>

8. APPENDIXES

Appendix A: Ethics Clearance Certificate



Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/45 Mabvira

CLEARANCE CERTIFICATE

PROTOCOL NUMBER: H20Y11/34

PROJECT TITLE

Engaging with Adolescent Immigrant Learners to Co-construct
an Acculturation Strategy for Integration in South African Schools

INVESTIGATOR(S)

Mr A Mabvira

SCHOOL/DEPARTMENT

Human and Community Development/

DATE CONSIDERED

20 November 2020

DECISION OF THE COMMITTEE

Approved
Risk Level: Medium

EXPIRY DATE

15 March 2024

DATE

16 March 2021

CHAIRPERSON



(Professor J Knight)

cc: Supervisor : Dr R Pillay and Dr P Masinga

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to submit an amendment of the protocol to the Committee. I agree to completion of a regular progress report. For Minimal and Low studies, this is due annually on 31 December. For Medium and High Risk studies, this is due twice annually on 30 June and 31 December.

Signature

Date

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix B: Permission Letter from the Department of Education



Province of the
EASTERN CAPE
EDUCATION



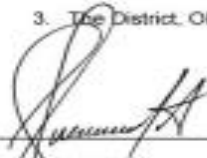
OFFICE OF THE DISTRICT DIRECTOR: O.R. TAMBO INLAND
Corner Owen & Leeds Streets, Mthatha, 5099. Private Bag X5003, Mthatha, 5099 REPUBLIC OF SOUTH AFRICA.
Enquiries: Mr F. Makrweide, Tel: 047 602 4206 . Fax :047 5213548, Email: Fundiswa.Makrweide@eced.gov.za
Website: www.eced.gov.za

Mr Agrippa Mabvira
University of the Witwatersrand
JOHANNESBURG
2050

Dear Mr A Mabvira

PERMISSION TO UNDERTAKE A DOCTORATE STUDY

- The office of the District Director: OR Tambo Inland (ORTI) acknowledges receipt of your request to undertake a Doctorate study in ORTI District and has no objection thereto if:
 - you have obtained ethical approval from the respective committee/senate of your university to undertake this research.
 - own arrangements with participants/respondents are made and within the parameters of this acceptance.
 - anonymity, privacy and confidentiality will be maintained throughout the study.
 - neither financial nor legal implications for the District, ORTI.
 - it is not going to interrupt employees time on task.
 - you present the research findings to the District Management Team (DMT) free of charge in hard copy and electronic format and thereby relaxing copy rights.
- The District, ORTI, reserves the right to withdraw the permission should there be any issues of non-compliance to the acceptance letter granted.
- The District, ORTI, further wishes you well in your undertaking.


F. MAKRWEIDE
ORTI - DISTRICT DIRECTOR

07.05.2021
DATE



(Type Here)
growth
education

Customer care line: 086 063 9036
Website: www.eced.gov.za



Appendix C: Permission Letter for Schools



SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)



Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473 • Email: socialwork.SHCD@wits.ac.za

Dear Sir/Madam

My name is Agrippa Mabvira. I am a student at The University of the Witwatersrand, studying towards Doctor of Philosophy (DPhil) in Social Work. I kindly request your written permission to conduct research among the learners in your school. This is in view of my thesis titled: Engaging with Adolescent Immigrant adolescent learnersto Co-construct an Acculturation Strategy for Integration in South African Schools. The research targets 8 immigrant adolescent learners from your school ages of 14, 15, 16 and 17. Please note that:

- The information that immigrant adolescent learners will provide will be used for scholarly research only.
- Their participation is entirely voluntary. They have a choice to participate, not to participate or stop participating in the research. This will not affect any school work or contribute to the school curriculum.
- The learners' views in this study will be presented anonymously. Neither their name nor identity will be disclosed in any form.
- Their participation will take about one school term. Meetings will be held during the school breaks.
- The records as well as other items associated with this study will be held in a password-protected file accessible only to my supervisor and I.

You are welcome to ask any questions. I would be more than happy to answer them to the best of my ability. If you would like to contact my supervisors, Dr Roshini Pillay, roshini.pillay@wits.ac.za, work number (011 717 4486) and Dr Poppy Masinga, poppy@sacap.edu.za, work number (011 717 8329) you may do so using the details provided.

Kind regards,

Agrippa Mabvira

Phone: 065 983 8524

Email: 2372976@students.wits.ac.za

Appendix D: Focus Group Discussion Guide for Photovoice.

Part 1: Welcome and Introduction - 10 minutes

Welcome and thank you for volunteering to take part in this focus group. You have been asked to participate as your point of view is important. I realize you are busy and I appreciate your time.

Introduction: This focus group discussion is designed to discuss the photographs that you took of landscapes/objects/situations/symbols anywhere in the school and home environment to express what you perceive as shaping your acculturation experiences as an immigrant adolescent. The focus group discussion will take no more than two hours. May I tape the discussion to facilitate its recollection? (if yes, switch on the recorder)

Confidentiality: Despite being taped; I would like to assure you that the discussion will be anonymous. The other focus group co-researchers and I would appreciate it if you would refrain from discussing the comments of other group members outside the focus group. If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.

Pseudonyms: May you kindly pick a name tag from the box that contains a seat number and a pseudonym that will be used for this session.

Review ground rules:

- The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.
- There are no right or wrong answers
- You do not have to speak in any particular order
- When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you
- You do not have to agree with the views of other people in the group
- Does anyone have any questions? (answers).
- OK, let's begin

Part 2: Discussions Questions

1. Participant Background Information 10 min

- a. AgeGrade.....
- b. Are you: (please tick as necessary) ☐ Male ☐ Female
- c. Which other role have you assumed at the learning institution
 - ☐ Head Boy
 - ☐ Head Girl
 - ☐ School Prefect
 - ☐ Class Monitor
 - ☐ None
 - ☐ Other: (please describe) _____

Part 2: Discussions Procedures

Step 1

- The person who took pictures will be given a chance to present his or her pictures in the form of Slides via Power Point.

Step 2

- The immigrant adolescent learners after having been shown copies of different pictures will be given an opportunity to comment on them.

Step 3

- Commenting of pictures will be based on the SHOWED method that is shown below

What do you See here?

What is really Happening?

How does this relate to Our acculturation experiences?

Why does this problem or strength exist?

Figure 5: SHOWeD method in Limaye et al. (2018)

Exit Question:

Is there anything else you would like to say about the pictures that have been presented during today`s discussion.

Part 3: Wrap Up – 5 min

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the study
- We hope you have found the discussion interesting
- If there is anything you are unhappy with or wish to complain about, feel free to contact me.
- I would like to remind you that any comments featuring in this report will be anonymous
- Before you leave, please hand in your completed personal details questionnaire

Appendix E: Participant Information Sheet for immigrant adolescent learners



SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)



Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473 • Email: socialwork.SHCD@wits.ac.za

Good day,

My name is Agrippa Mabvira. I am a student at The University of the Witwatersrand, studying towards Doctor of Philosophy (DPhil) in Social Work. As part of my studies, I have to undertake a research project, under the supervision of Dr Roshini Pillay and Dr Poppy Masinga. The title of my study is: Engaging with Adolescent Immigrant adolescent learnersto Co-construct an Acculturation Strategy for Integration in South African Schools.

As part of this project, I would like to invite you to take part in a focus group discussion and to take photographs of landscapes/objects/situations/symbols anywhere in your school and home environment to express what you perceive as shaping your experiences of adapting into South Africa as an immigrant adolescent. The digital camera that will be used to take photos will be provided by the researcher but if you prefer to use your smartphone, that will be okay. Copyright for the photos you take will lie with you. The Focus Group Discussion will take between 1 and 2 hours. With your permission, I would also like to record the Focus Group Discussions using a digital device.

There will be no personal costs to you if you participate in this project. You will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The focus group and pictures you take will be completely confidential and anonymous in the written reports emanating from the study, as I will not be asking for your name or any identifying information, and the information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time. If you need some support or counselling services following the interview or focus group, these

are available free of charge. The counsellor`s name is Ms Babalwa Ntsulumbana reachable at lwababa2@gmail.com or 063 281 4314.

This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you. The data collected from this research project will be stored on my personal computer for four years which is password protected and only used by me. With your permission the data collected from this research may be used by other researchers.

You are welcome to ask any questions that you may have at any point in your participation. I would be more than happy to answer them to the best of my ability. If you would like to contact my supervisors, Dr Roshini Pillay, roshini.pillay@wits.ac.za, work number (011 717 4486) and Dr Poppy Masinga, poppy@sacap.edu.za, work number (011 717 8329) you may do so using the details provided. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the Ms Shaun Schoeman who is the Human Research Ethics Committee secretariat, telephone +27(0) 11 717 1408, email: shaun.schoeman@wits.ac.za.

Kind regards,

Agrippa Mabvira

Phone: 065 983 8524

Email: 2372976@students.wits.ac.za

Appendix F: Participant Information Sheet for Pilot Study Participants.



SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)



Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473 • Email: socialwork.SHCD@wits.ac.za

Good day,

My name is Agrippa Mabvira. I am a student at The University of the Witwatersrand, studying towards Doctor of Philosophy (DPhil) in Social Work. As part of my studies, I have to undertake a research project, under the supervision of Dr Roshini Pillay and Dr Poppy Masinga. The title of my study is: Engaging with Adolescent Immigrant adolescent learnersto Co-construct an Acculturation Strategy for Integration in South African Schools.

As part of this project, I would like to invite you to take part in a pilot study. A pilot study is a small scale or mini version of a full-scale study done in preparation of the complete study. Whilst the information you provide may not be used in the final study, it plays an instrumental role in improving the quality of the study. Hence, I invite you to take photographs of landscapes/objects/situations/symbols anywhere in your school and home environment to express what you perceive as shaping your experiences of adapting into South Africa as an immigrant adolescent. The digital camera that will be used to take photos will be provided by the researcher but if you prefer to use your own smartphone, that will also be permissible. Copyright for the photos you take will lie with you. The Focus Group Discussion will take between 1 and 2 hours. With your permission, I would like to record the Focus Group Discussions using a digital device.

There will be no personal costs to you if you participate in this pilot study. You will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The focus group discussion and pictures you take will be completely confidential and anonymous in the written reports emanating from the study, as I will not be asking for your name or any identifying information, and the information you give to me will be held securely and not disclosed to anyone else. If you experience any distress

or discomfort at any point in this process, we will stop the interview or resume another time. If you need some support or counselling services following the interview or focus group, these are available free of charge. The counsellor's name is Ms Babalwa Ntsulumbana reachable at lwababa2@gmail.com or 063 281 4314.

You are welcome to ask any questions that you may have at any point in your participation. I would be more than happy to answer them to the best of my ability. If you would like to contact my supervisors, Dr Roshini Pillay, roshini.pillay@wits.ac.za, work number (011 717 4486) and Dr Poppy Masinga, poppy@sacap.edu.za, work number (011 717 8329) you may do so using the details provided. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the Ms Shaun Schoeman who is the Human Research Ethics Committee secretariat, telephone +27(0) 11 717 1408, email: shaun.schoeman@wits.ac.za.

Kind regards,

Agrippa Mabvira

Phone: 065 983 8524

Email: 2372976@students.wits.ac.za

Appendix G: Information Sheet for Parents, Guardians and Caregivers of Participants



SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)



Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473 • Email: socialwork.SHCD@wits.ac.za

Good day,

My name is Agrippa Mabvira. I am a student at The University of the Witwatersrand, studying towards Doctor of Philosophy (DPhil) in Social Work. As part of my studies, I have to undertake a research project, under the supervision of Dr Roshini Pillay and Dr Poppy Masinga. The title of my study is: Engaging with Adolescent Immigrant adolescent learnersto Co-construct an Acculturation Strategy for Integration in South African Schools.

As part of this project, I would like to invite your child to take part in the study. Your child will take photographs of landscapes/objects/situations/symbols anywhere in the school and home environment to express what they perceive as experiences of adapting into South Africa as an immigrant adolescent. The digital camera that will be used to take photos will be provided by the researcher but if you wish to use your own camera that will be also permissible. Copyright for the photos you take will lie with you. The Focus Group Discussion will take between one and two hours. With your permission, I would like to record Focus Group Discussions using a digital device.

There will be no personal costs to your child in this study. They will not receive any direct benefits from participation but there are no disadvantages or penalties if they do not choose to participate or if they withdraw from the study. They may withdraw at any time or not answer any question if they do not want to. The Focus Group Discussions and pictures they take will be completely confidential and anonymous in the written reports emanating from the study, as I will not be asking for their name or any identifying information, and the information they give to me will be held securely and not disclosed to anyone else. If they experience any distress or discomfort at any point in this process, we will stop the interview or resume another time. If they need some support or counselling services following the interview or focus group, these

are available free of charge. The counsellor`s name is Ms Babalwa Ntsulumbana reachable at lwababa2@gmail.com or 063 281 4314.

You are welcome to ask any questions that you may have at any point in their participation. I would be more than happy to answer them to the best of my ability. If you would like to contact my supervisors, Dr Roshini Pillay, roshini.pillay@wits.ac.za, work number (011 717 4486) and Dr Poppy Masinga, poppy@sacap.edu.za, work number (011 717 8329) you may do so using the details provided. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the Ms Shaun Schoeman who is the Human Research Ethics Committee secretariat, telephone +27(0) 11 717 1408, email: shaun.schoeman@wits.ac.za.

Kind regards,

Agrippa Mabvira

Phone: 065 983 8524

Email: 2372976@students.wits.ac.za

Appendix H – Participant Assent form for Immigrant adolescent learners

Title of project: Engaging with Adolescent Immigrant adolescent learnersto Co-construct an Acculturation Strategy for Integration in South African Schools.

Name of researcher: Agrippa Mabvira.

I,, agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. I agree to the following:

(Please circle the relevant options below).

I agree that my participation will remain anonymous. However, confidentiality may not be guaranteed for Focus Group Discussions.

YES NO

I agree that the researcher may use anonymous quotes in his / her research report

YES NO

I agree that the proceedings may be audio recorded

YES NO

I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.

YES NO

I agree to take photographs of landscapes/objects/situations/symbols anywhere in my school and home environment to express what I perceive as shaping my acculturation experiences as an immigrant adolescent.

YES NO

..... (signature)

..... (name of participant)

..... (date)

..... (signature)

..... (name of person seeking consent)

..... (date)

Appendix I: Parent or Guardian Consent form

Title of project: Engaging with Adolescent Immigrant adolescent learnersto Co-construct an Acculturation Strategy for Integration in South African Schools.

Name of researcher: Agrippa Mabvira.

I, voluntarily give consent as a parent or guardian ofto participate in this research project. The research has been explained to me and I understand what participation will involve. I agree to the following:

(Please circle the relevant options below).

I agree that the participation of my child will remain anonymous. However, confidentiality may not be guaranteed for Focus Group Discussions.

YES, NO

I agree that the researcher may use anonymous quotes in his / her research report

YES, NO

I agree that the interview may be audio recorded

YES, NO

I agree that the information provided by my child may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.

YES, NO

I agree that my child will take photographs of landscapes/objects/situations/symbols anywhere in my school and home environment to express what I perceive as shaping my acculturation experiences as an immigrant adolescent.

YES, NO

..... (signature)

..... (name of participant)

..... (date)

..... (signature)

..... (name of person seeking consent)

..... (date)

Appendix J: Agreement Letter by a Psychologist to offer counselling services.

Khanyisa High School – Mthatha Physical address: N2, Nelson Mandela Drive, Lindile Location, Behind Shell Ultracity, Mthatha * Postal Address: P.O. Box 205, Mthatha, 5099 * Email: khanyisahighschool@gmail.com Phone: +27 47 537 1224 / +27 47 150 0002 Fax: +27 86 598 5918 / +27 47 537 1962 Website: www.khanyisahighschool.co.za EMIS No. 200401303 UMALUSI ACCREDITATION No. 18 SCH01 00474 NPC (2018/370839/08)	
---	---

Dear Sir/Madam

Re: LETTER OF AGREEMENT TO PROVIDE PSYCHOLOGICAL SERVICES

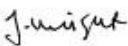
My name is Babalwa Ntsulumbana, I am a resident psychologist at Khanyisa High School. I have agreed to offer counselling services for all the co-researchers in the study by Agrippa Mabvira should the need arise.

Please do not hesitate to contact me should there be any questions regarding the services I have agreed to offer. I am reachable on 063 281 4314. My email address is lwababa2@gmail.com.

Yours sincerely,

Babalwa Ntsulumbana.

Appendix K: Certificate of Competence in Research Ethics

CERTIFICATE OF COMPETENCE IN RESEARCH ETHICS	
Name: Agrippa Mabvira	
Student/Staff No: 2372976	
Date of Certification: 10 September 2020- 09 September 2023 (This certificate is valid for a period of three years)	
	TRAINED BY:
	PROFESSOR JASPER KNIGHT (RESEARCH ETHICS)
	SIGNATURE
	
	ISSUED BY:
	DR ROBIN DRENNAN (DIRECTOR: RESEARCH OFFICE)
	SIGNATURE
	
This certificate is confirmation of successful completion of a training course in Research Ethics for Non-Medical human research, based upon achieving a minimum level of competence in different assessment tasks.	