



Contact between foreign and South African students at University of the Witwatersrand in the era of xenophobic attacks against foreigners

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DECLARATION

I Matidza Khuliso Jeanie declare that this research report is my own, unaided work. It is being submitted for the degree of Masters in Social and Psychological Research by Coursework and Research report at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any other degree or examination at this or any other university

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Date: 16 March 2020

Abstract

Intergroup contact and the experience of xenophobia by foreign students in international universities have been well documented. However few studies have investigated contact among students from different nationalities in the universities and how factors such as xenophobic attacks influence their interactions. The current study examined the predictors of contact towards South Africans in a sample of foreign students who were pursuing higher education in South Africa (N = 119). Findings indicate that meta-stereotypes, valence of experience, number of friends, and xenophobia awareness predicted foreign student's desire for interaction with South African students (51% variance explained). However identification with the home country was not a significant predictor. The findings attest to the importance of factors that contribute to contact between students from different nationals in universities. The Metastereotypes and the friendships that students have determines the type of contact that will occur, however their awareness of xenophobia and the valence of experience play a pivotal role in explaining this relationship.

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Chapter 1: Introduction

1.1. Background and Rationale

The University of the Witwatersrand is an international university with 9.09% of the students comprising foreign students. Contact between foreign and South African students could be influenced by many factors such as meta-stereotypes, valence of experiences, amount of contact, number of friends and xenophobia awareness.

Foreign students typically retain the titles of being foreign nationals, refugees, or immigrants in South Africa and across South African universities. According to the Organisation for Economic Co-operation and Development (OECD) (2005) foreign students are people who have been accepted by another country to pursue a certain course of study in an accredited institution of the host country and are in possession of a valid study permit or visa. Although sparks of xenophobic attacks in South Africa are broadcasted almost every year in the media, a great number of foreign students are still registering in South African universities. Previous research has shown a pattern of experiences by foreign students when they come to study in South African universities (Callaghan & Mokhothu, 2018). Examples of their experiences include environmental adjustment, financial difficulties, formation of friendships and xenophobia (Altbach, 1991).

Xenophobia is an issue that has been making headlines on an on-going basis and has been linked to contestation of resources between people living in resource deprived areas, especially in South Africa. Students at higher education institutions have faced incidences of xenophobia while going about their daily activities. These experiences may have consequences on both their social and academic lives. For example, a study by Lee (2010) documents how foreign students' experiences at the host county may have an influence on whether they recommend

or not recommend other students from their home country to come and study at the host country.

The spirit of togetherness is encouraged in South Africa based on improving its past political history (Harris, 2002). Sadly, South Africa currently remains one of the most racially conscious societies globally (Nordling, 2019). Hatred among local citizens and foreign nationals still exists in South Africa.

Research on xenophobia and contact in the field of psychology and other fields has received great attention globally and continues to be investigated (Banda, 2014 Charman & Piper, 2012; Durrhem & Kerr, 2013; Sharp, 2013). Contact is often investigated between varieties of groups, however in South Africa contact is often investigated across race, gender and ethnic differences (Brown & Hewstone, 2005; Dovidio, Gaertner & Kawakami, 2003; Finchilescu & Tredoux, 2008; Pettigrew, 1998).

Allport's Contact Hypothesis and Pettigrew's Contact theory is ideal because it explains relationships that emerge when there is contact between different groups of people. The premise of Allport's hypothesis states that under appropriate conditions interpersonal contact could be one of the most effective ways to reduce prejudice between majority and minority group members (Allport, 1954). According to Allport, properly managed contact could reduce prejudice, discrimination and stereotypes that usually occur between rival groups and lead to better intergroup interactions.

According to Allport (1954), contact, either negative or positive has a great impact on the attitudes of individuals. In different countries foreign students tend to form friendship networks during their stay in the host countries. Interestingly some foreign students find it difficult to adjust or interact with other students from the host countries (Ang & Volet, 1998). Extensive research exists on friendship formation between foreign and local students has in every

continent and has been found to be one of the most important contributors to positive adjustment of foreign students studying in foreign universities (Bell, 2019).

From Allport's hypothesis noticeable research studies have been conducted on contact surrounding different groups and its effects, however there is limited research on the contact between foreign and South African students in South African universities, specifically the effect of this contact on the attitudes of foreign students towards South African students.

While universities are most known to be the best institutions that allows for friendship formation, constant occurrences of xenophobic attacks hinder the development of these friendship formations. A study on "foreignness and diversity" in one of the South African universities found that foreign students tend to live in fear, restrict their contact with South African students in terms of socialisation and this in turn negatively affects learning, collaboration in academic activities, and also limit the opportunity for foreign students coming from different countries to form strong caucuses (Kang'ethe, Wotshela, 2015).

1.2. Research Aims

This study aimed to investigate the effect of contact between foreign and South African students in the light of the xenophobic incidences that occur in South Africa, specifically the attitudes of foreign students towards their South African counterparts at the University of the Witwatersrand. This study further endeavoured to ascertain whether the amount of contact, the valence of experience, foreign student's identification with their original country, meta-stereotypes and awareness/experience of xenophobic attacks in South Africa predict foreign student's attitudes towards South African students. An additional aim of the study was to determine whether the relationship between the amount of contact, meta-stereotypes, and foreign student's identification with their original country, the awareness/experience of

xenophobic attack and the desire of foreign students to interact with South African students is mediated by their valence of experience with South African students.

1.3. Research questions

The main research question guiding this study is:

What are the attitudes of foreign students towards South African students considering the xenophobic attacks that have been experienced in the country?

To help answer this question, the following are the sub-questions

- Does the amount of contact foreign students have with South Africans affect their desire to mix with South African students?
- Does the awareness of xenophobia affect desire for interactions with SA, and is this mediated by the amount of contact they currently have and the experience of these interactions?
- Do meta-stereotypes influence desire for interactions with SA, and is this mediated by the amount of contact they currently have and the experience of these interactions?
- Does the number of SA friends influence desire for interaction with SA, and is this mediated by the amount of contact they currently have and the experience of these interactions?
- Does the level of identification with home country influence desire for interactions with SA, and is this mediated by the amount of contact they currently have and the experience of these interactions?

1.4. Significance of the study

In the light of incidences of xenophobia experienced in the country over the last few years, and the resultant labelling of these incidences as common crimes instead of xenophobia by government, it is imperative to understand the influence that xenophobia has on the contact between foreign and South African students . Higher education institutions are supposed to be havens of tolerance and understanding among people with diverse backgrounds. Gaining knowledge about perceptions of xenophobia in these institutions can be key in assisting authorities in these institutions understand the underlying dynamics in students' relationships between local and foreign students. This research provides more information on the current level of interaction between people from different countries at the University of the Witwatersrand. Furthermore, it also provides information on the attitudes of foreign students toward their South African counterparts.

1.5. Definition of key terms

- Contact: For the purpose of this study contact refers to the interaction that occurs between individuals, specifically between foreign and South African students at the University of the Witwatersrand.
- Xenophobia: “Xenophobia describes attitudes, prejudices and behaviour that reject, exclude and often vilify persons, based on the perception that they are outsiders or foreigners to the community, society or national identity” (Adjai & Lazaridi, 2013, p. 192). Xenophobia may be defined in many ways. However, in this study, xenophobia of nationality will be explained. Xenophobia of nationality is explained by Gill and Johnson (2018) as the fear expressed by local citizens towards immigrants or refugees from another country or nationality.

- Intergroup contact theory: “The inter-group contact hypothesis” is derived from the contact hypothesis (Allport, 1954) and is based on the impression that intergroup friendships and contact between a member of the in group and the out-group can also improve intergroup attitudes.
- Xenophobic attacks: Refer to the act of violence, towards foreign national such as killing and destroying property (Crush & Ramachandran, 2015).
- Meta-stereotypes may be referred to a stereotype that members of one group have about the way in which they are perceived or viewed by members of another group (Main, O’Connell & Vorauer, 1998).

1.6. Structure of the study

Chapter one provides a background to the study. It also provides the aim and objectives to the study. The research question is also provided in this chapter. The significance to the study is outlined. Chapter two is the literature review section of the study. The theoretical framework that guides the study is discussed. Studies that relate to xenophobia are examined in order to identify a gap that is to be filled by this study. Chapter three is the methodology section. The sample, sampling methods and study area are described. Methods of data collection and analysis are outlined. Chapter five is the data analysis and interpretation section of the study. The last chapter provides a discussion of the findings that emerge from the study and conclusions and recommendations that are to be made.

Chapter 2: Literature review

This chapter provides a review of different literature on foreign student's background, reasons why foreign students choose to study in South Africa, xenophobia, contact between foreign and host country, students and friendship formation. It also briefly discusses aspects of the contact theory and how it relates to the current study.

2.1. Foreign students' background

From their study, Mazzarol and Soutar (2002) argue that the factors behind the motivation of student's choice to study abroad are based on social and economic forces that are being experienced in their country of origin. Push factors refers to forces that push people to move from one place to another, thus the social economic forces such as the instability of the economy in Zimbabwe may be examples of the push factors persuading students to choose to study abroad. These authors further argue that the selection of the desired host country or institution to study in is mainly based on the student's individual preferences with respect to the pull factors, which refers to forces that attract foreign nationals to move towards a certain country. Examples may include a stable economy, quality of education, and job opportunities after completing their studies. According to their qualitative study findings on factors influencing students to study abroad and destination choice, Eder, Smith, and Pitts (2010) found that student's choose to study abroad in order to pursue their career, language acquisition and personal growth (Rivers, 2018). However, the authors further state that personal growth was the main push factor and college issues were found to be the pull factors for foreign students choosing to study in the United States.

Studies have indicated that foreign students who choose to study in South Africa are mostly students from the Southern African Development Community (SADC) which includes Zimbabwe, Botswana, Angola, Malawi, Namibia, Tanzania and Swaziland. This may be

because the member states are reserved at least 5% of places in South Africa's higher education as per SADC protocol. According to results from a survey conducted by Lee (2015) students from SADC choose to study in South Africa in order to learn about the cultural diversity, due to the fact that they will be closer to home and also the opportunity to secure jobs after completing their studies.

The movement of foreign student from their country of origin may be referred to as migration. Thus, migration to foreign students is often a burdensome experience since it involves spatial movement from comfortable and familiar spaces (Mulu & Pineteh, 2016). When foreign students migrate, they experience challenges of dealing with emotional and physical detachment from families while at the same time trying to adapt to new unfamiliar spaces. A study conducted by Mulu and Pineteh (2016) on interrogating the social experiences of francophone African students and how they deal with exclusionary practices from their peers and staff members from Cape Peninsula University of Technology, found that foreign students often travel back and forth from the host country to their original country, as a result of the host country's culture of costless violence against foreigners.

Foreign student's immigration is often beneficial for South Africa. These students filter into South Africa, contributing to its economic success (Huo, Smith, Tyler & Lind, 1996).

2.2. Factors influencing foreign students to see South Africa as a good country to study in.

Although South Africa is considered a developing country in the world, on the African continent is perceived as a developed country because of its relative stable economy, good governance and democracy (Jain & Jain, 2017). South African universities are ranked top on the continent compared to universities in other countries (Ariail, 2016). There have been organised labour campaigns that have raised South African wages well above those of the neighbouring countries, this led to the inflow of foreign students who wish to remain and work in South Africa (Crush & Williams 2005). The use of English as a medium of instruction at South African universities has also helped in attracting sizeable number of foreign students to South Africa. These students come not only from the continent of Africa, especially Anglophone Africa, even students from Asia, North and South America and Europe (Hall, 2004) flock to South Africa as well. Universities in South Africa attract a sizeable number of students from other African countries, thereby promoting the internationalisation of the university environment. Understanding the impact of such trend on culture and construction of realities could assist universities to develop appropriate strategies to improve the learning experiences of students (foreign and local).

The flow increase of foreign students to South Africa resonates with the initiation of foreign migration. Different theoretical models have been suggested to explain why foreign migration begins and although each eventually seeks to explain the same construct, they utilize totally different concepts, rules, and frames of reference. Neoclassical economics focuses on differentials on incomes and employment earnings conditions between countries, and on migration costs; it generally draws on movement as an individual decision for income expansion (Hall, 2004).

The “new economics of migration”, in contrast, considers migration in diverse markets, not only labour markets. It views migration as a domestic decision implemented to maximize risks of family income or to overcome capital constraints on the family (Balliet et al, 2018). It is evident that parents and families from other African countries send their children to study in South Africa with neoclassical and new economic perspectives in mind.

There are certain push factors at play in Africa and other developing regions. Economic and political instabilities in some source countries such as Zimbabwe, Lesotho, Angola and Somalia have created a large refuge of populations who have mainly come to South Africa to escape unfavourable political and economic conditions, but later decided to pursue higher education in South Africa. A shortage of quality education offered at the universities in the country of origin and lack of suitable programmes are a further cause for the increased inflow of foreign students from other African countries (Shindola, 2002).

Other factors explaining the increasing number of foreign students in South Africa include the establishment of common agreements that coordinates the exchange of students and allow joint study programmes between local universities and other foreign counterparts (Hall, 2004). Marketing by South African universities and overall government support for higher education have also contributed to the increased inflow of foreign students to South Africa. Many South African universities have strong partnerships with other top overseas universities. For example, University of the Witwatersrand is ranked as one of the top universities in the African continent and in the world, and also continues to strive for excelling on the global stage (Mathews, 2012).

2.3. Xenophobia as a factor hindering foreign students to come to South Africa.

Although the term xenophobia is referred to as a 'hatred or fear of foreigners' (Fowler, 2001) more commonly, the term is used to express a dislike of foreigners. In his study, Harris (2002) frames xenophobia as characterised by a negative attitude towards foreigners, a dislike, a fear, or hatred. He argues that given the understanding of xenophobia as an attitude has limitations to the effects of such a mind-set. Thus, he further argues that xenophobia in South Africa is not restricted to a fear or dislike of foreigners. Rather, this attitude results in 'intense tension and violence by South Africans towards immigrants'.

Apart from xenophobia being referred to as a global concern, closely associated with the process of globalization, it has been noted that it is mostly prevalent in countries undergoing development (Kosaka & Solomon, 2013). According to Harris (2002), xenophobia is a problem of post-coloniality related to the politics of the dominant groups in the period following independence. This is fostered by the feeling of superiority, and perhaps scapegoating tendencies where unfulfilled expectations of a new democracy result in the foreigner coming to embody unemployment, poverty and deprivation (Kosaka & Solomon, 2013).

Many factors and issues hinder the inflow of foreign students to South Africa. There is hardening of the public attitude towards immigrants from African countries, often bordering on xenophobia (Shindondola, 2002). Most of immigrant workers and students from foreign countries see South Africa as destination for greener pastures and some have worked hard to get admission in university like the University of the Witwatersrand. However, some South Africans see foreigners both in the public eye and in official eye as a threat to citizen's interests that include jobs, housing and security (Crush & Williams, 2005).

There is a narrative in the city of Johannesburg whereby South African citizens accuse foreign citizens of benefitting from social welfare services such as Reconstruction and Development Programme (RDP) houses while some South African citizens still live in shacks without proper running water. This narrative, which includes the belief that foreigners are stealing jobs from the locals, has created hatred based on nationality. Xenophobia in South Africa exists in the media, in public spaces such as shopping malls, political and public officials' statements.

Xenophobia sometimes comes in the form of exclusion from services. By law, foreigners are not entitled to access to welfare services but there are general services that they are entitled to. Some service providers often switch to a language the foreigners may not understand. Sometimes it amounts to physical harassment or even death. All this has the effect of making international students feel uncomfortable in South Africa (Crush & Williams, 2005).

The international practice towards foreign students adopted in South Africa has a negative effect on student flow to South Africa. For example, international students are to indicate that they will return to their country upon the completion of their studies, which appears in their study permit forms and on the website of the Department of Higher Education. Over the years, South Africa has been benefitting from foreign skills because of its stable economy and relatively high-income benefits compared to other countries. It is good that foreign students come to study at great African universities such as the University of Witwatersrand and go back to contribute to the economy of their home countries. This practice is good for retention of young skilled professionals by other African countries (Halualani, 2008).

Other people hold contrasting views with respect to how foreign students are treated in South African universities, for example, foreign students are required to pay their fees upfront for the whole year including accommodation fees for those who get allocated rooms on-campus accommodation.

Students from foreign countries pay high registration and application fees when they come to South African universities. These practices are forms of xenophobia and they are administratively obstructive, if not prohibitive in some cases. As African States are moving towards adopting the policy of free trade among African countries it will be good for higher education ministries to come up with a more integrated education system to benefit the region. For example, in Europe, foreign students from an EU member state do not pay fees when going to study in another European Union country if education is free in that country. In cases where education is not free students from similar EU countries pay the same amount of university fees.

The potential income gains (pull factors) must be set against the cost of foreigners coming to the receiving country. These include costs associated with job search, the movement from one area to another and adjusting to the new environment, for example the need to conquer a new language barrier. In addition, recreational costs, which are hard to measure, caused by parting from immediate family, societal and cultural networks are of major importance (Collinson, 1994). The distance between a country of origin and the receiving country has a significant impact on the expenses associated with moving to a foreign country. These factors do affect foreign students coming to study in South Africa, the University of the Witwatersrand in particular. The university is known to be very expensive compared to other South African universities, so some international students might find it difficult to study at University of the Witwatersrand

Xenophobia has been generally analysed through the ideas of relative deprivation (Akande, Musarurwa, & Kaye, 2018). Relative deprivation upholds the connection between violence and economic inequalities, sadly in South Africa has been violence activities targeting some foreign nationals. It holds the divergences between expected economic conditions and reality fuel the feelings of frustration that causes violence.

2.4. Understanding Xenophobia in the context of foreign students

Xenophobia may be defined in many ways however for the purpose of this study xenophobia of nationality will be explained. Xenophobia of nationality is explained by Johnson (2012) as the fear expressed by local citizens towards immigrants or refugees from other nationalities. Furthermore, in their book they explain how nationality can form the bases for treatment since the individual or group can be viewed as originating from another country and therefore not really belonging. Xenophobia based on nationality was also found to have an impact on immigrants continuously.

Patterns of xenophobia around the world have been observed over time. In a study by Chapman, Gerber, Herrera, and Marquardt (2018) examining the negative attitudes of Russian citizens towards seven out-groups over time found that there was an increase in xenophobic sentiments towards the out-group due to lack of confidence in the president who was in charge in 2012. Similarly, Fedorenko, Kalinovskaya, Potapova, and Skutina (2018) found that the problem of xenophobia among young people in Russia was due to some of the xenophobic influencing factors such as their aggression and anxiety.

Findings from a bivariate and multivariate analysis in a study conducted by Gordon (2016) indicate that although life satisfaction does not have a strong relationship with xenophobic attacks it was suggested that in order to address xenophobia among black African group other areas had to be explored. This includes interracial attitudes, perceptions about the magnitudes of immigration and intergroup contact, which were found to be stronger predictors of pro-immigrant sentiment than life satisfaction.

According to the findings from an analysis of public opinion data in a study by Gordon (2015) the South African government was found to be ineffective in its efforts of reducing xenophobic attacks in the country. Thus, through an inspection of the public opinions it is evident that

xenophobia is predominant across communities with different socio-economic groups in the country. There is a gap in literature on whether the awareness of xenophobic attacks among foreign students affects their attitudes towards the South African students.

2.5. Foreign student's experiences of xenophobia

Although foreign student's experiences of adjusting to a new educational environment are often like those of local students, there are unique experiences that foreign students experience. Patterns of social exclusion were found to be the experiences of foreign students. In some universities, they are denied access to out of classroom learning support from their lecturer simply because they are foreigners (reference). Although lecturers in the universities are expected to provide regular one-to-one consultation with students, foreign students are usually academically excluded from this enriching learning experience because of the lecturer's attitude towards foreign students (Mulu & Pineteh, 2016). Furthermore, this is in line with the findings from Buthelezi (2009) which indicated that language barrier, discrimination, aggression, negative attitudes and abuse by local students towards foreign student are also some of the experiences of foreign students. According to the findings from a study conducted by Singh (2013) foreign students find it difficult to get accommodation, they are given xenophobic local names and they are often excluded from class discussions due to the use of local languages during the discussions.

Singh (2013) argued that although foreign students encounter xenophobic experiences such as being given names such as "makwerekwere" (which is a slang name referring to foreign individuals across South Africa), these students continue to enrol in South African universities in the quest of quality education.

Furthermore, students from the neighbouring African countries continue to come to enrol in South African universities because of political instability in their home country. A study conducted by Chang, Denson, Saenz, and Kimberly (2006) on the educational benefits of interaction among students revealed that the contact among students have positive effects on student's cognitive development, self-confidence and openness to diversity. Similarly, Chan Taplin and Yum (2001) points out that there are many benefits of forming friendships with students from different nationalities such as having friends from all over the world and increased complexity of an individual's cognitive map as a result of having a foreign friend. The concept of friendship formation, xenophobia and to be specific the xenophobic attacks has been widely studied and documented across the globe, however the effect of these constructs that accounts for contact have not yet been studied with respect to how contact affects the attitudes of foreign students towards local students or South African students.

Arguably from the literature the contact between South African students and foreign students is important in facilitating peaceful learning in the educational environment. However having observed some of the foreign students forming small cliques within the university of the Witwatersrand main campus, one came to realise that there is a gap in literature on the effects of contact between foreign and South African students especially how the particular type of contact affects the attitude of foreign students towards South African students in the South African Universities. Hence it is essential to conduct this study in order to fill the available gap for the benefit of students and everyone else. Furthermore, this study sought to understand how the type of contact that occurs between foreign and South African students affects the attitudes of foreign students towards South African students.

2.6. Effects of social contact between South African and Foreign Students.

The increase in foreign students coming to study in South Africa remains a continuous activity. The benefits of increased numbers of foreign nationals are clear: apart from adding millions of rand to the South African economy, foreign students carry varied experiences to the South African universities and communities (Kalitanyi & Visser, 2010). This generates a great degree of exchange of knowledge among different nationalities, has potential to improve diverse educational exchange scholarships and nurture a culture of worldwide understanding, and forms an essential part of internationalization.

In the past two decades, South Africa tertiary education institutions have become gradually aware of the potential gains through internationalizing the societies of learning. Indeed, the exponential growth of foreign students studying and graduating at South African institutions mirrors both a catalyst for internationalization as well as the outcome of efforts to achieve it. Yet the emerging research indicates that one of the strategic advantages of an internationalized campus is the formation of social bonds between international students and their host country counterparts (Crush & Willams, 2005). Judging from the internationalization strategies of numerous South African universities, many South African educational institutions seem to assume that one of the key features of internationalization is attracting a diverse body of students and staff. For example, the University of the Witwatersrand refers to having a diverse student body from multiple cultures and societies, which enriches our intellectual environment and similarly, the University of Johannesburg identifies one of its aims as to enhance the student experience at the university by offering a culturally diverse learning environment that prepares students for global employment and citizenship.

Each of these aspirations points to the benefits of having diverse educational community, yet despite the numerous reports that have regularly identified low level of intermixing in further and higher education communities, few university vision statements mention any specific strategies for facilitating this. Yet while having a diverse population is an important

prerequisite for reaping benefits, it does not in itself ensure that people will interact meaningfully with each other.

According to Berry's acculturation model, contact and participation are key factors of intergroup contact, but that diversity does not necessarily result in interaction. It could be useful, therefore, to consider what conditions can facilitate or hamper helpful interaction and for this, contact theory may offer us some insights. Contact theory was first put forward by the social psychologist, Gordon Allport, in the 1950s and since then it has generated a massive amount of on-going research. The theory attempts to describe and explain what happens when members of different cultural groups come into contact (Groepel-Klein, Germelmann & Glaum, 2010). It argues that, contact has a positive effect, especially in terms of reducing prejudice. However, it also argues that different contact conditions can affect the impact of contact. Some conditions are particularly effective in promoting positive outcomes, while others have the opposite effects.

Milton Bennet, a specialist in intercultural communication, put forward his Developmental Model of Intercultural Sensitivity (DMIS) in the mid-1980s and his model is now extremely well known in the intercultural field. Bennet maintains that influences people's level of intercultural sensitivity is their attitudes towards differences (Bennet, 1980). He maintains that people move through different phases, as they become more intercultural sensitive, and that there are two broad stages: ethnocentrism and ethno relativism. By ethnocentrism, he means that people interpret differences from an egocentric perspective; by ethno relativism he means that people's judgement and interpretations are more relative and contextual. Each broad stage has several component stages, and Bennet maintains that integration is the epitome of intercultural sensitivity, the highest that one can reach.

Chapter 3: The contact theory

Intergroup contact theory was initially formulated as a hypothesis of prejudice reduction between groups by Allport (1954). Allport proposed that this theory can be used as a method of improving relations among groups that are experiencing conflicts. As explained by Pettigrew (1998) these relations will be improved by reducing prejudice under appropriate conditions.

The first condition is equal group status; this condition states that all members of the group must possess similar qualities, characteristics and backgrounds. Differences in academic backgrounds, skills, wealth, or experiences should be minimized if these qualities will influence perceptions of prestige and rank in the group. The second condition is common goals, this condition stresses that the groups in contact must be working on the same task or problem and share this as a common goal in which the goal can only be achieved if these groups work together by pooling their efforts and resources. The third condition is intergroup cooperation, this condition states that both groups must work together in order to achieve their common goals without competition. The fourth condition is authority support, this condition suggests that authority that supports the contact and interactions between the groups in the form of encouraging positive attitudes and friendliness must be present and be acknowledged by both groups.

Allport's four conditions of the contact hypothesis have been proven to be effective in prejudice reduction (Aronson & Patnoe, 1997, Brewer & Kramer, 1985, Cohen & Lotan, 1995, Houser & Griffey, 1985, Levy, 1984). Also Pettigrew (1998) and Pettigrew and Tropp (2000) have tested Allport's theory across racial and ethnic groups but also with participants of different age groups, persons with disabilities and across mentally ill individuals. Similarly recent studies have also pinpointed that intergroup contact is crucial in reducing prejudice attitudes

across different gender groups, thus the attitudes between heterosexual and homosexual individuals (Capozza, Falvo, Trifiletti, & Pagani, 2014).

Pettigrew argued that although Allport's intergroup theory has received extensive support from different researchers across the world with its comprehensive four optimal conditions several problems remained. Researchers continue to use the theory that consist of facilitating conditions but add more and more of facilitating conditions. Pettigrew (1998) argues that many of these are not essential, the theory did not explain the process by which contact reduces prejudice, and the hypothesis did not specify how the effects can be generalised to other situations.

Pettigrew (1998) revised the theory by focusing on the four essential conditions for reduction of prejudice. These are learning about the out group, changed behaviour, affective ties and the in-group reappraisal. The intergroup friendship is said to be important because it potentially encourages the four processes. Interestingly long-term of close relationships have a potential positive effect on the reduction of prejudice (Pettigrew & Tropp, 2006).

Hamburger and McKenna (2006) highlight that despite its promise, the contact hypothesis appears to suffer from three major deficiencies. The first one is Practicality, in a sense that the process of creating a contact situation involves overcoming some serious practical obstacles. Second is anxiety, thus the anxiety felt by the participants may result in an unsuccessful contact or at least not reach its potential. Lastly is generalization, they argue that although the results of a contact may be successful, they tend to be limited to the context of the meeting and to the participants. Another study by Dixon and McKeown (2017) identifies gaps in the intergroup theory, the study points out that in everyday life, contact may be construed as a negative experience that increases rather than decreases responses such as anxiety, prejudice, and avoidance. Second, in real life settings, contact is often constrained by informal practices of

(re)segregation that are easily disregarded if researchers rely primarily on investigating structured contact and obvious processes using primarily laboratory and questionnaire methods. Third, positive contact may have ‘ironic’ effects on the political attitudes and behaviours of the historically disadvantaged, undermining their recognition of social injustice and reducing their willingness to engage in collective action to challenge the status.

Similarly, a study conducted by Achterberg, Houtman and Manevska (2018) argues that intergroup theory raises cultural–sociological suspicions, because of its tendency to reduce culture to an allegedly ‘more fundamental’ realm of social interaction. Drawing from their findings, the authors point out that although contact affect prejudice, it does so in a manner that is more complex and more culturally sensitive than contact theory suggests. Thus, while positive cultural stances ethnic diversity leads to interethnic contact to decrease ethnic prejudice, negative contact increases ethnic prejudice.

Dixon, Durrheim, and Tredoux (2005) argue that although contact has been salient in showing how we can promote a more tolerant society, there is a gap in the existing literature of work on how intergroup contact can affect societal change.

For example, Jackson and Crane (1993) demonstrated that positive contact with Black individuals improved Whites’ affective reactions towards Blacks but did not change their attitudes towards policy in combating inequality in housing, jobs and education. Furthermore, contact may also have the unintended effect of weakening minority members’ motivations to engage in collective action aimed at reducing the intergroup inequalities. For example, Dixon, Durrheim, and Tredoux (2007) found that the more contact Black South Africans had with White South Africans, the less they supported policies aimed at reducing racial inequalities. Positive contact may have the unintended effect of misleading members of disadvantaged groups into believing inequality will be addressed, thus leaving the status differentials intact.

Another second concern with contact research is that there can be problems with getting a more prejudiced individual into the contact situation in the first place even though contact has shown to be effective for more prejudiced individuals Christie and Turner's imagined contact hypothesis seems to be a good first step in tackling this problem (Christie & Turner, 2013).

Recent work on the role of intergroup contact in reducing prejudice has moved away from the idea that contact must necessarily include direct (face-to-face) contact between group members and instead includes the notion that indirect contact (e.g. imagined contact, or knowledge of contact among others) may also have a beneficial effect.

According to Bagci, Bicek, Ebcim & Piyale (2019), Imagined contact theory has drawn the attention of intergroup researchers by its practicality. Classical imagined contact experiments showed that when participants thought about positive intergroup contact, they reported more positive outgroup attitudes compared to when they were presented with non-relevant scenes, neutral contact, and positive affective priming Imagined intergroup contact has been effective in increasing positive outgroup attributions. Although the original imagined contact manipulation seems to be simple and straightforward, previous research has shown that small changes across conditions may lead to differences in the effectiveness of the imagined contact paradigm (Bagci et al, 2018). For example, the elaboration of the imagined scenario by asking how and when contact occurred led to stronger contact effects.

Furthermore, a person-focused rather than group-focused imagined scenario was more effective in promoting positive intergroup outcomes. Additionally, Bagci, et al (2018) proposed that imagined contact would be more effective if the contact scenario included friendship potential. By reformulating the original contact theory (Allport, 1954) stated that contact effects on improving outgroup, attitudes should be optimum if contact included high friendship

potential. Friendship potential enhances the effects of mere contact improved the effectiveness of the strategy on contact self-efficacy and intergroup

Interpersonal contact can reduce conflicts even in situations where there is fear of the other group. For example, in the case of xenophobia in South Africa, the social distance created between non-citizens and local citizens brings a lot of frustration to the minority of non-citizens (Idemudia, 2018). Interpersonal contact needs to be positive and long enough to allow this frustration to decrease, allowing the members in conflicting positions to feel comfortable with one another. Furthermore, in order to obtain beneficial effects from the positive interactions between foreign and South African students interpersonal contact needs a mutual consideration, thus either groups or individuals must engage equally in the relationship.

According to Ang and Volet (1998), student's attitudes towards other groups may not only be affected by academic competencies, cohort characteristics and language proficiency but also by the quality of close interactions in culturally diverse groups. Similarly, international students who have more close relationships with local students tend to have positive attitudes towards local students and improve their psychological adjustment (Goodson & Zhang, 2011).

According to Clark, Gheorghiu, O'Brien, Tropp, and Zetes (2017) exposure to intergroup and contact quality conflict resulted in more positive intergroup attitudes thus enhancing positive perceptions of outgroup intentions in working toward greater engagement in reconciliation efforts and peace.

Friendships, which offer personal contact, are expected to increase perceptions and feelings of similarity, which in turn should lead to increased positive affect toward given individuals (Meng, 2018). It is further assumed that, when friendships are formed between individuals of different racial backgrounds, positive will translate into decreased prejudice against the larger groups such individuals represent (Wagner et al. 2017).

From a social learning perspective, the affective base of prejudice is acquired early in life as part of socialization and persists into adulthood, shaping racial and ethnic attitude. For example, conservative parents teach their children conservative values, beliefs and general orientations. As individuals move out of their parents' homes, away from parental influence, their attitudes may shift in accordance with the views of new friends, employers, experiences, or environments (Christ et al. 2010?). However, attitude change is a slow process requiring much time more than four years of college.

Globally, two decades ago Kamal and Maruyama (1990) employed the contact theory's perspective to investigate the attitudes of foreign students towards the United States. Their findings were consistent with contact theory hypotheses; students experiencing positive contacts displayed more favourable attitudes towards the United States. Brown, Mak and Wadey (2014) investigated the impact of intercultural contact between domestic and foreign students on the attitudes towards foreign students and potential mediators of this relationship.

Their findings revealed when Australian students (domestic) had more positive contact with foreign students, the less intergroup anxiety they experienced, and more positive intercultural communication emotions were all related to more positive attitudes toward foreign students. In addition, intercultural communication emotions mediated the relationship between positive quality of contact and attitudes, and between intergroup anxiety and attitudes.

Research in South Africa after apartheid has focused more on interracial contact. For example, Hewstone, Christ, Swart and Voci, (2011) investigated the mediators of contact among a minority group status coloured high school children. Heath, Hewstone, Huseyin and Swart (2011) investigated the role of intergroup contact in predicting collective action in a sample of black and white students in South Africa and found out that indeed intergroup contact has the

power to predict collective action. Furthermore, Finchilescu and Tredoux (2010) investigated the relationship between contact and prejudice from a large sample of South African university students. Their study revealed that the relation between prejudice and contact was larger for affective prejudice than for social distance.

3.1. Amount of contact

Studies of contact between groups can be traced back to when Gordon (2004) investigated the effect of intergroup contact on prejudice reduction. With Pettigrew (2006) meta-analytic test study confirming the results of the intergroup contact theory's ability to reduce prejudice. Globally, many studies have been conducted to investigate the effect of the contact theory and its ability to reduce prejudice among conflicting groups. Furthermore, other studies investigated contact between majority and minority groups (Pettigrew, 2006, Fernández, & Nicolaidou, 2015, Tropp et al, 2017).

Findings from a study by Brown, Eller, Leeds and Stace (2007) supported Allport (1954) contact hypothesis and found that the amount of contact positively predict intergroup contact. Several studies have been conducted on the contact among in-groups and out groups in different countries and of contact among South African nationals in different universities. However, in South Africa the focus has been on interracial contact between South African Students following the apartheid era.

In their analysis of a study on “accounting for lack of interracial mixing amongst South African university students”, Finchilescu, Tredoux, Muianga, Mynhardt, and Pillay (2007) found that there were differences in the reason why there is a lack of interracial mixing among black students within the universities. Therefore, exploring the contact between foreign students and South African students and the effect it has on their attitude is also of great concern in order to fill the gap in literature.

3.2. Cross-group friendships

Several researchers have immensely conducted studies on social networks among local and foreign students across different continents and it has been found to be one of the most important contributing factors to social support, accumulation, satisfaction, contentment, and success for foreign students studying in foreign universities (Bochner, Hutnik, & Furnham 1985a , Kudo & Simkin, 2003 a).

Friendship formation among foreigners generally occurs when they interact with their fellow nationals, individuals from the host country and individuals from other nations in order to build their social networks (Hendrickson, Rosen, & Aune, 2011). This may occur during academic activities such as lectures or during social activities such as sports or recreational activities.

Schartner (2015) found that foreign students usually prefer to form friendships with students from their country of origin, then students from other nationalities and lastly students from the host country.

Empirical interest in the special role of cross-group friendships has expanded and corroborated these early findings through longitudinal, meta-analytic, and experimental research. Longitudinal surveys in several countries have shown that greater cross-group friendships predict more positive intergroup attitudes over time (Swart, Hewstone, Christ, & Voci, 2011).

3.3. Meta-stereotypes

According to Kim and Tomoko (2009), meta-stereotype refers to individuals' predictions about how their group is viewed by an out-group rather their own impressions about the out-group. In their study the authors strived to investigate the significance of meta-stereotypes in predicting out-group attitudes, by focusing on the Japanese meta-stereotype of Koreans. The results revealed that although the results do not suggest a causal relationship between meta-

stereotypes and intergroup attitudes, the current study suggests the potential impact of meta-stereotypes on intergroup relations over other stereotypes. Individuals who have negative stereotypes about the other group usually believe that other individuals have negative attitudes towards them, the same applies if individuals have positive attitudes towards another group, they usually think other groups hold positive attitudes towards them (Hodson, Hogg & MacInnis, 2009).

3.4. Valence of experience

Di Bernardo and Vezzali (2017) outline the reasons why past research has focused more on the effects of positive contact and ignored negative contact. The authors explain how Allport's 1954 hypothesis influenced researchers to focus more on positive contact.

They argue that positive contact only represents one end of the full evaluative spectrum of possible intergroup contact experiences. They propose a new direction of research on exploring both negative and positive contact in predicting out-group attitudes also known as valence of experience. Similarly, Harwood, Husnu, Joyce, Paolini and Rubin, (2014) found that the focus of past research on positive contact has hindered the potential of negative spiralling of intergroup contact.

The valence of contact either positive or negative predicts intergroup attitudes and also mediates the relationship between contact and prejudice cognitive dimensions such as stereotypes (Aberson, 2015). In their study of simultaneously investigating the effect of valence of experience on out-group attitudes the authors found that although negative contact was relatively more influential in shaping out-group attitudes, positive contact experiences unquestionably outnumbered negative experiences.

Thus, given the previous foundation of intergroup contact theory there is little or no literature that investigates the effects of intergroup contact between foreign and South African students based on their interaction within the university and specifically how their interaction affects the attitudes of foreign students towards the South African students.

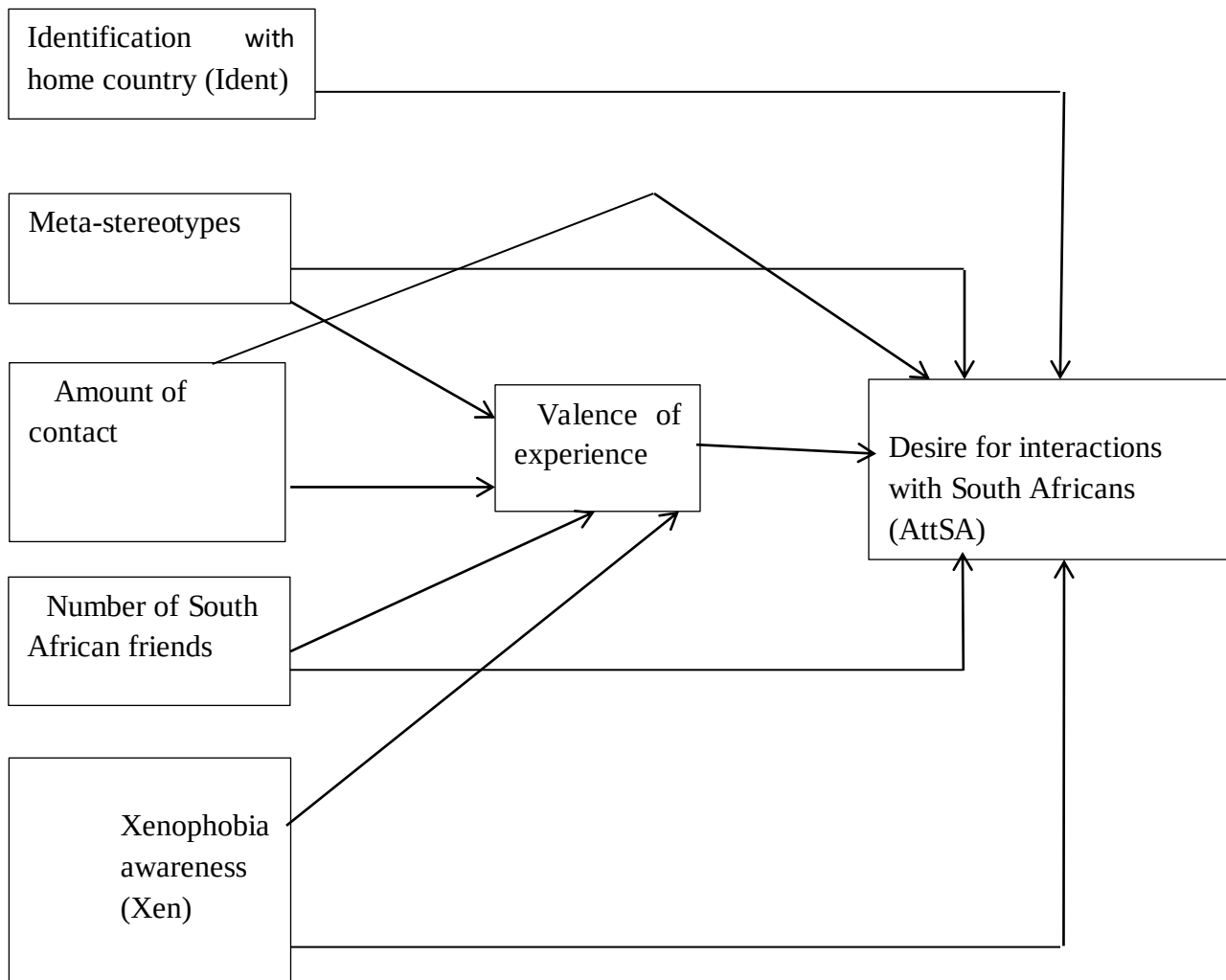


Figure 1 Conceptual model for the study

Chapter 4: Method

Introduction

This chapter introduces the method that were adopted in carrying out this research. It begins by examining the research design that was adopted. It then moves onto discuss the sample that was used for the purpose of this study and the sampling process adapted in other to select the sample. In this section the procedure on how this study was carried out is outlined, the data analysis method used is explained and the ethics considered when conducting this study are discussed.

4.1. Research design

This study has employed a quantitative research approach with the aim of gathering numerical data to describe the perception and interaction of foreign students with South African students within the University of the Witwatersrand, Johannesburg in an objective and systematic way. Furthermore, a non-experimental research design was used as there was no manipulation of any variables.

In addition, this study may be referred to as cross-sectional survey of data on foreign students within the university was collected at one point in time. According to Hall and Lavrakas (2008) the data collected from this kind of research design is advantageous in saving time and getting a sample that will represent the population under study well.

4.2 Sample and Sampling

Sampling refers to the process of selecting individuals who will compose a sample of a population under investigation (Babbie & Mouton, 2004). According to Babbie and Mouton (2004) a small number of people, events and occurrences drawn from the population are selected to participate in a specific study so as to make conclusions about a population under study.

This study targeted a population of foreign students studying at the University of Witwatersrand. The research study obtained a sample of 119. These were students from 31 countries, including Africa, the Middle East, Asia, Europe and the US. Of these countries most of the participants were from Zimbabwe with 33.6% (n=40) of the sample. The foreign student's ages ranged from 17 and 47 years with the mean age of 26.77 years and a standard deviation of 6.99. Of these 50.4 % were males (n=60) and 49.6% were females (n=59).

To obtain the relevant sample of foreign students a non-probability convenience and purposive sampling technique were employed. This means that foreign students who were willing to volunteer in taking part in the study composed the sample. All foreign students were approached through a link sent through the international students' office with the hope of obtaining an acceptable sample that can allow for generalizability of the findings re. However, given the students' response rate the total sample included 155 foreign students studying at the University of the Witwatersrand, with only (n=119) completing the entire questionnaire. This might be because of the length of the questionnaire as it had 11 pages.

4.3. Measures

The questionnaire consisted of 7 scales measuring the following constructs: Attitudes towards South Africans, amount of contact with South African students, the identification with the original country, valence of experience, xenophobia awareness, meta-stereotypes and number of friends.

The socio-demographic characteristics:: This part of the questionnaire requested information on gender, age, country of origin, home language, current level of study (postgraduate or undergraduate level), how long the participants have been in South Africa and whether participants wish to remain in South Africa after completing their studies (see appendix A).

Identification with the original country: The identification of foreign students with their original country was measured by the Multi-group Ethnic Identity Measure adapted from Feitosa, Lacerenza, Joseph, and Salas (2017). This scale originated from the one developed by Roberts et al. (1999). The scale consists of 12-items in which participants indicated the extent to which they agree with each statement on a seven-point Likert-type scale, ranging from 1 (strongly disagree) to 7 (strongly agree). Some of the examples of items in the scale are “I have spent time trying to find more about my original country, such as history, traditions and its customs and “I feel good about my country’s background. In this study, the Cronbach’s alpha for the overall scale was found to be $\alpha = .850$. However, the item, “I think a lot about how my life will be affected by being a citizen of my country”, had a low item-total correlation, so it was excluded. The final scale measuring the Identification with the original country construct had a Cronbach alpha of .865. Example of the items on the scale are “I have spent time trying to find out more about my original country, such as its history, traditions, and customs. Another example is “I am active in organizations or social groups that include mostly people from my own country). Most Participants selected 7 on the Likert scale indicating that they strongly

identified with their original country. A high score on this scale indicated that participants strongly identified their original country. The remaining 11 items were averaged to provide the measure of identification. See (Appendix B).

Experience of intergroup interactions: A similar version of this scale was used by Stephan and Stephan, (1992). This scale measured how the foreign students described the nature of their communication and interaction with South African students. The scale consisted of 6 bipolar adjectives with a 7-point scale between the adjectives e.g. 1= Courteous and 7=Rude. An example of the items on the scale is “How would you describe the nature of your communication and interaction with South African students?”. A high score on this scale indicated positive interactions. The Cronbach alpha was found to be .842. To this end, the scores of 3 items were reversed. The 6 items were averaged to produce the measure of interaction experiences.

Measure of the amount of contact with the other group: The amount of contact of foreign students with the other group was measured with this scale. A version of this scale was developed by (Tredoux & Finchilescu, 2010) and has proved to have good reliability. The scale consists of 8 items, each on a 7 point scale, where participants had to indicate how often they interact with South Africans in different situations by clicking on the circle next to it” The scale ranged from 0 (never) to 7 (very often). One of the 8 items (“How often do you have contact with South African people at religious events?”) had a low item-total correlation and was excluded. The final Cronbach alpha on the 7-item scale was $\alpha = .842$. A high score on this scale indicated high level of contact. The remaining 7 items were averaged to provide the measure of amount of contact.

Measure of how many friends of the other group: This measure sought to assess the proportion of friendships in different national groups. Participants were asked. “Please indicate the

percentage of your friends who belong to South Africa, another national group and your national group (the percentage should add up to 100%)”. Of interest was the percentage of South African friends.

Attitudes to mixing with South African students: The purpose of this scale was to measure the attitude of foreign student’s desire to interact with South African students within the university. This scale will reflect the foreign students’ attitudes towards South Africans. Participants were asked to indicate how they feel when mixing with the other group “If I am perfectly honest, I personally would feel the following about mixing socially with South African students”. The 4 items of this scale consisted of pairs of bipolar adjectives with a 7-point scale between them. For example, strongly agree (1) to strongly disagree (7). The reliability of this scale was .864. A high score on this scale indicated that foreign students have positive attitudes towards South African students. This required that two item’s scores had to be reversed. The 4 items were averaged to produce the measure of attitudes to South African students.

Measure of Meta-Stereotypes: A version of this scale was previously used in a study by Finchilescu (2004). Participants were asked to select their best description in the following statement “when I meet South African students for the first time, I anticipate that they will feel the following emotions towards me as a foreign student”. Four pairs of bipolar adjectives separated by a 7-point scale are presented, for example Hostile-Friendly, Disdainful-Respectful, Excluding - Including and from Warm - Cool. The Cronbach alpha of this four-item measure was found to be = .846. The 4 items were averaged to produce the measure of meta-stereotypes.

Xenophobia awareness scale: This scale was developed by the researcher and her supervisor in order to measure the awareness of xenophobic attitudes towards and attacks on foreign migrants in South Africa. The scale consists of five items that were measured in a 7-point scale.

With 1 (strongly agree) through 7 (strongly disagree). Examples of the items are “I am aware of xenophobic attitudes among South Africans towards foreigners” and “I have experienced discrimination because I am a foreigner in South Africa”. In this research, the reliability of the scale was found to be $\alpha = .821$.

A high score on this scale indicated that the participant was very aware of or had experienced the prejudice against foreigners currently in South Africa. The 5 items were averaged to produce the measure of xenophobia awareness.

For more details about the scales please see Appendix B.

4.4. Procedure

After receiving ethical clearance from the University of the Witwatersrand ethics committee, a request for access to the foreign students was sent to the international students' office. The international student's office forwarded an email inviting the foreign students to participate in the study. A link to the online Survey Monkey based questionnaire was provided for those who consented to participate. The first page of the survey repeated the information about the study, and then asked whether the respondent wished to participate (yes or no). Those who ticked 'yes' progressed to completing the full questionnaire. If they ticked 'no', the survey closed. The estimated time to complete the entire survey-based questionnaire was 30 minutes.

4.5. Ethical considerations

To ensure that no harm is caused to participants the researcher applied for the ethical clearance certificate (non-medical) from the ethics committee at the faculty of Humanities, University of the Witwatersrand for approval and was granted before proceeding with data collection process. The researcher's protocol Number is MSPR/18/003 IH, thus this was done in line with the ethics definition of respecting and upholding the values of care when research is conducted on people and animals. The current study adhered to the principles of confidentiality, informed consent, non-maleficence and anonymity. The participant's information sheet on the survey link contained a brief description of the study and information on voluntarily participation was included. Students were asked to give consent on the link as to whether they would like to participate or not. , There was no physical contact between the researcher and the participants, and they were not asked to provide their identification information such as their real names. Furthermore, participants were also made aware that only the researcher and the supervisor will have access to the data and the researcher will lock the data in a password protected computer.

In addition, there were no harm, or any apparent risks associated with the study, however participants were made aware that in the event that they would feel affected by the questions, the contact details of the free counselling services were provided. Furthermore, in terms of clarity and information about the study findings, participants were provided with the contact details of the researcher and the supervisor in the participant's information sheet.

4.6. Data analysis

Data analyses of the responses obtained was conducted using Statistical Package for the Social Sciences (SPSS) version 25 (IBM Corp, 2017). Descriptive statistics, correlations as well as multiple regressions and path analyses were conducted.

4.6.1. Descriptive statistics

The descriptive statistics of the measures was graphed, and their distributions checked for normality. The responses on the biographic questions will be reported as frequencies and percentages. The Cronbach alpha coefficients of the scales were computed and presented in the results section.

4.6.2. Correlations between variables

This study also examined the strength and direction of the relationship between the foreign students' desire for interaction with South Africans and each independent predictor variables (the amount of contact, xenophobia awareness, meta-stereotypes, valence of experience, number of South African friends and identification with the original country) using correlations. Pearson's correlation coefficients were used to examine the associations between variables. The results were presented on a table in the results section.

4.6.3. Multiple regressions

Multiple linear regression was conducted in order to assess whether the amount of contact, xenophobia awareness, meta-stereotypes, valence of experience, number of friends and the

identification with the original country predicted the foreign student's desire for contact with South Africans (Aiken, 1991) . Furthermore, mediated regression analysis using the Process v3 program (Hayes) within SPSS was conducted to assess whether independent variables affect the dependent variables, and to what extent do they act as mediators. Additionally Variance Inflation Factors (VIF) was conducted in order to check whether the variables or factors are highly correlated to avoid multicollinearity. Tabachnick and Fidell (2007) maintains that VIF values > 10 are a cause for concern for multicollinearity.

4.6.4. Path Analyses

Path analyses were conducted to test the model. In effect a path analysis is an extension of a regression analyses as it is used to test the fit of the correlation matrix. The path analysis allows for disaggregation of direct from indirect effects. Mediation analyses was conducted before testing the model. The model was tested using Amos and the results for the above analyses are described in the chapter to follow.

Chapter 5: Results

Introduction

The results of the data analyses are presented in this chapter. The responses of the foreign students were captured onto a Statistical Package for the Social Sciences (IBM Corp, 2017) and descriptive and inferential analyses were conducted.. The results of these analyses are presented below.

5.1. Demographics

Gender: The biographic questionnaire sought to obtain information about the personal details of participants, which was analysed using frequencies. Of the sample (n=119), 60 foreign students (50.4%) were male and 59 foreign students (49.6%) were female.

Age: The results indicated that the foreign students' ages ranged from 17 and 47 years with the mean age of 26.77 years and a standard deviation of 6.99 years. Most participants were between the ages of 19 and 27 years.

Country of origin: The results indicated that participants were from 31 countries including Africa, the Middle East, Asia, Europe and the United States of America (USA). Of these countries, most of the participants were from Zimbabwe constituting 33.6% (n=40) of the sample.

Table 5. 1 Languages of participant

Language	Percentages
Shona	21.80%
English	20.20%
Sesotho	8.40%
Siswati	5.90%
Ndebele	5.90%
French	4.20%
Kinyarwanda	2.50%
German	2.50%
Setswana	2.50%
Swahili	1.70%
Amharic	1.70%
Portuguese	0.80%
Chichewa	0.80%

Language	Percentages
Creole	0.80%
Akan	0.80%
Guajarati	0.80%
Hebrew	0.80%
Ibibio	0.80%
Isizulu	0.80%
Kikuyu	0.80%
Kiswahili	0.80%
Lingala	0.80%
Malagasy	0.80%
Oshidonga	0.80%

A high percentage of participants selected Shona as their home language, this is understandable as many participants are from Zimbabwe and Shona is one of the most languages spoken in the country.

Educational level: From the frequency results it was found that 46.2% (n=55) were enrolled for their undergraduate studies and 53.8% (n=64) were enrolled for their postgraduate studies.

Years in South Africa: Participants indicated having spent an average 4.26 years ($SD=3.59$ years) staying in South Africa. This is understandable as obtaining a degree in South Africa can take up to 4 years. Lastly 67.2% (n=80) indicated that they wished to stay in South Africa, while 32.8% indicated that they did not wish to stay in South Africa after completion of their studies.

Reasons for why foreign students chose to study in SA instead of their own country: Most participants indicated that the level of education at Wits is high 73.1% (n=87), followed by

66.6% (n=79) who indicated that Wits has an international reputation. Interestingly 51.3% participants (n=61) chose to study at Wits because they believe that there are more opportunities for jobs after completing the university studies in South Africa. Of the sample 42% (n=50) of the participants stated that the course they wanted to study was unavailable in their country of origin. Furthermore 41, 2% (n=49) participants wanted to gain experience by coming to another country. Additionally, 18.4% (n=22) wanted to work with academics that are at wits. While 36.1% (n= 43) participants wanted to study away from home, 18.5% (n= 22) were immigrants and only 6.7% (n= 8) were refugees in South Africa.

5.2. Contact

The frequency results revealed that all participants had contact with South Africans at some point in their lives. This contact occurred in foreign students' residential area, their own home, during lectures etc. The table below indicates the distribution of contact that participants had with South Africans in different situations.

Table 5. 2 Contact that occurred

Statement	Percent of responses in each category					Mean	SD
	Never	Seldom	Sometimes	Often	Very often		
In your residential area	5	9.2	21.8	23.5	40.3	3.85	1.2
In your own home	15.1	16.8	20.2	26.9	21	3.22	1.36
In the home of other people	6.7	18.5	29.4	23.5	21.8	3.35	1.2
In their (South African) homes	12.6	21.8	22.7	20.2	22.7	3.18	1.35
At social events	4.2	9.2	24.4	30.3	31.9	3.76	1.13
Sit next to them at lectures	1.7	1.7	11.8	28.6	56.3	4.36	0.88
Have friendly conversations	1.7	3.4	18.5	29.4	47.1	4.17	0.96
SD Standard deviation							

From the table it can be observed that most contact of foreign students with South Africans (56.3%) often occurred when sitting next to South Africans at lectures.

This is understandable as all the participants were university students. A small percentage of the sample (1.7%) who indicated that they had never sat next to South Africans at lectures may be postgraduates who do not have lectures.

Table 5. 3 Means, standard deviations, Cronbach alphas, Skewness and Kurtosis

Measure	Mean	SD	Cronbach alpha Coefficient	Skewness	Kurtosis	Number
Identification with the original country	4.90	1.16	.850	-.749	.344	119
Amount of contact	3.69	.83	.803	-.307	-.541	119
Valence of experience	4.89	1.22	.842	-.237	-.327	119
South African friends	39.4	27.25		.607	-.720	119
Xenophobic experience	4.1	1.61	.821	-.021	-.983	119
Desire for interaction with South Africans	5.26	1.32	.864	-.663	.358	119
Meta-stereotypes	4.44	1.51	.878	-.065	-.656	118

With inspection from table 2 above we can see that all variables skewness and kurtosis are between -1 and +1, therefore sufficiently close to normal distribution (Howell, 2008).

5.4. Relationships between variables

In order to check the strength direction of the linear relationship between two variables correlations were computed. The relationships between the variables are described in the table below. The statistical tests used in the analyses assume a multivariate normal distribution. Outliers were removed from the data.

Table 5. 4 Correlations between all the variables

	1	3	4	5	6	7
1. Desire for interactions with South Africans						
		.626**	.533**	-.366**	0.094	.422**
						.363**
2. Valence of experience			.497**	-.364**	0.112	.362**
						.279**
3. Meta-stereotypes				-.450**	0.047	.208*
						.209*
4. Xenophobia awareness					0.110	-0.173
						-0.142
5. Identification with original country						-0.068
						-.283**
6. Amount of contact						
						.583**
7. No. of South African friends						

There is a significant strong positive relationship between the foreign student's desire for interaction with South Africans and valence of experience ($r=.626, p<.001$); meta-stereotypes ($r=.533, p<.001$); the amount of contact ($r=.422, p<.001$); and the number of South African friends ($r=.363, p<.001$). This indicates that a strong desire for interactions with South Africans is associated with positive experiences with South Africans, the belief that South Africans have a positive perception of them as foreigners; a high amount of contact with them and numerous South African friends. There are also significant positive relationships between

valence of experience and meta-stereotypes ($r=.497, p<.001$); between experience and the amount of contact ($r=.362, p<.001$); and between experience and the number of South African friends they have ($r=.279, p<.001$). This indicates that the more positive their experience with South Africans, the higher their perception that South Africans view them positively; the more contact, and the more friends they have with South Africans. There is a strong positive correlation between the amount of contact and the number of South African friends ($r=.583, p<.001$). Having many friends is associated with more contact with South Africans. There are significant negative relationships between xenophobia awareness with the desire for interaction with South Africans ($r=-.366, p<.001$); with their experiences of interaction ($r=-.364, p<.001$); and with their perceived meta-stereotypes ($r=-.450, p<.001$). Thus, strong awareness of xenophobia is associated with lack of desire for interaction with South Africans, is linked to negative experiences with South Africans, and is associated with beliefs that South Africans have negative stereotypes of foreigners. However, the correlation between xenophobia awareness and contact and number of South African friends does not reach significance. There is a statistical significant negative relationship between Identification with the home country and number of South African friends ($r=-.283, p<.001$), this indicates that the more an individual identifies with his or her home country the less number of South African friends he or she will have.

Identification with original country is not associated with any of the variables except the number of South African friends ($r=-.283, p<.001$). The stronger the individual's awareness of xenophobia, the lower the number of South African friends they have.

A multiple linear regression was conducted, regressing all the variables on the desire for interaction with South Africans as dependent variable. Multiple linear regressions analysis was conducted in order to check for the assumptions of regressions, thus multicollinearity, linear relationship between the dependent and the independent variables, and absence of outliers. The

Variance Inflation Factors (VIF) tolerance was less than 10 for all scales, suggesting that the assumption for multicollinearity was met. Furthermore, by inspecting the probability plot of the regression results the data points appear to follow the regression line, confirming that there is a linear relationship between the dependent and the independent variables. Additionally, looking at the scatter plot of the standardized residuals none of the data points fall outside of -3 and 3. While inspecting the Cook's distance, one participant was identified as an outlier and was removed from the data.

The ANOVA for the full regression was statistically significant $F(5,110) = 22.104; p = .000$ and explained 50.1% of the variability in desire for interaction with South Africans,

Inspecting the standardised coefficients beta in Table 6, valence of experience is the strongest predictor of the desire for interaction with South Africans than the other independent variables ($\beta = .338, p = .000$). Additionally, only the contribution of the valence of experience was statistically significant at the level $p < 0.001$. Meta-stereotypes and amount of contact were significant at the level of $p < 0.05$. Identification with the original country, xenophobia awareness and South African friends were not significant predictors.

Table 5. 5 Summary of multiple linear regression analysis with the desire for interaction with South Africans as a dependant variable

	<i>Standardised</i>				
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>T</i>	<i>Sig.</i>
<i>Constant</i>	.843	.719		1.172	.244
<i>Identification with the original country</i>	.047	.085	.041	.553	.581
<i>Valence of experience</i>	.418	.089	.388	4.705	.000
<i>Amount of contact</i>	.300	.133	.195	2.254	.026
<i>South African friends</i>	.004	.004	.084	.936	.351
<i>Meta-stereotypes</i>	.241	.077	.257	3.114	.002
<i>Xenophobia awareness</i>	-.037	.063	-.046	-.589	.557

5.6. Mediation analysis

All questions were tested using a mediation analysis using the Process v3.4 program by (Hayes) within SPSS, testing the model.

Q1: Does the amount of contact that foreign students have with South Africans affect their desire to mix with South African students and is this mediated by the valence of experience?

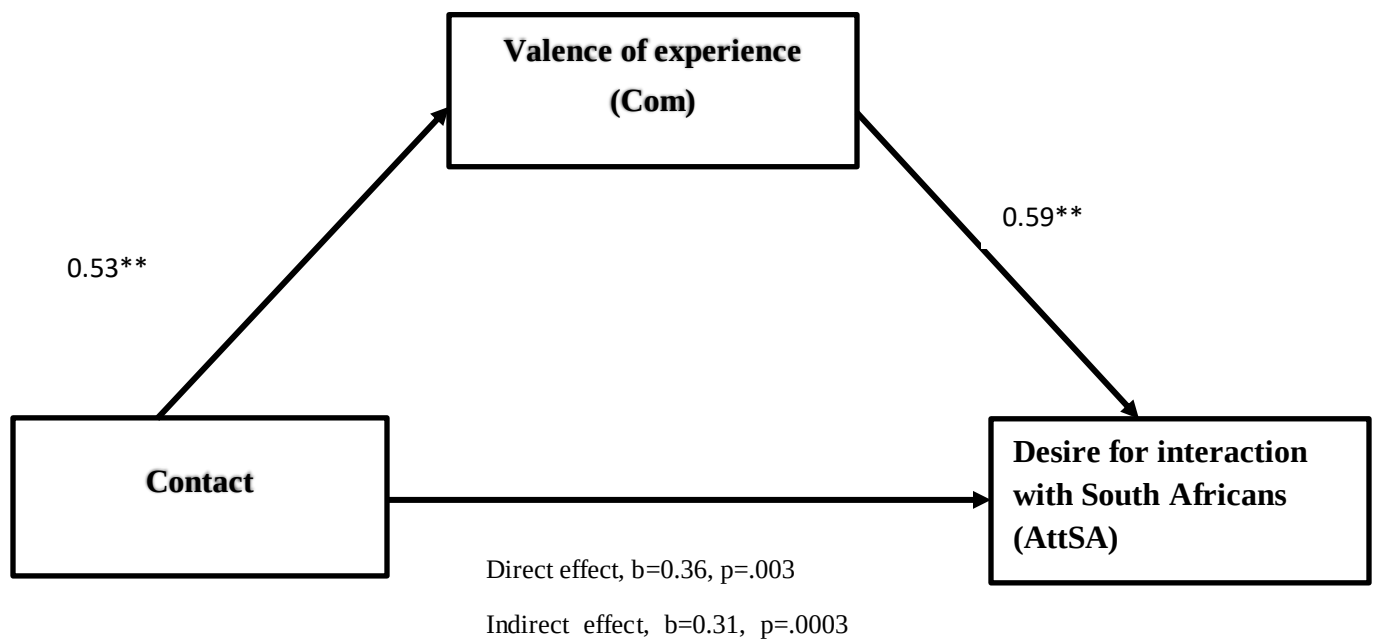


Figure 2 Mediation for question 1

The mediation analysis regression results revealed that contact significantly predicts valence of experience $b=0.53$, $t=4.197$, $p<.001$. The R^2 indicated that contact explained 13% of the variance of experience. Inspecting the positive b value, we can see that the relationship is positive, thus the more positive the contact the more positive the valence of experience.

The mediation results of the desire for interaction with South Africans as predicted by both contact and valence of experience revealed that contact significantly predicts the desire for

interaction with South Africans even with valence of experience in the model $b=0,36$; $t=3$; $p=.003$; valence of experience also predicts the desire for interaction with South Africans $b=.59$, $t=4.2$, $p<.001$. The R^2 value indicated that the model explains 43.5% of the variance in the desire for interaction with South Africans. The positive b values of the contact and valence of experience variables tells us that the relationship is positive. These relationships are in the predicted direction.

Inspecting the total effect model revealed that when valence of experience is not in the model, contact significantly predict the desire for interaction with South Africans $b=0.67$, $t=5.03$, $p<.001$. The R^2 value tells us that the model explains 18% of the variance in the desire for interaction with South Africans. Similarly, to when we include valence of experience in the model, contact has a positive relationship with the desire for interaction with South Africans (this is confirmed by a positive b value). This finding is in line with

Results show that there was a significant indirect effect of Contact on the desire to for interaction with South Africans through valence of experience, $b=0.31$, $p<.001$, bootstrap confidence intervals $[0.15, 0.54]$. Although the direct effect of Contact on the desire for interaction with South Africans does not drop appreciatively, there is a relatively large R^2 mediation effect = .134, 95% bootstrap CI $[.05, .25]$. The normal theory (Sobel) test is significant ($z=3.61$, $p<.0003$). This confirms that valence of experience mediates the effect of Contact on the desire for interaction with South Africans.

Q2. Does the awareness of xenophobia affect desire for interactions with SA, and is this mediated by the amount of contact they currently have and the experience of these interactions?

This serial mediator model was analysed using Hay's Process package using model 6. The model being tested:

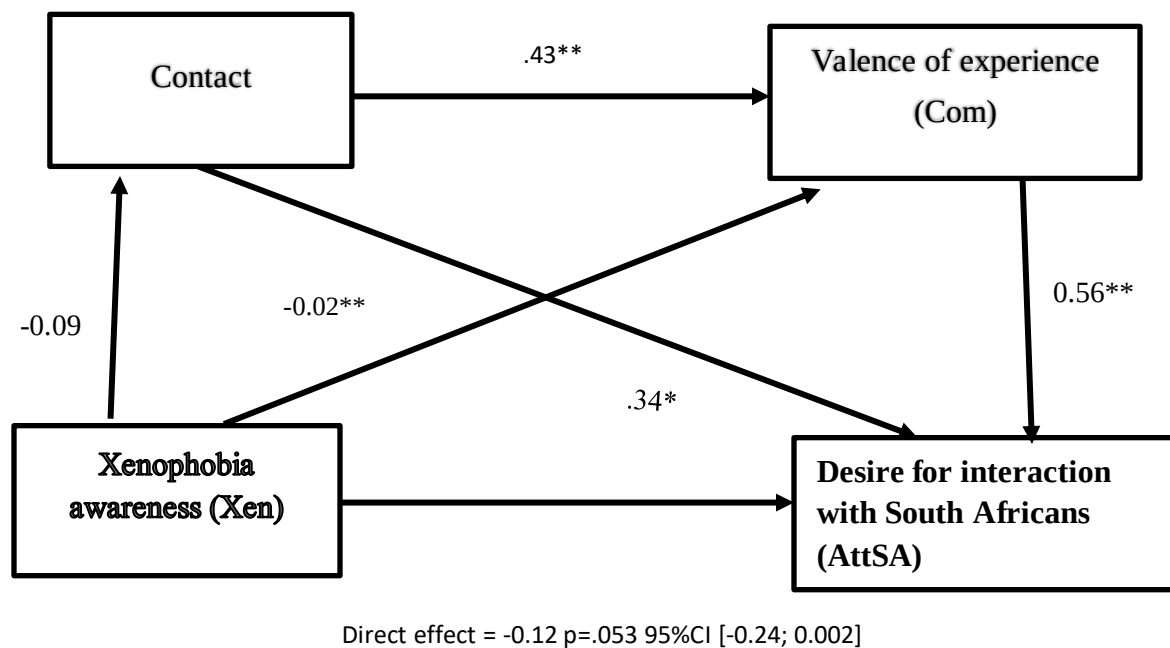


Figure 3: Mediation analysis for question 2

Table 5.6 1 Mediation results for question 2

	Contact			Valence of experience			Desire for interaction		
	Coeff.	SE	P	Coeff.	SE	P	Coeff.	SE	P
Xenophobia awareness									
Contact	-	-	-	0.43	0.12	.0006	0.34	0.12	.0046
Valence of experience	-	-	-	-	-	-	0.56	0.09	0.000
Constant	4.06	0.21	.0000	4.23	0.56	.0000	1.78	0.64	.0000
	R ² =.03			R ² =0.22			R ² =.46		
	F(1, 114)=3.52,			F(2, 113)=15.80,			F(3, 112)=31.76,		
	p=.063			P=.000			p=.0000		

The mediation analysis regression results revealed that xenophobia awareness does not significantly predict contact $b = -0.09$, $t = -1.88$, $p = .063$. The R^2 indicated that contact explained only 03% of the variance of contact. Inspecting the negative b value, we can see that the relationship is negative, thus the more foreign students are aware of xenophobia the less contact they want to have with South Africans.

Furthermore, the mediation results revealed that xenophobia awareness significantly predicts valence of experience $b = -2.32$, $t = -3.7$, $p < .001$. Also contact predicts valence of experience $b = .43$, $t = 3.5$, $p < .001$. The R^2 indicated that the model explained 22% of the variance in valence

of experience. The negative b value of the xenophobia awareness tells us that the more foreign students are aware of xenophobia the less interaction they want to have with South Africans.

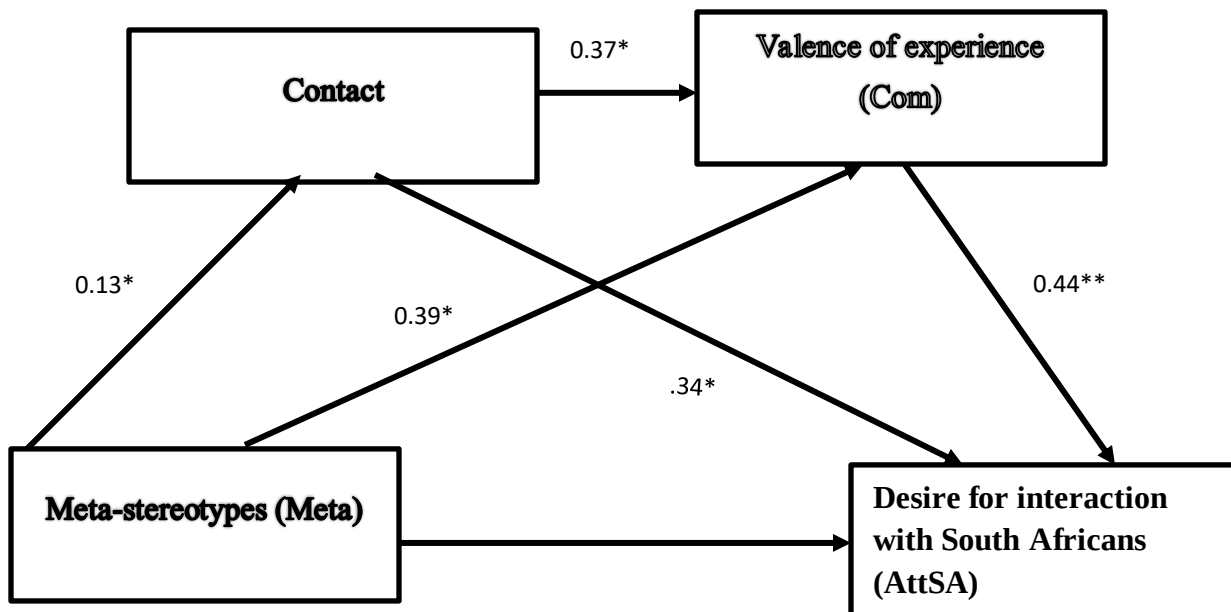
The results also show that contact $b=.34, t= 2.9, p= .005$, valence of experience $b= .56, t= 6.4, p<.001$ and xenophobia awareness $b= -.12, t= -1.95, p= .05$ significantly predict the desire for interaction with South Africans. The R^2 indicated that the variables explain 46% of the variance in the desire for interaction with South Africans.

The negative b value in the xenophobia variable indicates that the relationship is negative, thus the more foreign students are aware of xenophobia the less they desire to interact with South Africans.

Inspection of the total effect model revealed that when valence of experience and contact are not in the model, xenophobia significantly predict the desire for interaction with South Africans $b=-.3, t= -4.2, p<.001$.

The indirect effect results revealed that the paths from xenophobia awareness → contact → desire for interaction with South African students, effect $-.03$, bootstrap confidence intervals $[-.092, -.003]$, xenophobia awareness → contact → valence of experience → desire for interaction with South Africans effect $-.021$ bootstrap confidence intervals $[-.065, -.0021]$ and xenophobia awareness → valence of experience → desire for interaction with South Africans effect $-.13$ bootstrap confidence intervals $[-.234, -.051]$, were significant. Additionally, it is noticeable that the valence of experience has a much bigger effect in the model (effect $-.13$). Comparison of the path revealed that the best path is xenophobia awareness → valence of experience → desire for interaction with South Africans effect $-.13$ bootstrap confidence intervals $[-.234, -.051]$. The results suggest that valence of experience is a stronger mediator of the relationship between foreign students' awareness of xenophobia and the desire for interaction with South African students.

Q3. Do meta-stereotypes influence desire for interactions with SA, and is this mediated by the amount of contact they currently have and the experience of these interactions?



`Direct effect = 0.28, P=.0003 95% CI [0.13; 0.42]

Figure 4 Mediation results for question 3

Table 5.6 2 Mediation results for question 3

	Contact			Valence of experience			Desire for interaction		
	Coeff.	SE	P	Coeff.	SE	P	Coeff.	SE	P
Meta- stereotypes	0.13	0.05	.024	0.39	0.07	.0000	0.28	0.07	.0003
Contact	-	-	-	0.37	0.12	.0017	0.34	0.11	.0036
Valence of experience	-	-	-	-	-	-	0.44	.09	.0000
Constant	3.13	0.25	.0000	1.78	0.48	.0003	0.63	0.48	.189
	R ² =.04			R ² =.31			R ² =.49		
	F(1, 116)=5.26,			F(2, 115)=25.66,			F(3, 114)=36.50,		
	p=.0237			p=.0000			p=.0000		

The mediation analysis regression results revealed that meta-stereotype significantly predict contact $b=0.13$, $t=2.29$, $p=.02$. The R^2 indicated that meta-stereotypes explained only 04% of the variance of contact. Inspecting the positive b value, we can see that the relationship is positive, thus the more the positively foreign students think South Africans think of them the more the contact they will have with South Africans.

Furthermore, the results also revealed that meta-stereotypes significantly predict valence of experience $b=0.39$, $t=5.6$, $p<0.01$. Contact also significantly predict the valence of experience $b=0.37$, $t=3.2$, $p=.002$. The R^2 value indicated that the model explains 30% of the variance in valence of experience. Furthermore, the positive b values of the contact and meta-stereotypes variables tell us that the relationship is positive, thus the more positive contact foreign students experience with South African students the more positive thoughts and feelings they have towards South Africans. These relationships are in the predicted direction.

The regression results indicated that meta-stereotypes $b=0.28$, $t=3.8$, $p<.001$; valence of experience $b=0.44$, $t=4.9$, $p<.001$, and contact $b=0.34$, $t=2.97$, $p=.003$ significantly predict the desire for interaction with South African. The R^2 value tells us that these variables explain 49% of the variance in the desire for interaction variable. Furthermore, the positive b values indicate that the relationship is positive.

Inspecting the total effect model revealed that the direct effect of meta-stereotypes on the desire for interaction with South Africans is significant $b=0.51$, $t=6.8$, $p<.001$. The R^2 value tells us that the model explains 28% of the variance in the desire for interaction with South Africans.

However, the best indirect path is meta-stereotypes→ valence of experience→ desire for interaction with South Africans effect -.17 bootstrap confidence intervals [0.086; .302 indicating the effect of meta-stereotypes on the desire for interaction with South Africans through valence of experience.

Q4; Does the number of friends influence desire for interactions with SA, and is this mediated by the amount of contact they currently have and the experience of these interactions?

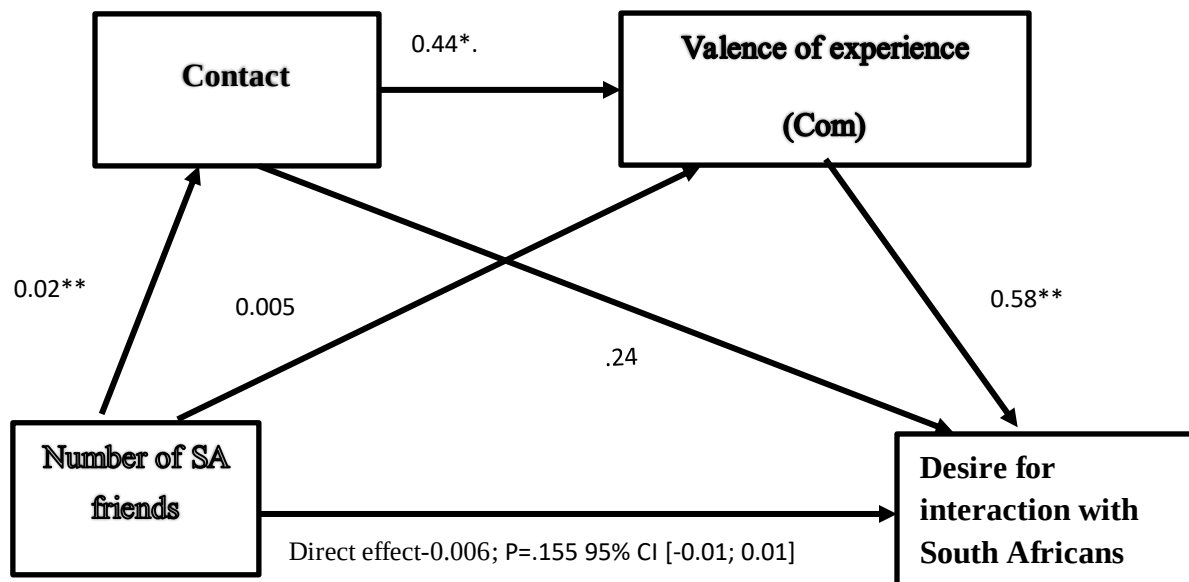


Figure 5 Mediation results for question 4

Table 5.6 3 Mediation results for question 4

	Contact			Valence of experience			Desire for interaction		
	Coeff.	SE	P	Coeff.	SE	P	Coeff.	SE	P
Number of friends	0.02	0.00	.0000	0.00	0.00	.3348	0.006	0.00	.1552
Contact	-	-	-	0.44	0.16	.0053	0.25	0.14	.0789
Valence of experience	-	-	-	-	-	-	0.58	.08	.0000
Constant	2.99	0.11	.0000	3.08	0.50	.0000	1.27	0.50	.0133
	R ² =.34			R ² =.14			R ² =.46		
	F(1, 117)=60.21, p=.0000			F(2, 116)=9.27, p=.0002			F(3, 115)=30.75, p=.0000		

The results revealed that the number of South African friends foreign students have significantly predict contact $b=0.02, t=7.8, p<.001$. The R^2 value indicated that the number of friends explain 34% of the variance in the contact variable. Number of friends does not significantly predict valence of experience $b=0.0, t=0.97, p=.33$, however contact significantly predicts valence of experience even with the number of South African friends in the model $b=0.44, t=2.8, p=.005$.

Furthermore, contact $b=.25, t=1.77, p=.08$ and the number of friends $b=0.006, t=1.4, p=.155$ does not significantly predict the desire for interaction with South Africans. However, valence of experience is a significant predictor $b=.58, t=7.15, p<.001$.

The direct effect of the number of South African friends significantly predict the desire for interaction with South Africans without contact and the desire for interaction with South

Africans in the model. The R^2 value indicated that the number of friends explain 13% of variance in the desire for interaction with South Africans.

The indirect paths number of South African friends → contact → desire for interaction with South Africans effect .004 bootstrap confidence intervals $[-.0008; .010]$ and number of South African friends → valence of experience → desire for interaction with South Africans effect .0027 bootstrap confidence intervals $[-.003; .008]$ is not significant. The only significant path is number of South African friends → contact → valence of experience → desire for interaction with South Africans, effect .005 bootstrap confidence intervals $[.001; .0096]$. This indicate that the amount of contact and the valence of experience are both significant mediators of the number of friends and the desire for interaction with South Africans, with the valence of experience having a bigger mediation effect.

Q5; Does the level of identification with home country influence desire for interactions with SA, and is this mediated by the amount of contact they currently have and the experience of these interactions?

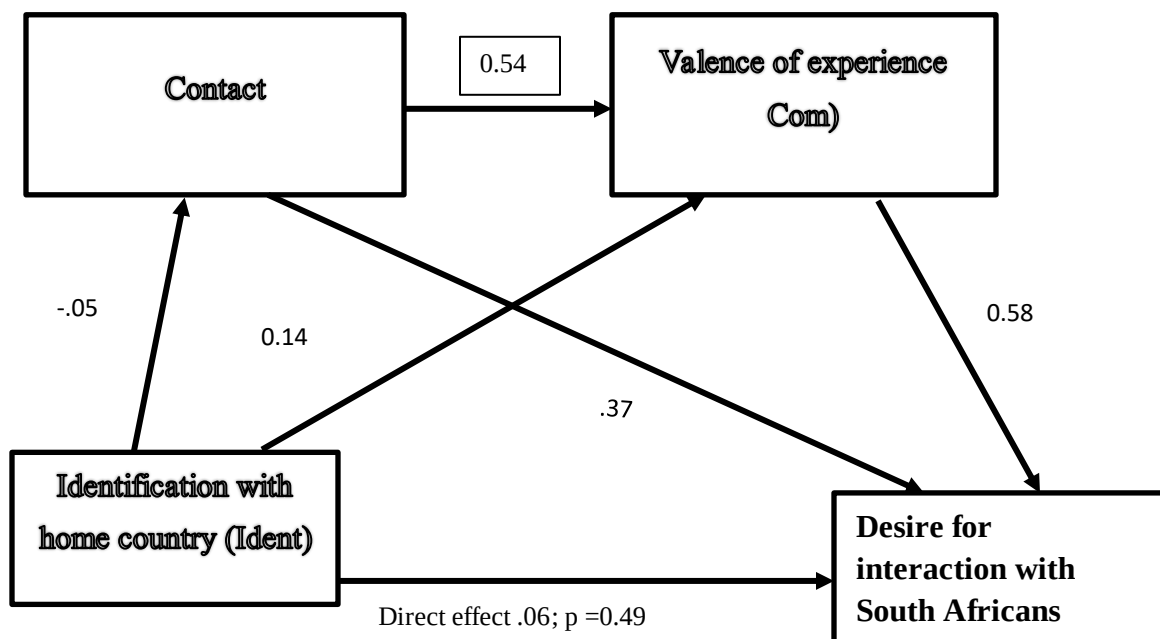


Figure 6 Mediation results for question 5

The mediation analysis revealed that Identification with the home country does not significantly predict contact $b = -.05$, $t = -.74$, $p = .46$, valence of experience $b = .14$, $t = 1.56$, $p = .11$ and the desire for interaction with South Africans $b = .06$, $t = .69$, $p = .49$.

Identification with the home country has no effect on foreign students' desire for interaction with South Africans. Thus, there is no mediation.

Because of the small number of participants in my study I did not want to go immediately into a path analysis, rather I wanted to test it out individually for all the questions.

From Question 1, initially I put in contact, interaction with South Africans and the desire for interaction with South Africans and because the direct effect of contact on the desire for interaction with South Africans was significant, I also put it in. In question 2 I initially left out the direct path between xenophobia awareness and the desire for interaction with South Africans, so I only put the path between xenophobia awareness through interaction with South Africans to the desire for interaction with South Africans. Then I put meta-stereotypes, because it had a direct effect, I then put a straight line to the desire for interaction with South Africans and the best path was from meta-stereotypes to interaction with South Africans to the desire for interaction with the South Africans. I did not put the direct effect of the number of friends to the desire for interaction with South Africans because there was no direct effect, but it had a significant effect to contact which none of the other variables had, the best path was through contact, interaction with South Africans to the desire for interaction with South Africans. I had to remove 3 participants because path analysis in Amos only works if you have an exact number of people in each variable. Thus 3 people who did not the xenophobia awareness scale were removed. The analysis asked if I don't have any correlations between the variables and I had correlations between xenophobia and meta-stereotypes and number of South African friends with meta-stereotypes from the correlations table, but there was no correlation between number of South African friends and xenophobia awareness. The analysis requested a line between xenophobia and the desire to mix with South Africans.

Thus, I decided to try a path analyses based on what I had already found, and the results are below.

Table 5.6 4 Model fit results of the final model

Model	Chi-square p value	GFI	NFI	CFI	RMSEA
	6.28	0.98	0.97	0.99	0.05

The Amos results suggest that the degrees of freedom are 5 and positive, this suggest that the model is over identified and of good fit. Furthermore, the results indicate that the chi-square is not significant, this implies that we can accept the null hypothesis that the observed variance-covariance matrix is equal to the theoretical or model implied variance-covariance matrix (Byrne, 2010). The goodness of fit index (GFI) is 0,982, thus closer to 1 and indicating that the model is a better fit. The normal fit index (NFI) IS 0,970 which is within the range of 0 and 1 and very close to 1 indicating a indicating a perfect fit. The Comparative fit index (CFI) is 0,993 which is greater than 0.90 indicating the best fit. The root means square error of approximation (RMSEA) is 0,47 which is lower than the cut of value of 0.08 indicating acceptable fit. Hence the overall criteria indicate that the model is of good fit.

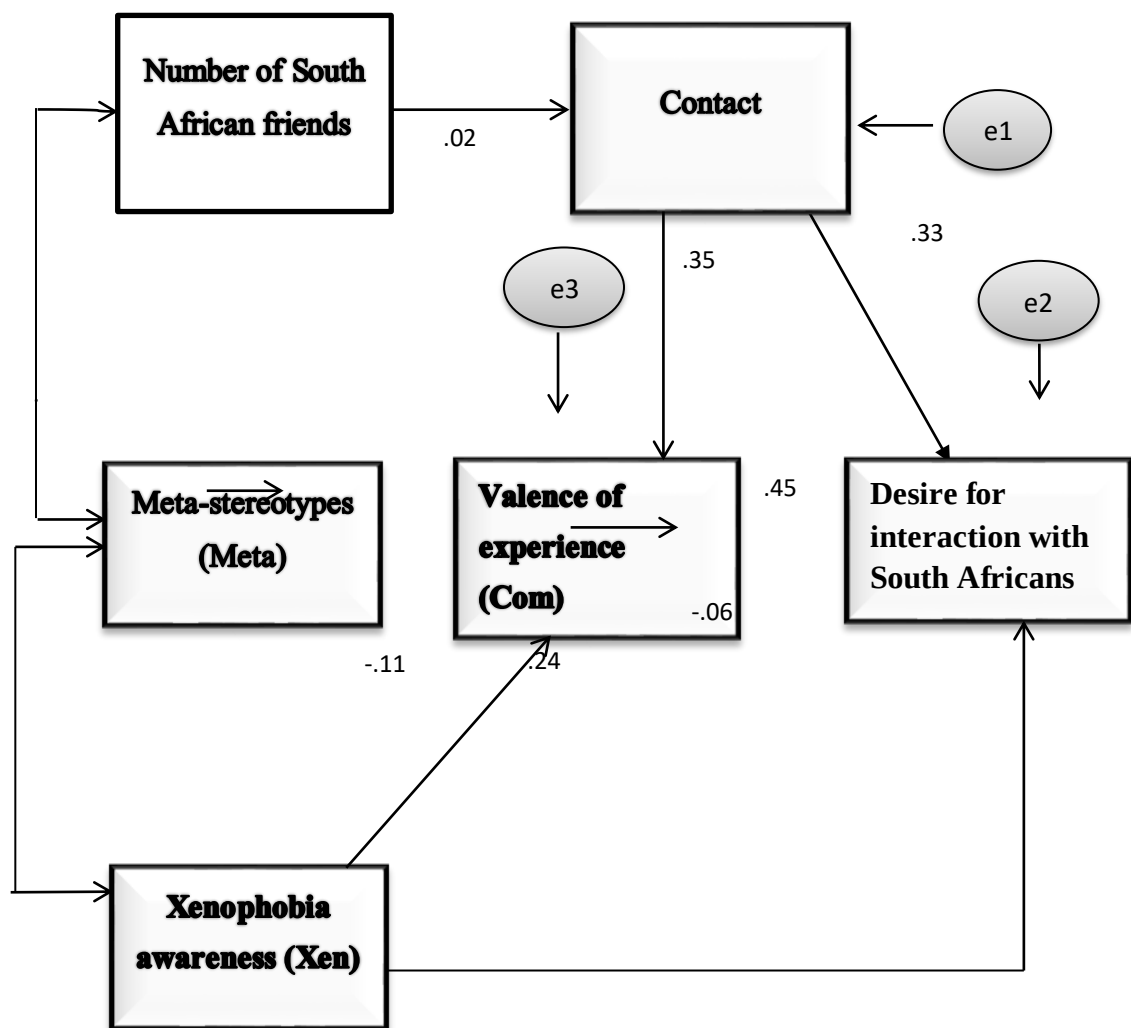


Figure 7 Path diagram desire for interaction with South Africans

The above diagram specifies a mediation model in which the effect of number of friends flow through the amount of contact and valence of experience to the desire for interaction with South African Students, thus the amount of contact and the valence of experience are the mediating variables. The effect of meta-stereotypes, awareness of xenophobia, amount of contact flows through the valence of experience towards the desire of interaction of foreign students with South African students, thus the valence of experience is the mediating variable. There is a direct effect of meta-stereotypes on the desire for interaction of foreign students with South African students and a direct effect of foreign students' awareness of xenophobia and their

desire for interaction with South African students. There are 3 error terms which can be explained by other factors not measured in this study. The dark two headed arrows from number of friends to meta-stereotypes and from meta-stereotypes to xenophobia awareness specify the correlations between the variables.

The unstandardized regression weights reflecting in the diagram show the direct effects of the variables. Inspecting these coefficients, the path from the number of friends to contact is positive and statistically significant (.02, $p < .001$). The path from contact to valence of experience is also positive and statistically significant (.35, $p < .001$). There is also a significant path from meta-stereotypes to valence of experience (.33, $p < .001$). There is a positive significant path from contact to the desire for interaction with South African students (.33, $p = .003$). There is also a positive significant path from meta-stereotypes to the desire for interaction with South Africans (.24, $p = .002$). Additionally, there is a positive path from valence of experience to the desire for interaction with South African students (.45, $p < .001$).

However, there is a negative non-significant path from xenophobia awareness to valence of experience (-.11, $p = .074$), and a path from xenophobia to the desire for interaction with South African students. The negative path suggests that when foreign student's awareness of xenophobia increase their valence of experience decreases and the same applies to their desire for interaction with South African students (-.24, $p = .347$).

Inspecting the unstandardized weights allows us to form comparative judgements about which effects in the model are larger and which are smaller. The results revealed that the number of South African friends has the largest predictive relationship with the amount of contact (.586). Followed by the predictive relationship of valence of experience to the desire for interaction with South African students (.410), the relationship between valence of experience and meta-stereotypes (.385), the relationship between the desire for interaction and meta-stereotypes (

.253), followed by the relationship between valence of experience and at the amount of contact (.249), then the relationship between the desire for interaction with South African students and the amount of contact (. 213).

This was followed by a negative relationship between valence of experience and awareness of xenophobia (-.154) and finally the relationship between xenophobia awareness and the desire for interaction with South African students (-.072).

The direct link of xenophobia is stronger than the mediated link with the valence of experience. Similarly, the direct link of meta-stereotypes is stronger than the mediated link with valence of experience and the same applies to the direct link of contact through valence of experience to the desire for interaction with South Africans. The number of friends only affects contact through the mediation link of contact and valence of experience.

Chapter 6: Discussion

In this chapter the substantial statistical results in chapter 5 are discussed.

Studies on the experiences of foreign students and more broadly on foreign nationals have been greatly investigated, and more focus on how xenophobia influence contact among students in University is needed. In South Africa, the media constantly broadcast incidences of xenophobic attacks, however many foreign students still come to study in South African universities. This study investigated the effect of contact between South African and foreign students in view of xenophobic attacks in South Africa. Specifically, the effect of this contact on the attitudes of foreign students towards South Africa. Additionally, the study further explored whether valence of experience mediated the relationship between the awareness/experience of xenophobia, amount of contact, number of friends, meta-stereotypes, the identification with the original country and the desire for interaction with South Africans

This study employed the Intergroup Contact Theory to understand the effect of contact between foreign and South African students. The Contact theory has been widely studied and continues to be used to explain prejudice and the contact that exists between different groups (Pettigrew & Troop, 2006). The current study desired to contribute this to type of knowledge.

From the data analysis, it is evident that male and female participants were equally represented in the study. The age range of participants was from 17 to 47 years. In addition, the ethnic background of the participants was diverse, ranging from English, Shona, Creole, Swahili, and French etc. This was a positive aspect in showing lack of bias in the responses as there was representation in the study of all races and diverse cultural backgrounds. It is also in line with the literature which states that South Africa has become host to a diverse number of students from many countries. Students opt to study at University of the Witwatersrand based on the perception that the level of education offered by the institution is high, and that the university

has an international reputation. Moreover, the lack of some courses in their home countries, which are offered by University of the Witwatersrand is a major reason why students chose to come and study at the university. Hall (2004) observes that a considerable number of students from all over the world are coming to South African universities, thereby encouraging the internationalisation of the university environment. This diversity can assist in understanding the impact of culture on xenophobia and could assist universities to devise appropriate strategies to improve the learning experiences of students, both foreign and local. Furthermore, most participants in the study believe that they have a higher chance of getting jobs after their studies, especially in their home countries.

Recap of the main findings

Multiple regression results

Revealed that valence of experience is the strongest significant predictor of the desire for interaction with South Africans than the other independent variables. Meta-stereotypes and amount of contact were significant at the level of $p < 0.05$. Identification with the original country, xenophobia awareness and South African friends were not significant predictors.

Mediation results

Results show that there was a significant indirect effect of Contact on the desire to for interaction with South Africans through valence of experience. Additionally Valence of experience is a stronger mediator of the relationship between foreign students' awareness of xenophobia and the desire for interaction with South African students.

The total effect model revealed that the direct effect of meta-stereotypes on the desire for interaction with South Africans is significant $b = 0.51$, $t = 6.8$, $p < .001$. This is mediated by the valence of experience. Identification with the home country does not significantly predict contact $b = -.05$, $t = -.74$, $p = .46$. Hence No mediation. The model fit criteria results indicated that the model is of good fit.

The study has established that many of the participants in the study are enrolled for postgraduate courses. This is important as it shows that the views of the participants are informed by having some sound experience at the university, even if they are non-South African universities, at both undergraduate and postgraduate levels. Interestingly, most of the participants in the study are interested in staying in the country after completion of their studies. This finding is important because it is apparent that despite the xenophobic challenges that these students experience, they are not deterred from wanting to continue staying in the country. Crush and Williams (2005) argued that the high ranking enjoyed by South African universities globally, coupled to organised labour that has led to comparatively high wages in the country, has led to an inflow of students from all over the world who wish to remain and work in the country after their studies.

Contact between foreign students and South Africans is inevitable. The study has established that most contacts between the participants and South Africans occur during lectures at the university. The implication of this finding is that there may be limited interaction between foreign students and South Africans in social settings, which are completely different from academic strings. Some participants stated that they had never sat next to a South African student. This finding is important in terms of the perception that such students will hold towards their local counterparts. However, it is important to acknowledge that most participants in the study were postgraduate and may not need to attend lectures. Despite this limited interaction between foreign students and South Africans, the findings reveal that foreign students have a strong desire to interact with local students. This is beneficial as it will provide understanding of different cultures and outlooks towards each other hence raising awareness about xenophobia. It might also lessen perceptions of what Crush and Williams (2005) indicate in

their literature that foreigners are viewed as a threat to local citizen's interests including jobs, housing and security.

The above finding is also significant when considering meta-stereotypes. Most of the participants who desire to interact with South African students were of the view that South African students hold positive meta-stereotypes about foreigners. On the other hand, participants who were of the view that South Africans have negative meta-stereotypes about them as foreigners were less likely to interact with them. This is in line with Groepel-Klein et al., (2010) who explain that interaction and contact between foreigners and locals has a positive effect, especially in terms of reducing prejudice.

This finding also fits in with Gordon Allport's Contact Theory (Allport, 1954), which explains that when members of different cultural groups come into contact, enabling conditions can be particularly effective in promoting positive outcomes.

The multiple regression results indicated that the variables explained 50.1% of the variability in the desire for interaction with South Africans. Interestingly the valence of experience was the strongest predictor of the desire for interaction with South African students. This is in line with the contact hypothesis that states that the experience of contact whether positive or negative influences intergroup contact (Alloprt, 1954).

Unexpectedly the identification with the original country, foreign student's awareness of xenophobia, and number of South African friends they have were not significant predictors. With the number of friends it might not be easy to find out how the number of friends may influence the foreign students' desire to interact with South African students when a positive relationship already exists in the form of friendship. However, it is not clear why the identification with the original country and the awareness of xenophobia were not significant predictors.

The study has revealed that the amount of contact foreign students had with South Africans significantly predicted their desire for interaction with South African students and the valence of experience mediated the relationship.

The mediation established that awareness of xenophobia only affects foreign student's desire for interaction with South African students when mediated by the amount of contact and the valence of experience. Furthermore, a negative relationship exists, thus the more foreign students are aware of xenophobia, the less interaction they want to have with South African students.

The study has established that meta-stereotypes influenced foreign student's desire for interaction with South African students, especially when foreign students hold positive thinking towards South Africans. Additionally, this was meta-stereotypes were mediated by the amount of contact and the valence of experience.

This is in line with the literature which indicates that interaction and integration are vital in influencing people's attitudes towards differences. Bennet (1980) maintains that people become more intercultural sensitive by going through ethnocentrism and then ethnorealism. Interestingly, the study found that the more foreign students are aware of xenophobia, the less likely they are to interact with South Africans. Furthermore, the study established that there is a strong relationship between foreign students who think that South Africans have negative meta-stereotypes of them as foreigners, also tended to have negative attitudes towards South Africans.

It is evident that the more the positive attitude towards South Africans, the more will be the interaction with them and the more will be the number of friends. As has been established in the study, there is a strong relationship between the desire to interact with South Africans and the amount of contact between the individual and the number of South African friends. Jacobsen and Forste (2011) found that there is a strong association between social networks

and face-to-face interaction, which led to positive perceptions between the two groups. Similarly, Finchilescu et al (2007) established that friendship formation is important in understanding different cultures and establishing positive perceptions between foreigners and locals.

Regression weights in the path analysis output have shown that the largest effect was the relationship between the number of friends foreign students have and the amount of contact they have with South African friends, thus the more contact they have the more friendships they form confirming previous findings.

The study also found that the valence of experience was a much stronger mediator of the relationship in all mediation analyses reported in chapter 5 (results section) predicting foreign student's desire for interaction with South African students.

On a macro-level the Contact Theory has been successful in investigating attitudes across race, gender and ethnic differences (Brown & Hewstone, 2005; Dovidio, Gaertner & Kawakami, 2003; Finchilescu & Tredoux, 2008; Pettigrew, 1998). The findings in the current research provide significant support for the contact theory in that it indicated that these variables: amount of contact, valence of experience, number of South African friends, awareness of xenophobia, meta-stereotypes, and identification with the original country accounted for considerable support for the Contact Theory in explaining the attitudes of foreign students towards South African students taking into account their experiences of xenophobia in South Africa. Although the contact theory has been criticised for overly focusing on the positive valence of experience in order to improve intergroup contact this study has also employed both positive and negative aspects of valence of experience. Growing research evidence suggests that the theory is adequate (Maruyama and Kamal, 1990). Although the contact theory offers a feasible framework for understanding intergroup contact, a more comprehensive integrated

model could address additional procedures and provide more detailed understanding of the issues.

6.2. Implications and Recommendations for future research

The study attempted to contribute to the theoretical knowledge and to be of practical value. It seeks to understand the patterns of relationship between South Africans and foreign nationals. Findings of the study may be used by higher educational institutions, government, researchers and other stakeholders interested in the importance of interaction with different nationalities and decreasing xenophobia. These findings may be used to enhance intergroup relations and encourage positive meta-stereotypes (Allport, 1954). The empirical data reported in this study revealed that negative meta-stereotypes held by some foreign students affect their desire for interaction with South Africans. In order to reduce such meta-stereotypes a focus by higher education institutions to encourage more positive intergroup interactions between students from different nationalities is of great importance (Hall, 2004)

Findings indicate that there are limited interactions of foreign students with South Africans in social settings. This may be due to their awareness of xenophobia that constantly occur in South Africa (Jacobsen & Forste, 2011). Government may implement strong policies that condemn xenophobia, this will reduce xenophobic attacks and create a safe environment for foreigners and allow for positive interactions in return. Furthermore, the government may implement campaigns on the benefits of interactions between the host country and other nationalities. Awareness of such information to the South African public may decrease the levels of hatred, anxiety and hostility and increase positive contact between the two groups.

Foreign nationals who have experienced positive contact with other South Africans may also encourage interactions by sharing their positive encounters or interactions with South Africans.

Intergroup contact theory may be regarded as an effective theory in understanding the attitudes of foreign students towards South African students in the current context, however it must be noted that the theory is not conclusive, thus other theories may be implemented to understand the same phenomenon. A high response rate of participants in this study would have been pivotal on the representativeness of the sample in this study. To increase the response rates, a shorter questionnaire may be used. Furthermore, a longitudinal study would be of great value on investigating the intergroup interaction over time. Qualitative studies may also provide an in-depth understanding of foreign students' experiences and attitudes towards South African students.

6.3. Limitations of the study

One of the limitations to this study was sample size. The sample size was very small and cannot be a fully representative of the foreign students' population. Additionally, because of the sample size limited data analysis could be performed. To provide increased validity of the intergroup theory, a larger sample is necessary. This study was cross-sectional in nature, researchers argue that cross-sectional studies suffer from selection bias (Pettigrew, 2006). Thus the findings of this study does not allow for generalisation to a larger group.

Self-report measures were utilized in this study, which can lead to self-representational (Tausch et al., 2007). This could possibly lead individuals to answer the questionnaire with an aim to portray a positive self-representation. Thus, the truth may not surface, if the individual believes that the questionnaire is threatening to their image.

6.4. Conclusion

The study built on and contributed to work into inter-group relations, in specific relations towards foreign students in South Africans. South African studies in this area have been largely focused in the interracial interaction of South African students. This study attempted to understand this relationship (between South Africans and foreign students). As such the study provided an understanding of the attitudes of foreign students toward African as a result of Xenophobia awareness, valence of experience, the amount of contact and the meta-stereotypes they have. Additionally, it provided an understanding based on the Intergroup Contact Theory.

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Appendices

Appendix A

BIOGRAPHIC AND DEMOGRAPHIC QUESTIONNAIRE

1. Please indicate your Gender

Male

Female

0

1

2. Please state your age to date

3. Which country are you from originally?

4. What is your home (First) language?

5. What is your educational level?

1. Undergraduate

2. Postgraduate

6. How long have you been in South Africa?

7. Do you wish to stay in South Africa after your studies?

MAIN QUESTIONNAIRE

1. Identification with the original country

This scale is going to be measured from e.g. 1 (strongly disagree) - 7 (strongly agree)

1a. I have spent time trying to find out more about my original country, such as its history, traditions, and its customs.

1b. I am active in organizations or social groups that include mostly members of my own country.

1c. I think a lot about how my life will be affected by my country membership.

1d. In order to learn more about being a member of my country, I often talked to other people about my own country.

1e. I often participate on my own country, such as special food, music, or customs.

1f. I have a clear sense of the background of my country and what it means to me.

1g. I understand pretty well what being a member of my country mean to me.

1h. I feel a strong attachment towards my own country

1i. I am happy that I am a member of a country I come from.

1j. I have a strong sense of belonging to my own country.

1k. I have a lot of pride in my country.

1l. I feel good about my country's background

Measure of how positive or negative their experience of intergroup interactions.

This scale is a semantic differential scaling with the bipolar words below

2. How would you describe the nature of your communication and interaction with South African students? Please indicate your choice by selecting the circle next to the number you feel accurately describes your experience.

2a. Courteous-Rude

2b. Pleasant-Unpleasant

2c. Meaningless-Meaningful

2d. Spontaneous-Forced

2e. Uncomfortable-Relaxed

2f. Destructive-Constructive

Measure of the amount of contact with the other group

3. How often do you have contact with South African people in the following situations?

Please select the appropriate number by clicking on the circle next to it.

3a. With South African people in your residential area?

Never, Seldom, Sometimes, often, very often

3b. With South African people at your own home?

3c. With South African people at the homes of other people?

3d. With South African people at their homes?

3e. With South African people at religious events?

3f. With South African people at social events?

3g. Do you sit next to South African students during lectures?

3h. Do you have friendly conversations with South African people?

Measure of how many friends of the other group

4. Please indicate the percentage of your friends who belong to South Africa, Another national group and your national group (the percentage should add up to 100%)

Example South Africa: 25% another national group 50% your national group 25%

Attitudes to mixing with other group

5. If I am perfectly honest, I personally would feel the following about mixing socially with South African students:

5a. Happy-unhappy

5b. Negative-positive

5c. anxious-relaxed

5d. Keen-reluctant

Measure of meta-Stereotypes

6. When I meet South African students for the first time, I anticipate that they will feel the following emotions towards me as a foreign student:

6a. Hostile-friendly

6b. Positive-negative

6c. Disdainful-respectful

6d. Excluding-including

6e. Warm-cool

Measure of why foreign students come to wits

7. Why did you choose to come to wits to study, rather than go to a university in your own original country? Please select one that best describes your reason:

7a. I/My family are refugees from my original country

7b. I/My family have immigrated to South Africa

7c. there are more opportunities for jobs after completing the university studies in South Africa

7d. the level of education at wits is high

7e. the course I wanted to study is not available in my country of origin

7f. I wanted to work with academics that are at Wits

7g. I wanted to study away from home

7h. I wanted to gain experience by coming to another country

7i. Wits has an international reputation

Measure of xenophobic attack awareness

8a. I am aware of xenophobic attitudes among South Africans towards foreigners

8b. I / my family have experienced xenophobic attacks from South Africans

8c. I have experienced discrimination because I am a foreigner in South Africa

8d I am aware that South Africans are resentful of me being in the country

8e I am fearful of another spate of xenophobic attacks by South African on foreigners.

Appendix C

PARTICIPANT INFORMATION LETTER

Dear Student

My name is Khuliso Jeanie Matidza, I am currently conducting a study in partial fulfillment of my postgraduate degree in Social and Psychological Research at the University of Witwatersrand. The study aims to investigate relationships and interactions between foreign and local students at our institution. I would very much appreciate your input via an online survey and thus extend this invitation for you to participate. It will take you approximately 30 minutes to complete the entire survey. I believe that your input has the potential to make a valuable contribution towards a broader understanding of the patterns of contact between foreign and South Africa students within the university.

Your participation will be anonymous as the computer program will generate an identification code without the need for you to provide any personal detail. Furthermore, collected data will be stored in a password protected computer accessible only to me and my supervisor.

There are no apparent risks associated with this study. If at any time you feel uncomfortable while completing the survey please feel free to discontinue as you will not be penalized, however please note that if you have already clicked the submit button withdrawal from the participation will not be possible as the computer will have used codes making it difficult to trace your responses. Furthermore actual submission of the questionnaire will be regarded as informed consent. In the event that this may evoke your feelings, you may contact on SADAG-(011) 2344837/0800 or Emthojeni-(011) 717 4513

Should you have any questions or wish to receive a summary of the study findings you may contact me or my supervisor on:

Khuliso Jeanie Matidza

khulisojeanie@gmail.com

0721548330

Prof Gillian Finchilescu

Gillian.finchilescu@gmail.com

011 717 4534

Appendix D

Ethical clearance certificate

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

HUMAN RESEARCH ETHICS COMMITTEE (SCHOOL OF HUMAN & COMMUNITY DEVELOPMENT)

CLEARANCE CERTIFICATE

PROTOCOL NUMBER: MASPR/18/003 IH

PROJECT TITLE:

Investigating the effect of contact between foreign and South African students: attitudes of foreign students towards SA students.

INVESTIGATORS

Matidza Khuliso

DEPARTMENT

Psychology

DATE CONSIDERED

19/07/18

DECISION OF COMMITTEE*

Approved

This ethical clearance is valid for 2 years and may be renewed upon application

DATE: 19 July 2018

CHAIRPERSON


(Prof. Gillian Finchilescu)

cc Supervisor:

Prof. Gillian Finchilescu
Psychology

DECLARATION OF INVESTIGATOR (S)

To be completed in duplicate and **one copy** returned to the Secretary, Room 100015, 10th floor, Senate House, University.

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 be contemplated from the research procedure, as approved, I/we undertake to submit a revised protocol to the Committee.

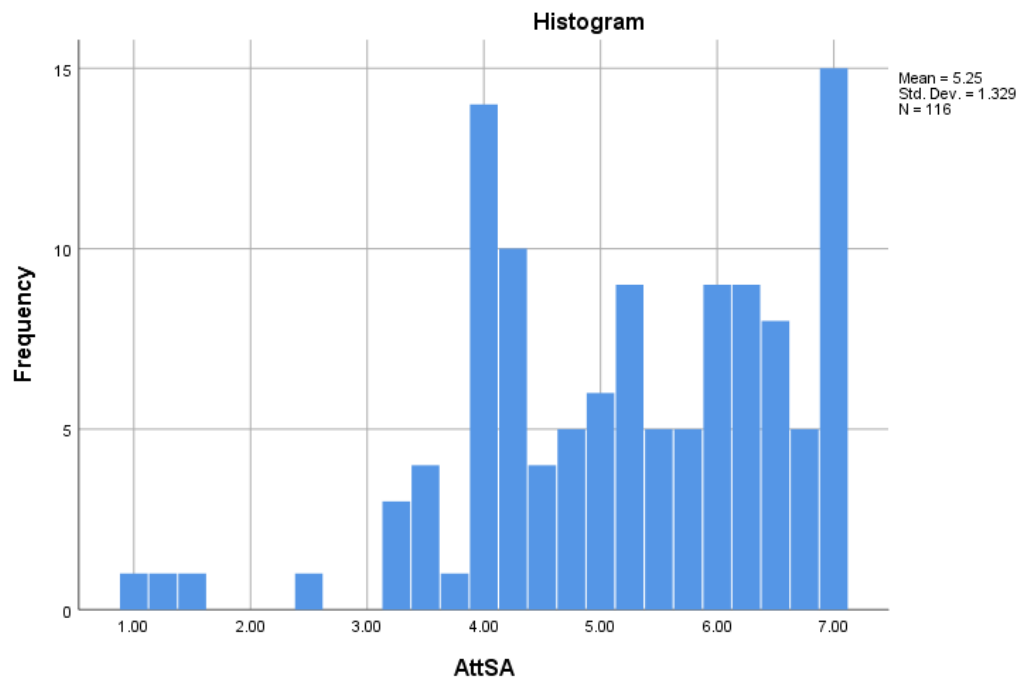
This ethical clearance will expire on 31 December 2020

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES

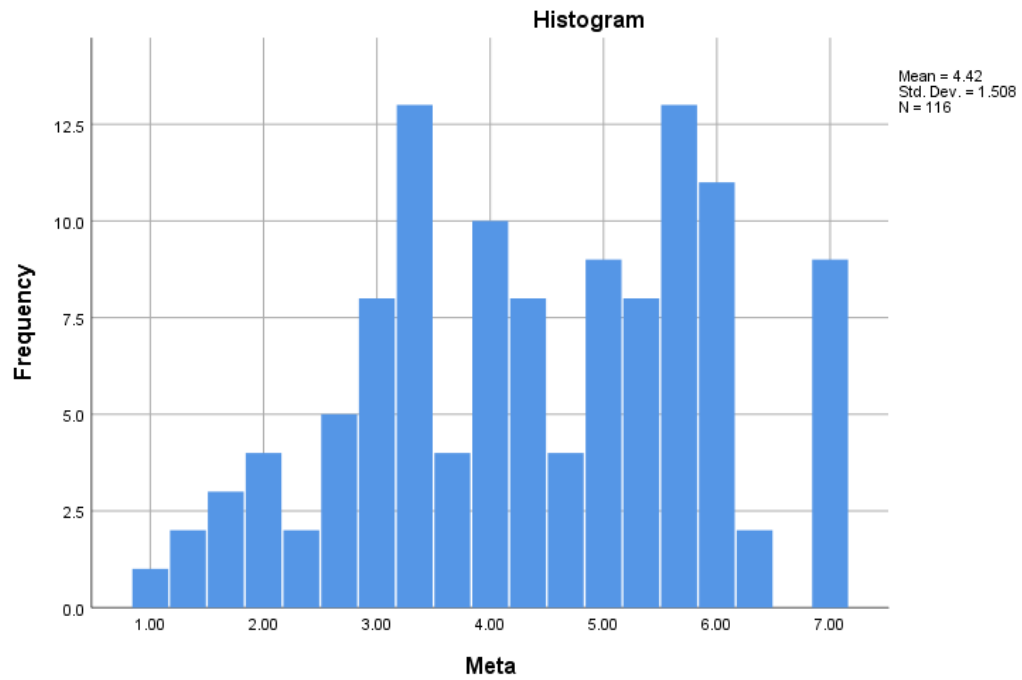
Appendix E

Histograms to determine normality

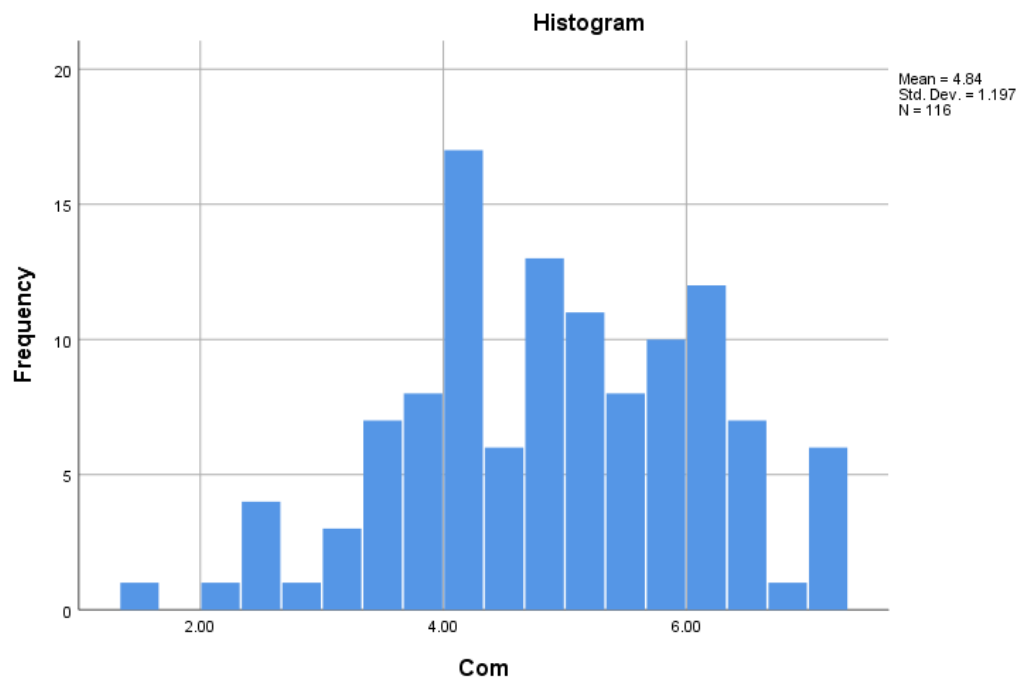
1. Attitudes towards South Africans



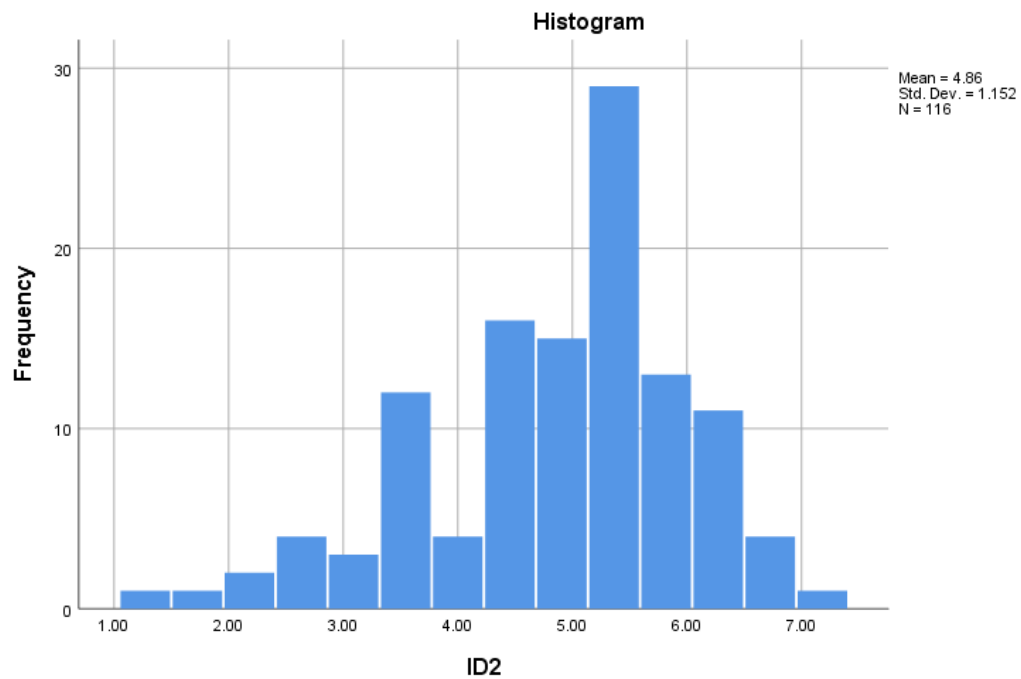
2. Meta-stereotypes



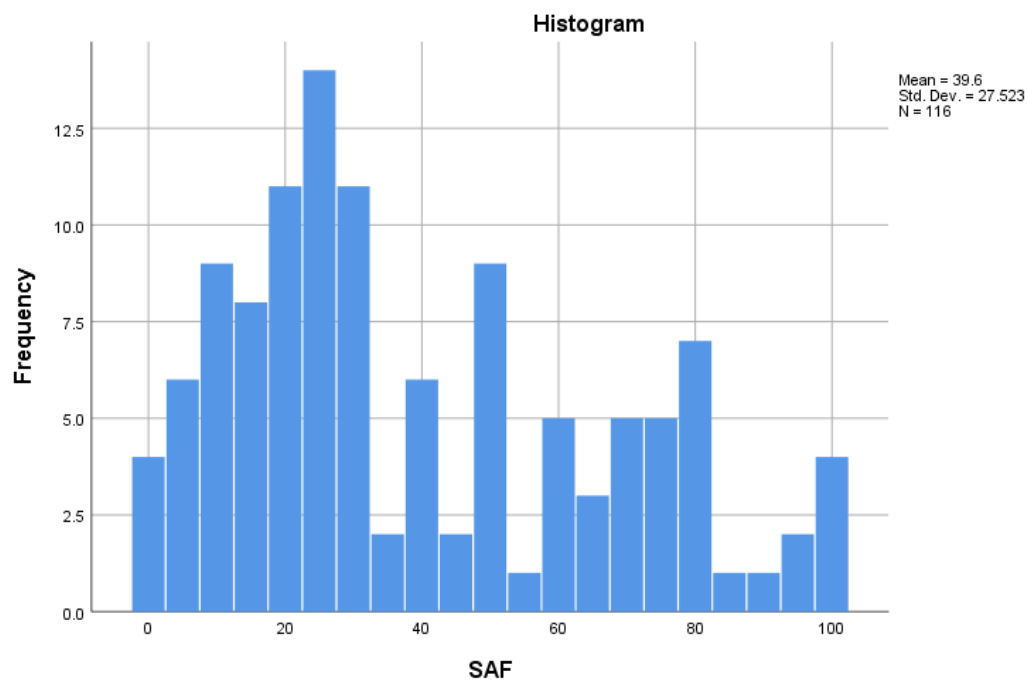
3. Type of communication



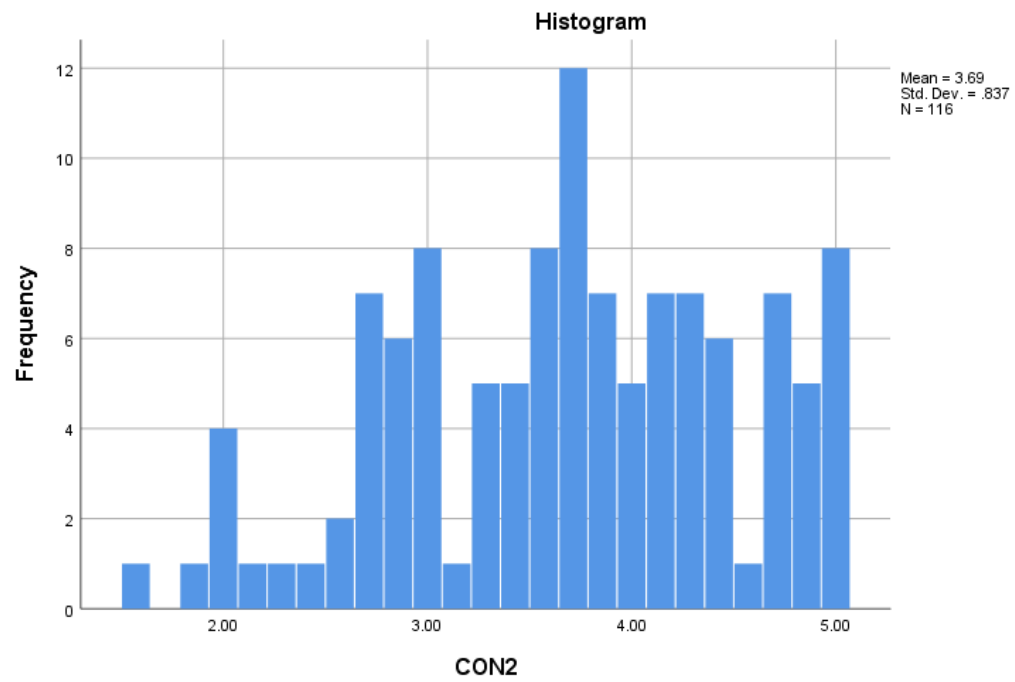
4. Identification with the original country



5. Number of friends



6. Amount of contact



Editing certificate

