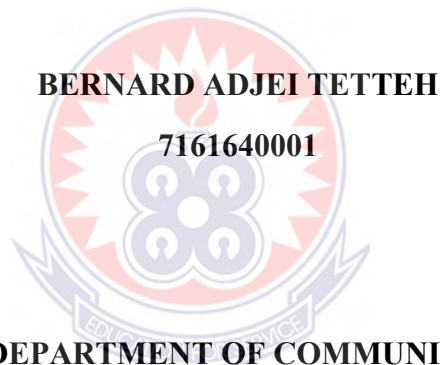**UNIVERSITY OF EDUCATION, WINNEBA**

PHENOMENOLOGICAL STUDY OF DISCRIMINATORY PRACTICES EXPERIENCED BY FOREIGN STUDENTS IN GHANAIAN TERTIARY INSTITUTIONS: A CASE STUDY OF NIGERIAN STUDENTS STUDYING IN CENTRAL UNIVERSITY

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7161640001

A THESIS IN THE DEPARTMENT OF COMMUNICATION AND MEDIA STUDIES, FACULTY OF FOREIGN LANGUAGES, EDUCATION AND COMMUNICATION. SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS (COMMUNICATION AND MEDIA STUDIES) DEGREE

2018

DECLARATION

STUDENT'S DECLARATION

I, Bernard Adjei Tetteh declare that this dissertation, with the exception of quotation and references contained in published works which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: …………………………..

DATE: ………………………………….

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.
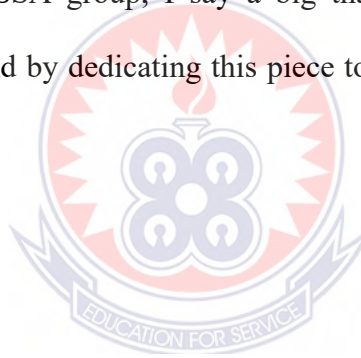
NAME OF SUPERVISOR: ……………………………………………

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DATE: ……………………………………………………………

ACKNOWLEDGEMENTS

iii

DEDICATION

I dedicate this piece to my lovely wife Pitsiana Hayford-Tetteh and my children Samuel Angelo, Eliana Zoe-Nita, Joy Christelle and Perez Andre for their inspirational role in my life. This thesis is also dedicated to my mother, Mama Rosaline Akua AmuzuTetteh for your invaluable contributions to my academic life. God bless you.
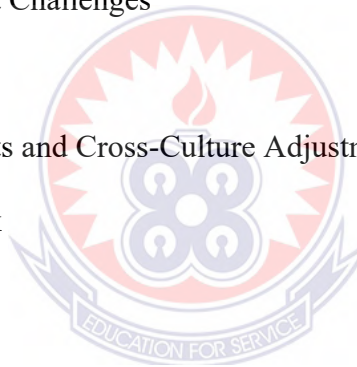
TABLE OF CONTENTS

CONTENT   **PAGE**

CHAPTER ONE: INTRODUCTION

Abstract

The study focuses on the perception of discriminationexperienced by foreign students studying in Central University. This study sought from the five Nigerian students studying in Central University the kinds of discriminatory challenges they faced as they pursued their studies, the impact it had on their studies and what could be done to mitigate it.

The major findings of the study revealed that the Nigerian students had reported only a few instances of discrimination, with the majority occurring off campus. It also appeared that the effects was not detrimental to their identity and wellbeing. However, the few respondents who had been discriminated against saidit had not affected them in their education.The discrimination was fromfellow Ghanaian students and not the administration of the school per se. The Nigerian students also called for a reduction in their fees and an improvement in their academic and social facilities on campus.

Despite this situation, the studentssaid they were happy with their overall academic experience and will recommend Central University to anyone.
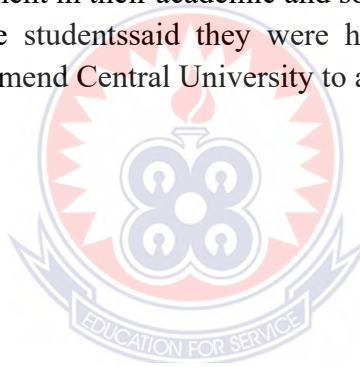
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides an introduction to the study, focusing on the background, statement of problem, objectives and research questions. It also outlines the significance, and the organisation of the entire research work.

1.1 Background of study

The main goal of international students is the attainment of higher education in a foreign country. These foreign educational institutions often provide higher quality education compared to what the foreign students can obtain in their country of origin (Hayes & Lin, 1994; Marcketti, Mhango & Gregoire, 2006).

According to the Organisation for Economic Co-Operation and Development (OECD), international students studying outside their countries almost doubled from just over 2 million in 2000 to more than 4.1 million in 2010 (OECD, 2012). The emphasis on globalisation and internationalisation of higher institution services has necessitated the mobility of institutions and students across borders (Harman, 2004; Ji & Baier, 2009; Kritz, 2006; Perkinson, 2006;). In recent times, the number of students who are trying to pursue higher education outside their home country is on the rise. The Malaysian Ministry of Higher Education (2010) for instance, examined and concluded that institutions of higher learning registered more than 86,000 foreign students in 2010. The ministry went on to further declare that this figure was expected to go up in the subsequent years (Seng & Khoo-Lattimore, 2012). This situation there calls for a

1

systematic approach towards helping students to achieve their goals in education (Gupta, 2005; Hammond, Webster & Harmon, 2006). Open Doors Report (2011) indicated that there had been a five percent increase in the number of international students' going to the United States.

There are various reasons accounting for students seeking foreign educational experiences. Marcketti, Mhango and Gregoire (2006) observed that students unable to gain admission into universities of choice in their home countries and those eager to acquire foreign degrees usually seek for international education. These students believe the acquisition of foreign degrees will enhance job prospects back home upon completion of their studies abroad.As Sherry, Thomas and Chui (2010) also argue,these students want to learn new ways of acting and reasoning, identify new ways of life, improve their skills, and cultural knowledge and meet new friends, hence the choice of international education.

International students contribute significantly to the social, intellectual, and economic development of tertiary institutions in many of these nations (Klomegah, 2006; Lee & Rice, 2007; Marcketti et al., 2006). In Australia for example, International students represent over one fifth of all enrolments in higher education institutions (OECD, 2012). Additionally, international education also gives opportunity to international students to school in different socio-cultural settings (Klomegah, 2006; Lee & Rice, 2007; Marcketti et al., 2006) and also allows many international students to gain a deeper appreciation of the culture, values, and beliefs of their host countries. The foreign students are also seen as cultural ambassadors of their respective nations (Klomegah, 2006; Lee & Rice, 2007; Marcketti et al., 2006).

1.1.1 Central University in brief

According to Central University Convocationreport (2017), Central University (CU) is the biggest private university in Ghana. It is an educational initiative of the International Central Gospel Church (ICGC). It was established in 1998 as a liberal arts tertiary institution and currently has six (6) faculties/schools, namely the School of Theology and Missions (STM), Central Business School (CBS), the School of Applied Sciences (SAS), School of Research & Graduate Studies, Faculty of Arts and Social Sciences (FASS) and Faculty of Law. The university has graduated over 12,000 students in its 18 years of existence (CU Convocation Report, 2017).

With over 7000 students pursuing degrees in more than 24 undergraduate disciplines and 8 graduate programmes (Central University Annual Report, 2017), the University has developed with remarkable stability, and continues to grow steadily. The University was awarded a Presidential Charter as a fully-fledged University in January, 2016. The records now suggest that Central University has the largest Law, Pharmacy and Physician Assistantship programmes in Ghana (Central University Convocation report, 2017). Central University currently operates from three campuses (Miotso, Mataheko (Accra) and Kumasi).

According to the 2016 report of the Centre for International Relations and Programmes (CIRP) which is the office responsible for international studentsadmitted to Central University, 707 foreign students were enrolled in the University out of which were 636 Nigerians. In 2017, the number of foreign students admitted reduced to 529 with 481 being Nigerians.

1.1.2 Foreign students in Ghana

International students are also motivated to study abroad by socio-economic and political factors (Kishun, in press; Marcketti et al, 2006). The UNESCO Institute of Statistics Report (UIS, 2015) states that Nigeria is the number one country of origin for international students from Africa: It sends the most students overseas than any other country on the African continent. The main factor accounting for this situation is Nigeria's booming growth rate which has led to a sharp increase in the number of Nigerian families able to fund students' ambition to study abroad. Nigerian students abroad increased by 164 percent in the decade between 2005 and 2015, from 26,997 to 71,351 (UIS, 2015). The report also state that Nigerian students in recent years have been increasingly studying in countries on the African continent itself. Significantly, Ghana has recently overtaken the U.S. as the second- most popular destination country, attracting 13,919 Nigerian students in 2015, according to the data provided by the UNESCO Institute of Statistics (UIS, 2015). Ghana has positioned itself as one of the major providers of quality higher education in Sub-Saharan Africa. It attracts international students from various African countries including Nigeria, Cote D'Ivoire, Togo, Benin, Liberia, Cameroon and Sierra Leone, among others (UIS, 2015).

Ghana in 2015 had 11 public universities, 60 private universities, 38 colleges of education and 10 polytechnics, totaling 133 accredited tertiary institutions (National Council on Tertiary Education Report in 2015).

The National Council for Tertiary Education (NCTE) report reveals that in 2015 Ghana played host to about 10,383 foreign students, representing 3.2 percent of the total student population of 315,000 in the country's tertiary education system (NCTE Report, 2015).

There were about 7,776 foreign students from about 30 African countries in the private universities and 1,766 from about 33 African countries in the public universities in Ghana (NCTE Report, 2015). There were also 58 students from 10 European countries; 40 students from 13 Asian countries and 239 students from three North American countries who also accessed tertiary education in Ghana's public universities during the period (NCTE Report, 2015).

1.1.3 Discrimination

Despite the fact that Internationalisation of education has become an established feature of higher education and the social and cultural benefits that International students bring to their institutions of learning and the host communities (Knight, 2008), International students still face a myriad of challenges studying abroad. These include prejudice and discrimination. According to Allport (1954), discrimination involves denying individuals or groups of people equality of treatment which they may wish for. A key feature of any definition of discrimination is its focus on behaviour. Discrimination is distinct from racial prejudice (attitudes), racial stereotypes (beliefs), and racism (ideologies) that may also be associated with racial disadvantage (Quillian, 2006).

Discrimination refers to a certain behaviour that a person, an institution, or a group of people adopt against the members of that class or category. This may involve the exclusion or limitation of the discriminated group members against access to certain rights and opportunities that are otherwise available to other groups or members

(Giddens, 2009). Discrimination and unfair treatment are significant issues that discourage international students success. In studies conducted by Poyrazli and Lopez (2007), Hayes and Lin (1994), Lamkin (2000), and Charles and Stewart (1991), discrimination is mentioned as one of the significant factors that limit the success of international students completing degrees in American educational institutions.

Although there are a few studies that have explored perceptions of discrimination by international students (Hanassab, 2006; Krahe et al. 2005; Quillian & Campbell, 2003), these have been quantitative studies that do not provide the depth required to fully understand this issue. Hence the need to explore the issue of perceived discrimination experienced by international students, especially Nigerians studying in Ghanaian tertiary institutions.

Research shows that those who encounter high levels of discrimination are more likely to experience depression, anxiety, and other negative health outcomes, (Sakamoto, & Zhou 2005; Knoke, 2005). Furthermore, perceived discrimination may lead to diminished effort or performance in education or the labour market (Loury, 2002, Ogbu, 1991; Steele, 1997).

However, perceptions of discrimination may over-estimate or underestimate the actual incidence of discrimination. Events may be misperceived or overlooked which could not correspond to some reliable depiction of reality.

There have also been several studies conducted on diversity within educational institutions that suggest that there may be factors within the institutions themselves that

6

are not conducive to the success of international students (Asmar, Inge & Proude, 2004; Chou & Leong, 1996; Hurtado, 1992). Other studies indicate that there are connections between the negative interactions between international students and the local populations, which may have reduced the likelihood of international students successfully completing their studies (The Victoria University Study, 2006).

Charles-Toussaint and Crowson (2010) examined prejudice and discrimination by American students against internationalstudents. They examined 188 American students' negative attitudes toward international students and found that American students worry that international students pose threats to their economic, educational, physical well-being, beliefs, values, and their social status. This informs their anti-immigrant prejudice. Although there have been some preliminary studies in this area, most are relatively outdated (Cummings. 2001; Hays & Lin, 1994; Harvard Civil Rights Project, 2003; Lamkin, 2000) and are not written from the perspective of the individual student. There is, therefore, the need to explore the experiences of international students and their personal experiences and perspectives of discrimination. Perceived discriminatory practices against Nigerians studying in Ghanaian tertiary institutions has been sparsely researched as evidenced by the dearth of empirically-grounded studies.

Besides, college years are stressful for many international students due to many factors including separation from family, academic work demand, financial concern and part-time job engagement **(**Carney, McNeish & McColl, 2005; Derous & Ryan, Lederman, 2009; 2008; Sorti, 2007;). Many of these international students experience feelings of disorientation, confusion and spiritual displacement during this period of adjustment (Constantine, Anderson, Berkel, Caldwell & Utsey, 2005; Myburgh, Niehaus &

7

Poggenpoel, 2002). There should be improvements and supports for the educational and social experiences and adjustment of African students studying in Ghanaian higher institutions. The topic of foreign students` experience in African universities is one that will continue to interest University Administrators and academic researchers (Divine, Jones & Gorkels, 2013). This calls for a study on the nature of challenges international students experience in Ghana including issues of perceived discrimination by international students in Central University.

1.2 Statement of the Problem

According to Poelzl (2012), when students from different cultures are grouped together in a foreign country that has customs and traditions different from their own, they face challenges which include discrimination. For an international student, the issue of cultural adjustment and adaptation is a pressing concern (Poelzl, 2012). The idea of being accepted culturally and socially in his or her new community puts the student under the pressure of his host school and immediate community to adjust to the new culture (Poelzl, 2012; Sorti, 2007). Failure or inability to quickly learn the culture of his host country can result in various misfortunes and experiences such as perceived discrimination **(**Poelzl, 2012; Sorti, 2007).

Many studies have been done in the area of discrimination against students (Aloud, 2016). One of the studies was to highlight the issue of discrimination against black students in United States of America. The studies revealed that proper laws should be passed to complement the existing ones and to ensure that students are not discriminated against because of age and colour.

Bastos, Gonçalves, Faerstein and Barros (2010) also did a study on the experiences of discrimination among university students in Rio de Janeiro. The aim of the study was to understand the experiences of discrimination lived by undergraduate students and to analyse its applicability to the construction of the Brazilian discrimination scale. Bastos et al (2010) found that discrimination was attributed to the field of observable behaviours and with an invariably negative connotation.

Although there have been numerous studies on discrimination against African international students, most of these studies were conducted in western universities. Furthermore, most are relatively outdated (Cummings. 2001; Hays & Lin, 1994; Harvard Civil Rights Project, 2003; Lamkin, 2000) and are not written from the perspective of the individual student.

In a study on foreign students' experience in six selected tertiary institutions in Ghana (public and private), Divine, Jones and Gorkel (2013) discovered the paucity of work done on foreign students studying in Ghana. The issue of foreign students' experience, particularly in African Universities is one that will continue to interest University Administrators and academic researchers (Divine et. al, 2013).

This study, therefore investigates the issue of perceived discrimination experienced by Nigerian students studying in Ghana.

1.3 Research Objectives

This study seeks to investigate the issue of perceived discrimination the foreign students studying in Ghana have experienced. It analyses how the phenomenon of perceived

discrimination has affected the educational experiences of such foreign students and thus find out what can be done to reduce such incidences of discrimination.

This study, therefore, seeks to:

1. Assess the experience of perceived discrimination encountered by foreign students studying in Ghana.

2. Examine how international students' perception of discrimination have affected their education.

3. Investigate the role universities can play in curbing incidences of discrimination towards international students.

1.4 Research Questions

The study seeks to address the following research questions:

1. What are the perceived incidences of discrimination encountered by international students studying in Ghana?

2. How international students' perceptions of discrimination have affected their educational experience?

3. What can university administrators do to minimise the incidences of discrimination towards international students?

1.5 Significance of study

This study seeks to contribute to the body of empirical research on discriminatory practices experienced by Nigerians studying in Central University by exploring the

various theories on the topic and the nature of the discrimination they experience while studying in Central University.

It will also help stakeholders of the various universities such as statutory organisations, non- governmental organizations, university boards, management, parents and the general public to understand the kinds of discriminatory practices experienced by international students choosing Ghana for their undergraduate studies.Stakeholders will also become better informed on how to partner with international students to promote student success, strengthen connections, and build student self-confidence.

Finally, it will contribute to the facilitation of a more conducive and hospitable environment for foreign students studying in Ghana and thus help to increase thenumber of foreign students coming to study in Ghana.

1.6 Scope of the Study

The focus of the study is on Nigerian undergraduate students studying in Central University which is one of the largest private universities in Ghana. The study focuses on the perception of discrimination experienced by foreign students studying in Central University. The study focus is to empirically examine this issues in the context of the Nigerian students at Central University. The present study will target Nigerian undergraduate students at Central University at Miotso campus since majority of these students stay there. Nigerian students constitute the majority of the foreign student population in Central University. The aim is to know their perception of discrimination they might have experienced studying in Central University which will help policy makers to know how to enhance the quality of education being provided and the

11

necessary support systems to put in place because of the presence of these Nigerian students.

1.7 Organization of the Study

The study is organized into five interrelated chapters. Chapter one provides a brief introduction to discriminatory practices experienced by Nigerians in Ghanaian tertiary institutions using Central University as a case study. It also identifies the background of the study, problem statement, objective of the study, research questions, significance of the study, scope of the study, and the organization of the study.

The second chapter reviews the related literature and theories. Chapter three explains the methods to be adopted for collecting and analyzing data. Chapter four deals with analysis of the data that will be gathered.

Chapter five is the final chapter of the study. It will contain a summary of all major findings of the study based on which conclusions will be drawn and recommendations made.

1.8 Summary

This chapter provides the introduction and the background of discriminatory practices experienced by five Nigerian students studying in Central University. It outlines the statement of the problem, the objective of the study and the research questions. In addition, it also discusses the significance of the study, scope of the study and the organization of the study.

This study also sought from the five Nigerian students studying in Central University the kinds of discriminatory challenges they faced as they pursued their studies, the impact it had on their studies and what could be done to mitigate it.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This study seeks to examine the lived experience of perceived discrimination encountered by foreign students studying in Ghana. The Literature review attempts to evaluate and share the results of other studies that have investigated the problem under investigation.

The study also adopts a phenomenological approach in assessing the lived experiences of perceived discrimination encountered by foreign students studying in Ghana. It alsoexamines how international students' perception of discrimination have affected their education. It also investigates the role university administrators can play in minimising incidences of discrimination towards international students.
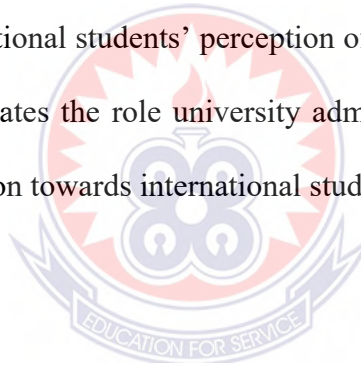
2.1 Discrimination

According to Allport (1954), discrimination involves denying individuals or groups of people equality of treatment which they may wish.Jones (1972) also defined discrimination as those actions designed to maintain own-group characteristics and favoured position at the expense of the comparison group.

"Discrimination" as a term generally refers to separation between things or people based on the recognition and understanding of the difference between one thing and another. This may involve the exclusion or limitation of certain rights and opportunities that are otherwise available to dominant group away from the minority group (Giddens, 2009).

Gordon Allport and Theodore Adorno in their earlier writings on discrimination in the 1950s, emphasised the importance of prejudice in understanding discrimination. Prejudice is a deep distaste or hatred for members of a group perceived to be different. Personal feelings or attitudes about members of minority groups, for example, were seen as the predominant source of racial discrimination (Allport, 1954; Becker, 1971; Pettigrew, 1997). Contemporary research shows the pervasiveness of negative racial stereotypes and the resentment associated with state efforts to improve the status of racial minorities (Kinder & Sanders, 1996).

It is obvious from the definitions given above that discrimination is based upon differences and it is designed to maintain a favoured position for the dominant group. It involves the exclusion and prejudiciary treatment of minorities who are deemed different because of their ethnicity or race from certain rights and opportunities. Have Nigerian students in Central University been discriminated against because of their different ethnicities and nationalities which exclude them from certain privileges and opportunities that the majority Ghanaian students enjoy? (Jones, 1972; Giddens, 2009).

This study looks at the lived experience of Nigerian foreign students in Central University who have experienced discrimination. It alsoexamines how international students' perception of discrimination have affected their education and investigates the role university administrators can play in minimising incidences of discrimination towards international students.

2.1.1 Consequences of discrimination

According to Klonoff and Landrine (1995), occasional incidences of racial discrimination may result in diminished psychological well-being and could also lower a person's self-esteem (King, 2003). Exposure to higher levels of discrimination could also result in psychiatric symptoms such as depression, behavioural problem and anger (Greene, Melissa, Way, Pahl, 2006; Sanders-Phillips, 2009). Discrimination also results in lower academic motivation and achievement (Chavous, Tabbye, Rivas-Drake, Smalls, Griffin & Cogburn, 2008; Wong, Carol, Eccles& Arnold Sameroff, 2003).

Klonoff and Landrine (1995) and King (2003) note that discrimination has some serious consequences on the health and lifestyle of victims such as lowered self-esteem, and higher depressive symptoms, anger, problem behaviors, and psychiatric symptoms (Fisher et al. 2000; Greene et al. 2006; Sanders-Phillips, 2009). Kessler, Mickelson and Williams (1990) also agreed and have indicated that those who experience high levels of discrimination are more likely to experience depression, anxiety, and other negative health outcomes.

Lower academic motivation and achievement are some of the social consequences of discrimination (Chavous, Tabbye, Rivas-Drake, Smalls, Griffin & Cogburn, 2008; Wong, Carol, Eccles& Arnold Sameroff, 2003). Discrimination may also lead to diminished effort or low performance in education or the labour market, which itself gives rise to negative outcomes (Loury 2002; Ogbu 1991; Steele 1997).In an attempt to reduce the incidence of prejudice and discrimination, Fieldman (1985) has suggested three major approaches and include contact, intimacy of contact, and interdependent interaction which have been explained below:

16

1. Contact: Fieldman (1985) argues that when groups spend time together differences disappear. This corroborates the assertion by Allport (1954) that inter- group contact can reduce prejudice if it is structured in appropriate ways. Prejudice by their nature are seen in areas of interaction between majority and minority group members.

2. Intimacy of Contact: The close physical and mental interaction between dominant groups and minority groups is believed to reduce prejudice and discrimination. However, superficial contact is ineffective in dealing with the issue of prejudice. Intimate contact helps to individualise and give a human face to those being discriminated against.

3. Interdependent Interaction:

Contact becomes very effective when the two people cooperate in a mutually interdependent activity. Katz (1956) used the self-insight training technique to reduce prejudice. He found that in comparison to statement of simple facts, self-insight was more effective in changing a person's attitude. When a prejudice is not consistent with one's self image, it may change or reduce.

The studies above indicate that perceived discrimination whether minor or higher could lead to serious physiological, psychological, social and academic consequences. The study considers the fact that the setting within which Katz (1956) conducted his study is different from Ghana. It is therefore more likely that there could be other variables such as culture that were not addressed by the previous studies that a new study could unveil. The relevance of any intervention to address issues of discrimination experienced by Nigerian students in Central University is contingent upon University administrators understanding the kind of discrimination and the effect upon the students.

17

This study therefore seeks to examine the incidences of discrimation encountered by international students studying in Ghana, its effect upon their educational experience and what university administrators can do to minimize incidences of discrimination towards international students using Nigerian students in Central University as a case study.

2.1.2 Perceived discrimination experienced by International students

Dodoo (1997) stated that acculturation is particularly challenging for members of racial and ethnic minority groups. The adjustment process for African immigrants has even been termed a "double burden" because they are recognized as both racial and ethnic minority group members.

In a study by Clark, Anderson, Clark, & Williams (1999), it was found that black immigrants from around the world are more susceptible to prejudice, discrimination and increased stress in the United States, compared to non-racial or non-ethnic minority immigrants. Hawk (1992) agrees that perceived discrimination is especially common among African immigrants in the United States because the media tends to portray negative stereotypes and characterise them as destitute and impoverished. Thisactual and perceived discrimination can lead to social isolation and weakened social status (Link & Phelan, 2006).

According to Loury (2001), while earlier forms of discrimination reflected explicit differences in the treatment of racial minority groups, contemporary forms of discrimination are more likely to be perpetuated through informal networks of opportunity exclusion which, though seemingly race-neutral, however, systematically excludescertain groups (Royster, 2003). The above studies show that minority groups in

18

white dominated societies are discriminated against because of their ethnicity and race. However, because all these studies took place outside the African continent, it is important to investigate the issue of discrimination experienced by foreign students studying in Ghana in order to ascertain whether they are only perceptions or real. This study therefore, looks at perceived discrimination experienced by Nigerian students studying at Central University, the effect upon their academic life and what university administrators can do to minimize it.

2.2 Institutional Racism

Institutional racism refer to the collective ingrained policies and procedures practiced by an institution that creates an unfair advantage for the majority population, a situation that is discriminatory not from intention, but from effect (Foster, 2005). It can be seen from the series of informal barriers put up by the dominant group that prevents members of the minority from accessingcertain offices, privileges, or chances at institutional advancement to higher levels in their systems (Foster, 2005).

Foster (2005) indicates that the culture of inequality allows both subtle and overt acts of racism to go seemingly unnoticed or unchallenged.It has led to minorities feeling alienated and mistreated. This could be attributed partially to institutional racism. Similarly, Brown (2004) ina study notes that white faculty and students differ in perception from the view held by minority students that there is discrimination on most of their university campuses. Most white and faculty viewed their campus climates as friendly, and tolerant. However, Brown (2004) also found that minority students in his study viewed the same campus as unfriendly, and much less positively than the White

19

students and faculty. He also indicated that the white students on campuses in the United States were largely unaware that minorities often perceived the traditions and policies of their campuses as discriminatory.

Hurtado (1992) agrees to the assertion that there is discrimination against minority black foreign students in most campuses in the United States. She foundsimilar resultsin her study of campus racial climate. She found that perceptions vary by race, with differences in opinion as to the level of support minority students enjoy ateach university. Hurtado's study found that although a majority of White students perceived the college as minority friendly, both Black and Chicano students reported the racial climate at their institutions to be hostile. The two minority groups studied however, differ on the perceived level of hostility experienced.

Thus from the above studies, it is realized that international students endure a lot of discrimination because of their race and ethnicity, especially on university campuses. The perception of discriminatory practices seen differ between the majority white students and the minority black students. There is a dearth of studies on discrimination against foreign students studying on the African continent. It is important to find out if there is institutional discrimination against foreign students studying in Ghanaian universities. This study therefore seeks to examine the issue of perceived discrimination experienced by Nigerian students studying in Central University. The study is also interested in the effect of the experiences on student lives on campus and what University administrators do to minimise incidences of discrimination towards these Nigerian students.

2.3 International Students and Migration

According to UNESCO, international students refer to students who have crossed a national or territorial border for the purpose of education and are currently enrolled outside their country of origin (UNESCO, 2006). In addition, international students are also referred to as the ones who undertake all or part of their higher education experience in a country other than the home country.

The concept of migration, on the other hand, refers to cases where the decision to migrate is taken freely by the individual concerned for reasons of personal convenience, without intervention of an external compelling factor (International Organization for Migration, 2010). United Nations Report (2006) defines a migrant as an individual who has resided in a foreign country for more than one year irrespective of the causes, either voluntary or involuntary and regular or irregular. Under such a definition, those travelling for shorter periods as tourists and business-persons would not be considered as migrants.

According to Jackson (1969, p. 34) 'migration refers to a permanent or semi-permanent change of residence by an individual or group.' The migration could be for a specific material reason or other purposes. Jackson further explains that permanent migration implies permanent change of residence while semi-permanent migration implies temporary change with a view of returning to one's native settlement or homeland. These Nigerian international students studying in Central University are also educational migrants based on the fact that they crossed international borders to have part of their higher education experience in a country other than the home country (Project Atlas, 2004).

2.3.1 Benefits of hosting international students

According to Harryba, Guilfoyle and Knight (2011), countries such as the United States, host international students as part of their strategic plans to function effectively in an age of globalisation and also as a means to increase their revenues. According to Adams, Banks, and Olsen (2011), the benefits of international education includes an increase of public commerce and diplomacy, an enrichment of educational climate culturally for domestic students, and enhancement of the awareness of diversity among all students. International students, therefore, also bring cultural diversity to the host country (Olivas & Li, 2006). This is supported by Kell and Vogel (2008) and Mahat and Hourigan (2007), who asserts that international education reinforces intercultural interaction. This interaction reduces racism and fosters greater tolerance between people (de Wit, 1995; Gudykunst, 1998).

According to Calleja (2000) and Carnevale (1999) international students often benefit from living and studying in a foreign country by improving their qualifications and expertise, broaden their life experiences and perspectives, and gain a deeper understanding and acceptance of themselves (Myburgh, Niehaus & Poggenpoel, 2006). Domestic students benefit from international students as they benefit from the enhancement of their cultural skills and sensitivity in working with people from different cultures. According to Verbik and Lasanowski (2007) colleges and universities are increasing their efforts to attract international students because of the financial, cultural and intellectual benefits that diversity brings to the institution as well as the host country.

The above studies indicate that there is a mutually beneficial relationship between educational institutions and their foreign students. International students bring a lot of

benefits to foreign institutions such as financial, cultural and educational resources while the international students also improve their qualifications and expertise and also broaden their life experiences and perspectives (Myburgh et al., 2006). Considering the benefits that accrue to universitiesfrom hosting foreign students, there is the need to look at what universities do in terms of policies and other interventions such as curbing discrimination towards foreign students.

2.3.2 International Student Challenges

Despite the advantages of international education, international students experience a wide range of challenges when they live and study abroad. According to Brender (2004), Lee and Rice (2007), MacWilliams (2004) and McMurtie (2001), there have been reports of discrimination and hostility against international students who are distinctly different from natives of the host country. Though majority of the published research has focused on foreign students in the USA, several studies in Australia and the UK also echo similar findings (Brender, 2004; Lee& Rice, 2007; MacWilliams, 2004).

International students face basic welfare issues which may include lack of employment opportunities. The holding of a student visa may limit opportunities for foreign students to work in many European and North American countries. Paltridge, Mayson andSchapper (2012) mentioned that international students do not have the right to obtain many common support services such as free public health care, and they must obtain private health insurance. Insufficient funding is a major challenge for international students, especially those from the African continent. Proof of sufficient money to cover

23

living expenses and academic cost for one year is a requirement for getting a student visa in most North American countries and Australian.

Lane (2011) and Mazzarol and Souter (2002) argue for the need to provide international students sufficient and appropriate financial support which increases the positive reputation for a hosting country. This is because international students frequently share their experiences with peers in their home country.The power of these foreign students to recommend an institution to their peers can influence an institution's enrolment numbers Lee(2008) and Pimpa (2003).

2.4 Cultural Differences

Culture also includes social structures, education, aesthetics, religion, manners, customs and language (Nickels, McHugh & McHugh, 2008). These differences are reflected in the various political, economic, social, and legal systems around the world. Some of the cultural challenges faced by international students include different tastes in food, views regarding sexual openness, perceptions of time, and gender roles (Lee & Rice, 2007). A study by Myburgh et al. (2006) indicated that international students face challenges adapting to the different culture of the host country, and yet gain a different perspective about the cultural strengths and weaknesses of their home countries.

Constantine, Anderson, Berkel, Caldwell and Utsey (2005) in a study of African international students found that conflicts in cultural values between the home and host countries made academic and personal adjustment in college settings difficult. The African perspective to life emphasises community and group over individual and focuses on collective responsibility, commonality, cooperation, and social time perceptions.

2.4.1 International Students and Cross-Culture Adjustment

How international students perceive and deal with problems is a function of their culture (Myburgh et al., 2006) and students are often left to adjust or adapt on their own (Klomegah, 2006; Lee & Rice, 2007). Adjustment is viewed as "representing a transitional process that unfolds over time as students learn to cope with the exigencies of the university environment" (Al-Sharideh & Goe, 1998, p. 701). A lot of studies have been done over the years by different researchers to identify the common problems encountered by international students during their adjustment processes.

Sharma (1973) also categorised the challenges of international students into three types, namely academic, personal, and social. Sharma (1973) stated that the major academic problems included difficulties in understanding lectures, class participation, or preparing oral and written reports. The personal problems also mentioned included housing, homesickness, lack of financial resources, food, and cross-sex companionship. The social problems included American customs, making friends, and being accepted by social groups.

Lee and Rice (2007) in their studies on international students' adjustment in a new foreign society argued that some challenges faced by international students should not just be considered as adjustment problems; instead, they could also be attributed to inadequacies in the host society. These challenges include perceptions of unfairness, inhospitality, cultural intolerance, and direct confrontation.

The above studies have illuminated some of the challenges African international students encounter as they strive to assimilate into the existing culture and institutional

environments in foreign countries. The effect of the adjustment process these foreign students go through can either have a negative or positive effect upon them. The Nigerian students studying in Central University would have had to make some cultural adjustment to adapt into the host culture in Ghana in order to be successful in their academic endeavour.

It is significant to find out, the nature of the cross-cultural adaptation experiences of these International students studying in Ghana. It would help University administrators fashion out interventions to reduce the incidences of discrimination experienced by these foreign students because of cross-cultural challenges.

2.5 Theoretical framework

A phenomenological study approach was adopted in assessing the discriminatory experiences encountered by international students in Ghana, the effect on their academic life and what university administrators do to stop it.
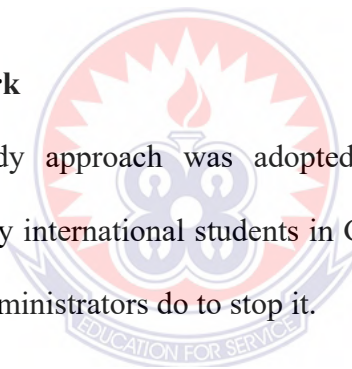
2.5.1 Phenomenology

Phenomenological research focuses on life experience of several individuals. It describes certain common experiences of all these individuals. Van Manen (1990) notes that phenomenology is the grasp of the very nature of a thing. For example, a study to find out a research of flooding experience certain individuals have been through. This approach enables researchers to know similar and shared experiences of several individuals who encountered this flooding incident. However, the researcher will find it difficult to use

this approach if these individuals refuse to open up about these experiences (Polkinghorne, 1989).

Phenomenology is the study of structures of consciousness as experienced from the first-person point of view. Littlejohn and Foss (2011) explain that phenomenology assumes that people actively interpret their experiences to reach an understanding of the world around them. Their experiences act as filters in the interpretation process. There are three major schools of thought under the phenomenological tradition, namely classical phenomenology by Edmund Husserl, Hermeneutic Phenomenology by Martin Heidegger and Phenomenology of Perception by Maurice MerleauPonty.

Husserl rejected the belief that objects in the external world exist independently and that the information about objects is reliable. He argued that people can be certain about how things appear in, or present themselves to, their consciousness. To arrive at certainty, anything outside immediate experience must be ignored, and in this way the external world is reduced to the contents of personal consciousness. Realities are thus treated as pure 'phenomena' and the only absolute data from where to begin. Husserl named his philosophical method 'phenomenology', the science of pure 'phenomena' (Eagleton, 1983, p. 55). The aim of phenomenology is the return to the concrete, captured by the slogan 'Back to the things themselves!' (Eagleton, 1983).
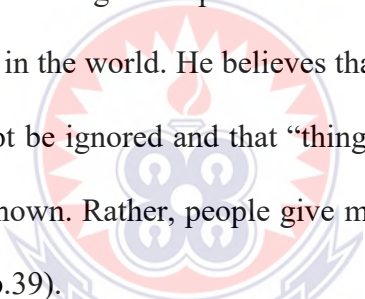
2.5.2 Classical Phenomenology

Edmund Husserl (1859-1938) who founded modern phenomenology maintained that truth could be obtained through direct experience. Furthermore it is only through conscious attention that truth can be discovered however, all biases must be set aside to

27

achieve this. Phenomenology is a descriptive analysis of the essence of pure consciousness. He distinguishes between pure phenomenology and psychology saying that phenomenology is a science of essences, while psychology is a science of the facts of experience.

2.5.3 Phenomenology of Perception

Maurice Merleau-Ponty is the main contributor to the phenomenology of perception. In this branch the human being is active in creating meaning in the world around him. It is believed that people only know things through their personal relations with the thing. For Merleau-Ponty, the phenomenological experience is subjective since we as individuals give meaning to the things in the world. He believes that subjectivity is an important kind of knowledge which cannot be ignored and that "things don't exist in and of themselves apart from how they are known. Rather, people give meaning to the things in the world" (Littlejohn & Foss, 2008, p.39).

2.5.4 Hermeneutic Phenomenology

The Hermeneutic school of phenomenology uses communication as the vehicle to assign meaning to human experiences. It holds the view that it is only through natural experience that reality is known and language is what creates and attributes meaning. Heidegger (1889-1976) is considered the main contributor to this branch of phenomenology. It is our pre-ontological understanding of being which guides us. People possess an implicit understanding of what the objects of the various forms of experience are and this means that phenomenology can neither be without presumptions nor purely descriptive.

28

This theoretical framework would allow for the systematic study of the phenomenon of discrimination towards international students, and give researchers a formal tool to anchor future studies. It allows for a rich in-depth qualitative inquiry into perceived discrimination towards Nigerian students studying in Central University. The findings of this study could also be used to augment the current qualitative literature in this area of study which is related to discrimination against international students.

This study was conducted to find out in-depth understanding of the lived experience discrimination experienced by Nigerian students studying in Central University. Interviews would be used to do an in-depth study on this issue. The researcher would be focusing on the issue of discrimination experienced by Nigerian students studying in Central University, the effect upon their educational life and what University Administrators do to minimise discrimination towards them. The data would be collected from five Nigerian student participants to get comprehensive and comparative information (Stake, 1995).

2.6 Summary

It was established in the review of literature that discrimination against minorities, in this case international students is a subject of academic and popular interest the world over. The effect of discrimination experience by Nigerian students studying in Ghana is a subject yet to be properly researched. It was established from review of researches conducted that, international students who experience discrimination suffer various physical, psychological, social and academic consequences. Stakeholders including University administrators have a responsibility of ensuring that the right support systems

are establish to cushion these students from the effect of transiting into new cultures. Most of the research carried out, although qualitative did not adopt phenomenology as an approach. Further, the African and for that matter the Ghanaian experience is largely an unexplored area. This study, based on phenomenology, investigates the issue of discrimination against Nigerian foreign students studying in Ghana.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the method used in undertaking the study. The study employs primary data derived from interviews to solicit for the relevant information to achieve the objectives of the study. The rest of the chapter expounds on the research design, sample and sampling techniques, data collection and the method of analysis.

3.1 Research Approach

This study employed qualitative research approach. According to Lindlof and Taylor (2002), Qualitative studies focus on social practices and meanings of people in a specific historical or cultural context. Creswell (2013) affirms that a qualitative study is a process of inquiring into a social or human problemin other to understanding a phenomenon. It is based on understanding an issue so as to build a complex, holistic picture, formed with words which detailed views of informants conducted in a natural setting. Denzin (2000) also highlighted the advantage of qualitative research in stating that qualitative research approach provides complex textual descriptions of how people experience a phenomenon.

The choice of this approach is grounded in the reasoning that the researcher can gather large amounts of information on the subject and then also ask critical questions. The use of a qualitative approach will help the researcher to understand the lived experiences of International students' who have experienced discrimination while studying in Ghana. This is because qualitative research is widely used in student matters to help understand

the meaning they give to their experiences (Creswell, 2013). This choice was made because qualitative research seeks for better understanding of human behaviour and experience (Bogdan & Biklen, 2007).

3.2 Case study

This study adopts the use of case study method because it allows for the investigation of phenomena which are inseparable from the context in which they exist (Yin, 2003). Yin (2003) notes that case study refers to a comprehensive research strategy with an all-encompassing method, which includes the logic of design, data collection techniques, and specific approaches to data analysis. Patton (2002) also states that case studies provide in-depth detail and individual meaning to a phenomenon. He further stated that qualitative studies are useful, in that they allow the researcher to examine small samples in depth (Patton, 2002). For an inquiry that is steeped in the field of education within a global framework, qualitative case study is an excellent method of exploration and discovery that will help to investigate the topic understudy (Merriam, 1998). The lived experience of discrimination experienced by Nigerian foreign students studying in Central University can be properly investigated using the case study. This is because it is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly defined. The case study approach is especially useful in situations where the context of the events being studied is critical and where the researcher has no control over the events as they unfold (Yin, 2009).Qualitative case study approach was adopted because the purpose of this study was to explore in depth the issue of perceived discrimination experienced by

32

Nigerian foreign students studying in Central University. The interview was scheduled to take place at the University's permanent campus at Miotso in the greater Accra region.

3.3 Sampling Technique

According to Palys (2008) the sampling technique of a study could be determined by the research objectives set by the study. Lindlof and Taylor (2002) describe purposive sampling as a non-probability approach in which sites and cases are chosen because there may be good reason to believe that the choice is critical to understanding some processes or concept. The study will use semi-structured interviews with students selected through purposeful sampling (Patton, 2002). The researcher in purposive sampling, uses his or her own judgment about which respondents to choose, and picks only those who best meet the purpose of the study. Purposive sampling was used because not all the Nigerian students could have experienced discrimination. It was aimed at getting a more relevant and valuable information for the research from those the researcher believes have the requisite characteristics to speak to the issue at hand. A purposive sample would, thereforebe used to ascertain the experiences of the Nigerian foreign students studying at Central University in Ghana. Interviews would be used to elicit information from the participants. The choice of the purposive sampling will result in a deeper understanding of the phenomenon under study as pointed out by Schwandt (1997).

Five participantswould be sampled from Central University. These participants, though all Nigerians, would be from different ethnic, religious, and gender backgrounds. The term 'Nigerian' is a political category commonly used to describe people from Nigeria holding Nigerian passport and also paying their fees in foreign currency to differentiate

them from Nigerians born and domiciled in Ghana Similarly, minority ethnic groups refer to people with a distinct culturally and historically shared identity (Mason 2000).

The interviews would be scheduled to last for approximately 30 minutes. In-depth semi-structured interviews would be conducted at a place which is convenient for all the participants. Permission would be sought from the participants to have the interviews audio-taped to facilitate recall and analysis.

Participants to be selected and included in this study should be either level three hundred or level four students who have spent at least a minimum of two years schooling in Ghana. This is to ensure that the sample selected have experience and possess knowledge important to the research. For the interviews, the same questions will be asked of all the participants.

3.4 Data Collection Procedure

Interviewing will be employed as a means of collecting data. A semi-structured interview guide was used. Yin (2009) refers to the interview as one of the most important and essential sources of case study information (p. 106). As Yin (2009) observes, the perspective of others are meaningful and interviews yield direct quotations from people about their experiences, opinions, feelings and knowledge (Patton, 2002). The interview is also a great method for use among a small sample (Yin, 2009). Morse (2000) contends that information is easily obtained in interviews when fewer participants are needed and that, the fewer the number of participants there is, the greater the amount of useable data that can be obtained from each person. Bogdan and Biklen (1992) recommend a free-flowing exploratory interview that gives the researcher a general overview of the

phenomenon under study. King and Horrocks (2010) recommend a physical space that allows for privacy and quiet. To enable participants have the utmost psychological comfort, and reduce interruptions, the participants would be interviewed inon Central University's campus.

King and Horrocks (2010) recommend that any recording devices employed must be turned on as soon as possible with the consent of the participants. They held that doing so at the very beginning will make participants less self-conscious about being recorded. This is also to avoid interrupting the flow of the interview. It means keeping the device out of view if possible or making it less intrusive. According to Patton (1990) and Rubin and Rubin (1995), there are three main types of probes will be used during interviews. The first is *Elaboratingprobes* which are used to encourage the participants to keep talking in order to gather more detail on the topic at hand. When needed, *Clarification probes*could be used to seek further explanations on specific portions of the participant's narrative that are of substance to the research but were not understood by the researcher. Where an interviewee broke off a conversation before it ends, *Completion probes* could be used by the researcher to help participants finish their narratives.

The interviews would give voice to the five international students, and assisted in obtaining specific types of responses that will be necessary for addressing the research questions. The interview provided the opportunity for a "conversation with a purpose" (Hamilton, 1997) and an opportunity "to capture participants on their own terms" (Loflan,). The interview also gave advantage for probing more deeply to obtain additional information, and the opportunity to rephrase questions whenever the interviewees had difficulty understanding.

Because discrimination is not readily observable in the naturalistic environment, it is difficult to predict when and where discrimination will occur, or when specific persons will experience discrimination. The researcher needed to employ a method that could allow people to understand the phenomenon of perceived discrimination through indirect means. This could be accomplished through the interview process. Creswell (2003) describes the interview process as an excellent tool that allows the researcher to understand a phenomenon or other experience without directly observing the phenomenon.

3.5 Scope of Study

The study was limited to the undergraduate Nigerian Students schooling in Central University. The choice of Central University is based on the researcher's familiarity with the institution which could allow for easy and quick access to information and the required students.
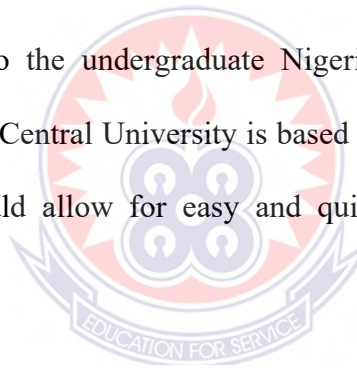
4.0 Method of data analysis

Once the data is collected, the next stage is analysing the data. Data analysis according to Hatch (2002) is a systematic way of searching for meaning and a way of processing qualitative data so that what has been learned can be communicated to others. The Data analysis method chosen was based on thematic coding. Thematic analysis provides the opportunity to code and categorise data into themes. Processed data can thus be displayed and classified according to similarities and differences (Miles and Huberman, 1994). After transcribing the audio recording of the interviews verbatim, the transcripts was shared among the respective participants with sole purpose of ensuring accuracy and

precision of the data. Patton (2002) explains, that the purpose of data analysis in case studies is to "facilitate the search for patterns and themes" (p. 302) and by doing this, the researcher transforms data into findings" (Patton, 2002, p.302).

The transcript was carefully studied by reading through severally in search of common themes related to the purpose of the study. Patterns and themes that emerged from elicited responses to the interview questions were carefully noted. Patton (2002) explains, that the purpose of data analysis in case studies is to "facilitate the search for patterns and themes" (p. 302) and by doing this, the researcher transforms data into findings" (Patton, 2002, p.302). Usually, each theme or sub theme contained an idea or piece of information (Creswell, 2003) that will be labelled using 'codes.' Patton (2002) describes this approach as "the process of labelling the various data and establishing a data index". This process would help to make meaning and establish relationships among the international students' experiences on perceived discrimination. After transcribing the audio recording of the interviews verbatim, the transcripts were shared among the respective participants with the sole purpose of ensuring accuracy and precision of the data.

Considering the small sample size of five participants and the convenience of using descriptive data in case study research, the prime concern would be to capture and preserve the individual lived experiences of the participants while enabling the understanding of the phenomenon under study.

The transcript was carefully studied by reading through severally in search of common themes in keeping with this purpose of the study. This process allowed me to derive meaning and establish relationships among the students' experiences. As Patton observes:

"the challenge of qualitative analysis lies in making sense of massive amounts of data" (2002, p. 432). Creswell (2008) suggested that coding and categorising data seeks repeating ideas and recurring themes that emerge during interviews. Different words and phrases used by study participants could shed light on the research concerns. The themes can be blended into larger, more abstract ideas. They may then assist in identifying the perceptions that Nigerian international students have of discrimination experiences in Ghana. For each participant, the above analysis procedure would be carried out and then synthesised into one case study.

The goal is to identify important themes or categories within a body of content, and to provide a rich description of the social reality created by those themes/categories as they are lived out in a particular setting. Through careful data preparation, coding, and interpretation, the results of qualitative analysis can support the development of new theories and models, as well as validating existing theories and providing thick descriptions of particular settings or phenomena.

3.8 Ethics of Qualitative Research

Northway (2002) explained the overall ethical involvement of any research. He holds that there are ethical implications in all aspects of the research process, from deciding on the topic, conducting the research and disseminating the findings. Dignity and rights of the participant(s) are linked to consent given by the participant(s). Sufficient and adequate information provided as a basis for giving consent, which must be given voluntarily (Allmark, 2002). Incomplete

The office of the Dean of Students and the International office responsible for foreign students was be contacted and permission sought to approach the foreign students in Central University for the interviews.

Managers of the International Students' hostels were also contacted by the researcher and permission sought to leave a number of information sheets about the study in these hostels for interested students who wants to participate in the study. Interested students were contacted and arrangement made to meet them at a place and time convenient to them. During the sessions, the study's rationale was explained to the interested participants. They were made to give their consent by signing a consent form to participate in the study. Permission was also sought from the individual participant at the interview to use a tape recorder. The participants were assured of their right to ignore questions they were not comfortable with and they could also withdraw from the study at any time without any consequences.

The confidentiality of the participants and their anonymity was assured in the study report. The contact number of the researcher was made available to the participants should they have any concerns after the interview.

3.7 Validity and Reliability

Joppe (2000) defines reliability as 'the extent to which results are consistent over time, and an accurate representation of the total population under study'. It means that if a replication of a methodology can produce similar results, then that justifies the reliability and integrity of the research instruments used.

39

However, Qualitative researchers disagree on the nature and extent of the role of reliability and validity in their work. Although much of the basic logic about reliability and validity is the same in qualitative and quantitative research, qualitative researchers may approach the issues somewhat differently than quantitative researchers (Rubin & Babbie, 2009). Rubin and Babbie (2009) continue to explain reliability as having to do with the amount of random error in a measurement. Validity on the other hand refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. In view of this, the issue of reliability and validity thus become a matter of degree and not an absolute state (Rubin & Babbie, 2009).

This researcher acknowledges the subjective nature of the phenomenon under study and hence there will be an element of biases in the various responses. Subjectivity however can be treated as an attribute under proper monitoring (Glesne, 1999). It is argued that it is essentially impossible for a researcher to be totally independent when analysing data (Glesne, 1999).

To ensure reliability, this researcher adopted Triangulation of sources which according to Cohen and Crabtree (2006) examines the consistency of different data within the same category as well as rich-thick description. Patton (2007) identified four types of triangulation namely: methods triangulation, triangulation of sources, analyst triangulation, as well as theory triangulation. The methods triangulation checks the consistency of findings generated by different data collection methods to explain complementary aspects of same phenomenon (Cohen & Crabtree, 2006). Silverman's (1993) approach also ensure reliability by ensuring that all participants understand the questions in the same way. Triangulation in this study was accomplished through the use

of a semi- structured interview guide for all the participants. Questions were structured in

such a way as to ensure uniformity.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings from the key interviews that were conducted with five Nigerian students of Central University. The research drew upon the narratives of these Nigerian students to document how they perceived their experiences as foreign students in Ghana. It explored in particular the issue of perceived discrimination by Nigerian students studying in Central University. The study participants were asked questions pertaining to their cross-cultural experiences, challenges, as well as their experiences with perceived discrimination. The study also investigated the challenges that confronted these students and the strategies they employ for adaptation and success. Furthermore, the study examined the factors that influenced the students' decisions to study in Ghana, more specifically their choice of Central University.

The interview responses was analysed in order to address the objectives of the study. These themes were used to establish relationships among the individual students' perceived experiences and to make connections between their subjective experiences and the findings from existing literature. The chapter also presents the four major themes and related sub themes that emerged from the students' narratives. The themes that emerged included the following (a) discrimination (b) Learningfacilities (c) Language issues (d) Stereotypes Financial

They complained about the absence of social events to specifically bring the foreign students and their Ghanaian counterparts together.

This could help to remove the suspicion, create mutual understanding and minimise any discrimination towards the foreign students. All the Nigerian students were very upbeat about their experiences as foreign students in Ghana. The students were particularly proud of their institution, especially in regards to the quality of tuition and relationship with faculty and colleague students.

The researcher used a thematic analysis to discuss the data obtained from the field and linked them with relevant theories and related literature. The study sought to bring out the significant issues of perceived discrimination experienced by Nigerian students in order to draw meaningful conclusion from the research findings. The identity of participants would not be revealed because of ethical considerations. The pseudonym identities of the participants are (Respondent 1); (Respondent 2); (Respondent 3), (Respondent 4); and (Respondent 5).The participants who were recruited for the study consisted of 4 males and 1 female. The lowest aged was 19 years and the highest was 23 years at the time of the study. Two of them were in level 200, two other participants were in level 300 while one was in level 400.

The research questions that guided the research were as follows;

1. What are the discriminatory practices you have experienced since you started tertiary education in Central University?
2. How has the perceived discrimination affected your educational life as a Nigerian student?

3. What university administrators do to eliminate these perceived discrimination towards

    Nigerian students in Central University?

4.1.0 RQ1: What are the discriminatory practices you have experienced since you started

tertiary education in Central University?

This research question sought to investigate the kinds of discrimination encountered by

foreign students studying in Central University. The major theme derived from the

responses by the Nigerian students to this question was discrimination.

4.1.1 Discrimination

According to Allport (1954), discrimination involves denying individuals or groups of

people equality of treatment which they may wish to have. Jones (1972) also defined

discrimination as 'those actions designed to maintain own-group characteristics and

favored position at the expense of the comparison group'. Although there are a few

studies that have explored perceptions of discrimination by international students in

developing countries (Hanassab, 2006; Krahe et al. 2005; Quillian & Campbell, 2003),

the researcher relied on interview responses from the five participating Nigerian students

studying in Central University. In this current study, the analysis showed that most of the

respondent's perceived not to have been discriminated against by their Ghanaian

counterparts; the following quotes represent some reflections indicated by study

participants when they were asked whether they have encountered any discriminatory

experience since they entered the university, and whether theyhave been treated

differently because they are Nigerians as compared to their Ghanaian counterparts?

"For that I will say no. When it comes to education, I will say no even we don't have problem with our lecturers as some of them are Nigerians. I haven't encountered any lecturer discriminating". (Respondent 4).

"No, both students and lecturers are friendly in the school and have not been discriminated against my colleagues at all, yeah, yeah no discrimination" (Respondent 1)

"We are not treated bad as compared to Ghanaian students really by the school. When you meet some lecturers based on the fact that you are an international student, they are nicer to you. It's been a lot of positives. So if you face a challenge you can go to them. Apart from academic challenge, I do not wanna take my social life to my lecturer and Ghanaian students as I flow more and well with my Nigerian friends (Respondent 2).

"I have this roommate once who is a Ghanaian. I don't know but at a point he didn't like me for no reason and there were times that he verbally abused me and insulted me" but in terms of social facilities like housing in the school, I have not been discriminated" (Respondent2).

Essentially, the findings of this current study contradicts and disagrees with some of the conclusions drawn by earlier researchers that foreign students often experience blatant discrimination on campuses in Institutions of higher learning in developing countries (Thompson, Anderson, & Bakeman, 2000). For many, the institutional environment can be unpleasant as a result of discrimination (Jones, 1997).   When students are not

discriminated, it can enhance positive thinking and attitude and make them feel part of the society in which they belong in order to avoid negative thoughts and experiences.

Negga, Feven, Applewhite, Sheldon, Livingston & Ivor (2007) suggest that negative experiences especially with discrimination can have health related effects on minority students. Another theme found in the literature is the varying degrees to which groups of international students experience racism and discrimination. To determine how international students experience racism depending on their country of origin, Lee (2010) studied the experiences and attitudes of international students from developing and developed nations attending universities in the United States and found that whites discriminated against blacks. However, in most developing countries the degree of perceived discrimination is not much pronounced compared to developed world (Lee, 2010). The only reason that can lead to perceived discrimination in developing world include bad attitude and behaviour from nationals of such countries, fraud, money laundering history, history of civil war, incidence of infectious diseases among others (Lee, 2010). The following illustrated quotes support these views by respondents.

> "My lecturers are very cool and it is a whole different experience from other schools. They know how to relate to students and make it comfortable for us to learn without discrimination. However, when I was looking for accommodation outside campus, the person said God forbid. She wouldn't give it to a Nigerian. Nigerian don't have a good reputation here. Because some of our guys here do fraud and prostitution and other things so that is what I think, they did that to me. Sometimes with my self- esteem.

Sometimes I don't say I am a Nigerian since I have been here for some time and my Nigerian intonation has changed small" (Respondent 3).

"My problem is that they judge individuals based on the fact that they are Nigerians and that all Nigerians are the same. They see Nigerians as people who are engaged in social vices such as fraud and what have you, so they think we are all the same. I have had some people who insulted me in their language before because I am a Nigerian and I do not understand. But I will say no when it comes to education on campus. And with lecturers, some of them are Nigerians. I haven't encountered any lecturer discriminating so far" (Respondent 2).

The literature on discrimination towards international students seems to support this argument that international students are subjected to discrimination when studying outside their home countries (Hanassab, 2006; Krahe, Abraham, Felber & Helbig, 2005; Quillian & Campbell, 2003). However, in this study there is a significant lack of empirical evidence to support that assertion since it is a phenomenological study that looks at individual experiences and not in the interest of generalised findings

Another significant theme that has also emerged under the issue of discrimination experienced by Nigerian students studying in Central University is the issue of stereotyping.

4.1.2 Stereotype

Donkor (2014) defined stereotypes as a negative idea or image thought to be true of every member of a specific group. In general, stereotypes work to keep minority people in positions of low power and prestige (Defleur & Dennis, 1998). Such differences may stem from stereotypes in the host country about the particular geographical area and culture from which the individual hails. Among the more concerning examples, Beoku-Betts (2004) reported that White faculty in the UK questioned female African graduate students' academic abilities, assumed they should be placed in remedial classes and criticized their accents, which led these students to feel unsupported and marginalized. The author considered these attitudes as partly attributable to dominant views that Africa is marginalized in the global system. These are some of the responses of the Nigerian students to another question on discrimination.

"Have you being discriminated against since you came here?

Yes, when I was looking for accommodation and a person said God forbid. She wouldn't give it to a Nigerian. Nigerian don't have a good reputation here."

(Respondent 3)

Has anyone been rude to you because you are a foreigner?

"I wouldn't say rude. My problem is that they judge. Individuals judge based on the fact that they are Nigerians and that all Nigerians are the same."

 Why do they think so?

"They see Nigerian as people who are engaged in social vices such as fraud and what have you. So they think we are all the same." (Respondent 4)

48

As an example Krahe, Abraham, Felber, & Helbig (2005) mention that being associated with particular minority groups can lead to discriminatory actions. This is especially true if a person has physical traits associated with particular groups, such as eye color, skin tone, or hair texture. Those with foreign appearances were consistently documented to have experienced more discrimination than those whose appearances were more similar to the population of the host country (Hanassab, 2006 ; Hayes & Lin 1994).

This is a true reflection of what the Nigerian students are experiencing because of the prejudice Ghanaians have about Nigerians. The negative activities of some Nigerian have created a bad reputation for them in Ghana. The Nigerian students unfortunately

According to Asmar, Proude and Inge (2004), many of the issues associated with prejudice stem from previously held beliefs about the specific traits of a group or race of people, commonly referred to as stereotyping. Hurtado (1992) suggests that the imbedded ideologies of our educational institutions often lead to the stereotyping of specific individuals (that certain races are more conducive to academic achievement, and others more conducive to sports) that would lead to differing perceptions of campus climate by minorities Although the students had reported only a few instances of discrimination, with the majority occurring off campus, the effects did not appear to be detrimental to their identity. Unlike the students in other studies who had experienced low self-esteem and feelings of isolation (Hernandez- Ramdwar, 2009), the students in this current study had autonomy over their situation and were not adversely affected and discriminated against.

49

4.2.0 RQ2: How have these perceived discrimination affected the educational life of international student?

This research question sought to find out how perceived discrimination encountered by Nigerian students studying in Central University had affected their educational life as students.

Despite the advantages of international education, international students encounter a wide range of issues whenthey live and study abroad. Those issues are generally related to language difficulties, adaptation to a newlearning system, psychological problems such as homesickness, discrimination, and feeling isolated, as well associo-cultural problems with health care and financial systems (Tseng & Newton, 2002). Other issues include financial difficulties, depression, and culture shock (Khoo et al., 2002; Leong & Chou, 1996; Lin & Yi, 1997).

Existing literature indicatesthat majority of international students make reasonable adaptation to their cultural and institutional demands. However, studies focusing on factors that lead to successful adaptation or what makes the foreign sojourn satisfied are hard to come by. The ubiquity of international students and their generally successful adaptation makes it necessary to understand how they manage to turn seemingly difficult situation into satisfying adaptation (Church, 1982)

One rationale behind the increasing number of international students is the assumption that students can serve both as cultural carriers and resources and also as links between cultures. It has also been assumed that these cultural links could help reduce inter-group tension, prejudice, hostility and discriminatory behaviour, and to help increase international understanding and co-operation (Amir, 1969).

These assumptions, however, have not always been supported. On the contrary mental health problems such as depression, psychosomatic complaints, anxiety and paranoid reactions (Jou and Fukada, 1997; Sam & Eide, 1991; Ward, 1967; Ying & Liese, 1991) have been suggested to characterise international students. The following illustrated quotes support these views by respondents.

> "When I was looking for accommodation and a person said God forbid. She wouldn't give it to a Nigerian and that Nigerian don't have a good reputation here, because some of our guys here do fraud and other things it affected me. Sometimes with my self- esteem. Sometimes I don't say I am a Nigerian. At times too we do have problems with financial challenges due to the rate [of exchange] of money sent from Nigeria. In Nigeria they send a big amount of money but when it is exchanged here it becomes small. Things are a bit expensive in Accra here and you can't ask your Ghanaian counterpart since they think you will do them 419 (swindled) without paying and one become depressed". (Respondent 3)

> "Structurally the school does take care of international students. When you meet some lecturers based on the fact that you are an international student, they are nicer to you. Because you are international student and not from here.an example like approaching your lecturer or friend who is not a Nigerian could be difficult and I am having challenges settling that when I need help" (Respondent 1).

What about support systems and the international office? Have they been up to scratch?

"I read on the internet that they pick people from the airport and that never happened. I was disappointed" (Respondent 3).

In this current study, it seems few respondents asserted to have been discriminated against and perceived that it had affected them but not necessarily in their education but in terms of securing accommodation and getting help from their Ghanaian counterparts, among others. Since discrimination is a phenomenon that is perceived by individuals and groups, it is often difficult to agree on when or whether a specific instance of discrimination occurs. It is also very difficult to document happenings of discrimination except they are witnessed or reported by others. It is also impossible for a researcher to follow his participants and observe to have a real measure of discrimination since no valid instrument in quantitative terms was utilized in the analysis.

It was also observed from the interview that most foreign students have challenges with discrimination among students and not the administration of the school per se.

4.2.1 Local language

Another theme that emerged out of the responses of the Nigerian students to a question related to discrimination was the complaint that Ghanaian students like using the indigenous language when even in group conversation with foreign students. The local language as emerged as a significant theme in this study. The Nigerian students frown upon it. Their inability to understand the local language has served as a barrier to cross-cultural interaction with their Ghanaian host society.

The students perception of discrimination hinges on their inability to understand the local language most Ghanaian students like to use when in conversation with each other. For

52

instance this is the conversation and responses that ensued between the researcher and the respondents with regards to challenges they face as foreign students.

What are some of the experiences you have encountered here as an international student?

"I haven't encountered any challenge in the school. Our problem is the people not the school". Are they not cordial? "They are but some do insult",

You do not understand the language so on what basis do you say they insult you?

"You know an insult when you see an insult no matter the language" (Respondent 2).

I do not remember just because they speak Ghanaian languages a lot. Just that anywhere you go they just assume you can speak it. (Respondent 2)

I have had some insult me in their language before because I am a Nigerian and I do not understand. Is because of the language and they speak more of Twi and it is not nice. (Repondent 4)

International students must adjust to a foreign language (Sherry, Thomas, & Chui, 2010). Differences in culture and language are often cited as hampering meaningful interaction between international and local students.

Lee (2010) studied the experiences and attitudes of international students from developing and developed nations attending a U.S. university. He indicated in his studies that students from developing countries were more likely to experience unequal and unfair treatment. These foreign students also expressed less satisfaction with nonacademic resources but greater satisfaction with institutional services among other

53

things, than those from developed countries. Lee (2010) study highlights the fact that international students of different races experience university differently and that their feelings of inequality and racial discrimination may vary based on demographic factors such as ethnicity and country of origin.

In this study however, most students expressed satisfaction with the academic environment although they experienced some instances of discrimination. Thequotes below represent some reflections indicated by study participants when they were asked whether they were satisfied with the academic environment on campus.

> "Yes satisfied with the academic community and relationship with my peers.For me personally, I don't have a problem" (Respondent 2).

This finding for example is not consistent with the case study designed to investigate a group of international Asian students' experiences with integrative racism at a Canadian university who found that students were dissatisfied with several aspects of their university life including the academic environment (Samuel, 2005).

4.3.0 RQ3: What can university administrators do to eliminate these perceived discrimination towards Nigerian students in Central University?

This research question sought to find out students views on strategies that the university administration can use to eliminate discrimination towards Nigerian students. Globally, International students have become important source of revenue for many countries such as the United States (Harryba, Guilfoyle, & Knight, 2011).Mariginson (2011) states that international education is considered the fourth largest revenue source in Australia. According to the Australian Education International (2011), international studentscontribution to the Australian economy was nearly $18.6 billion in fiscal year

2009. As a result, Paltridge et al. (2012) found that the revenue from international education showed a significant contribution to Australian's economy and its educational system. This tends to imply that foreign students comparatively pay more in terms of tuition fees, facility user fees, and others compared to the host country. The same phenomenon is what applies in Ghana.

4.3.1 Learning facilities:

The major theme that could be derived from the responses of the participants is the call for better learning facilities: All the participants were of the opinion that the academic support facilities was inadequate. They complained about the overemphasis on theory with the practical aspect of their courses neglected. The following quotes support these views by respondents.

> "They have to do something for us once every semester and our fees is more expensive. Our fees are more expensive than the Ghanaian students. They (school administrators) should add to the facilities to make us get value for money I mean some of the facilities should be improved (Respondent 4).

> "The technological aspect is okay but it is the practical aspect that I am worried about, Yeah, all other things are okay, yes and will recommend this university to anyone"
> (Respondent 1).

> "Some of the facilities should be improved" (Respondent 5).

Institutions of higher learning can gain competitive advantage through the provision of high quality facilities and various services to students and staff. Facilities are used to

support the execution of university's core activities of teaching, learning and researching (Kärnä and Julin, 2015). Most tertiary institutions are equipped with modern facilities and learning resources to create an enabling environment which is conducive for quality education and learning. Some of these include the library with up to date text books and relevant references, various types of laboratories which include researchlaboratory and information technology laboratory, online resource centres, access to numerous database of published research works and journals, speedy internet and wi-fi connections on campus.

These students Nigerian were told that Ghana had exceptional academic facilities and tuition by agents of various universities in Ghana back home in Nigeria. However, on arrival, they realized that some of the institutions such as Central University though good, lack certain facilities and at best was inadequate to cater to the needs of the international students. University administrators need to ratify this anomaly because the Nigerian students perceive it to be discriminating against them. The Nigerian students are demanding better quality of services and improved facilities because they are paying more academic fees than the host students. This situation they feel is discriminatory.

In addition to economic contributions, international students bring several non-economic benefits to the host countries. For instance, in Australia, Adams, Banks, and Olsen (2011) gave a wide range of benefits of international education such as an increase in public commerce and diplomacy, an enrichment of educational climate culturally for domestic students, and enhancement of the awareness of diversity among all students.

Research has shown that harassment and discrimination are handled in different ways in other countries therefore, more education for international students is needed to inform

56

them of their rights and responsibilities as outlined in national laws and university policies. In addition, international students may not have a clear understanding of what constitutes harassment and discrimination. From the responses received, it appeared that the participants had a general understanding of discrimination but it seemed that the participants could benefit from their education since most of the discrimination they perceived were not related to the academic environment.

In an effort to examine the state of anti-racist measures within Canadian universities, Dua (2009) investigated the existing policies and practices that were in place and assessed their effectiveness. The study looked at anti-racism policies from thirty- seven Canadian universities, and included interviews with University and Union Human Rights & Equity Officers from 10 Canadian universities. Dua (2009) discovered that most universities had anti-racism offices and anti-racism policies had been developed in the form of either employment equity policies, anti-harassment policies and clauses or anti-racist workshops.

In Ghana, most Institutions of higher learning need to enact policies on discrimination against foreign students if they are yet to do so. Discrimination policies if properly implemented could deal with any perceived or real acts discrimination because of their deterrent nature. Dua (2009) work is an important step towards providing insight into anti-racism policies and their implementation and enactment within the university context.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study sought out to examine the experienced of Nigerian students with perceived discrimination since they started their tertiary education in Central University. It sought to find out whether there were discriminatory practices that affected their educational life as students, and also ascertain what university administrators do to eliminate these perceived discrimination towards Nigerian students in Central University. This chapter, therefore, summarises the findings arising out of the study, in order to draw meaningful conclusions and makes recommendations in line with the objectives of the study. This section also outlines possible suggestions for further research.

5.1 Main findings

The first objective of the study sought to examine the discriminatory practices Nigerian student's experienced since they started tertiary education in Central University. The researcher relied on interview responses as opposed to document analysis due to the constraints presented by the institutions corporate policy. The analysis showed that most of the respondents had not encounter any discrimination against them by their Ghanaian counterparts. The only reason that can lead to perceived discrimination in developing world include bad attitude and behaviour from nationals of such countries, fraudulent activities, money laundering history, history of civil war, incidence of infectious diseases among others (Lee, 2010).

However, in this study there is a significant lack of empirical evidence to counter the above assertion since the research work was specific to a particular institution which is Central University. Although the Nigerian students had reported only a few instances of discrimination, with the majority occurring off campus, the effects did not appear to be detrimental to their identity and wellbeing. Unlike the students in other studies who had experienced low self-esteem and feelings of isolation (Hernandez-Ramdwar, 2009).

The second objective sought to find out whether perceived discrimination had affected the students educational life. Research literature review concluded that the majority of international students make reasonable adaptation to their cultural and institutional demands. However, studies focusing on factors that lead to successful adaptation or what makes the foreign sojourn satisfying are hard to come by. In this current study, it seems few respondents noted that they had been discriminated against, and also perceived that it had affected them but not necessarily in their education but in terms of securing accommodation and in interacting with their Ghanaian counterparts, among others. The study notes that, since discrimination is a phenomenon that is perceived by individuals and groups, it is often difficult to agree on when or how a specific instance of discrimination occurs. It is also very difficult to document actual instances of discrimination, since it is impossible to know when instances of discrimination occur. It is also impossible for a researcher to follow his participants to observe and measure the phenomenon of discrimination. It was also observed from the interview that most foreign students have challenges with discrimination among students and not the administration of the school per se. Most students expressed satisfaction with the academic environment

though they acknowledged experiencing instances of discrimination. This was because it occurred outside campus and was not related to the academic environment.

The third objective sought to find out what university administrators do to eliminate perceived discrimination towards Nigerian students in Central University. Research has shown that harassment and discrimination are handled in different ways in other countries; therefore, more education for international students is needed to inform them of their rights and responsibilities as outlined by federal and state laws and university policies.

The following suggestions were given by the Nigerian students as ways by which university administrators would eliminate some of the perceived discrimination they experience as students in Central University. The Nigerian students called for a reduction in their fees as they complained that they are not getting value for money despite the high fees they pay as international students. The Nigerian students are calling on the school administrators to improve their academic and social facilities on campus.

Most of the students who were reading mostly science courses at the University expressed satisfaction with the teaching aspect. They however complained about the lack and inadequate practical training aspects of their programmes. Despite this situation, they were happy with their overall academic experience and will recommend this university to anyone.

The Nigerian students also called for more social activities in relation to international studentswelfare such as a cultural day for them to showcase our culture. The students believe these social activities will bring them and their Ghanaian counterparts together.

These social activities will also help to dispel the suspicion and minimize any discrimination towards them. It will also show that Ghanaians and Nigerians share a lot of socio-cultural similarities.

In addition, international students may not have a clear understanding of "race" as defined by law or of what constitutes harassment. From the responses received, it also appeared that the Nigerian students had a general understanding of discrimination. Despite that it seemed that the participants could still benefit from their education in Central University since most of the discrimination they perceived were not related to the academic environment.

5.2 Conclusion

Based on the findings of the study, the following conclusions were drawn:

The study concludes that most of the respondents have not experienced discrimination from their Ghanaiancounterparts as Nigerian students studying in Ghanaian tertiary institutions. This corroborates the assertion that international students experience discrimination depending on their country of origin. In most developing countries the degree of perceived discrimination is not much pronounced as compared to what pertains in the developed worlds. In the few instances where the students acknowledged what they perceived to be discrimination, they however indicated that it had not affected their educational life as students. The Nigerian students attributed the few isolated instances of discrimination they encountered outside to how Ghanaians perceived them to engage in fraudulent activities. This hasmade most Ghanaians to generalize all Nigerians as fraudsters.

However, since discrimination is a phenomenon that is perceived by individuals and groups, it is often difficult to agree on when or how a specific instance of discrimination occurs.

Respondents also asserted that theuniversity has to do something for the foreign students once every semester. This could include a reduction in their tuition fees as it is considered more expensive than the Ghanaian counterparts pay. They also indicated that the school administrators should add more logistics to the existing facilities to make them get value for money.

The study revealed that despite the predominance of discrimination experienced by international students worldwide, there are institutions in countries such as Central University situated in Ghana where international students are made to feel welcome.

The cultural habit of Ghanaian students using their native language when in conversation in the presence of other foreign students was especially problematic for the foreign students. The foreign students look upon such situations with suspicion. Most of the Nigerian students complained about it.

The implications of this situation for our study is that cultural challenges are not experienced only by new arrivals but are still experienced by those who have been in a place for a period of time. This suggests that support systems that focus on cultural, social and academic orientation for new students need to continue because certain cultural values are very strong and persist (Haiwen et al., 2006).

Despite the wide-spread report of difficulties international students encounter studying in foreign universities as revealed in various literature (Church, 1982), it can be concluded

that majority of international students make reasonable cross-cultural adaptation and also successfully meet academic institutional demands.

5.3 Future Research

Future research can strengthen the reliability and validity of the study by expanding the research on examining the perceptions of discrimination experienced by Nigerian students in Central University to other tertiary institutions. Future research can also increase the number of participants in such studies to examine the socio-economic impact of discrimination against foreign students studying in Ghana. The constrains of time and resources restricted my study to only five students in and to only one tertiary institution which was Central University.

5.4 Recommendation

This study has been motivated by the dearth of research in understanding the kinds of discrimination experienced by Nigerian students studying in Central University, a private university based in Ghana. The study identified a couple of issues that confronted the Nigerian students which include the level of tuition fees, inadequate academic user facilities, stereotyping, discrimination and a lack of social activities for foreign nationals to bond with their host student counterparts.

It is encumbered upon policy makers, faculty members, and counselors to expend effort to meet the needs of international student particularly those involving social integrations, and academic support. Encouraging foreign students to participate in social activities can also help to address the problems of social isolation through fostering bonds of friendship with their Ghanaian counterparts. The Nigerian students can be also be encouraged to

join other social, intellectual and religious groups on campus.Tseng and Newton (2002) in a study on international students' challenges, recommended eight methods that will help international students to adjust positively. These methods include forming relationships, seeking assistance, increasing English proficiency, improving social and cultural communications, building relationships with faculty members, identifying themselves and others, letting go of issues, and expanding their worldview.

Inclusivity is a hallmark of any university's mission (Birgeneau, 2007) and any universities cannot claim to be excellent unless they integrate all categories of students. The universities must develop an awareness of the needs of their diverse groups of students (Samuel, 2005) before they can claim to be an institution that believes in diversity.

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Appendix A

Interview Guide

1. Tell me about yourself.

2. How, or why, did you decide to study in the Ghana?

3. What were your expectations in attending a university in the Ghana?

4. Tell me about your experience as an international student studying in the Ghana

   a. How would do you describe the interactions between you and

   (i) Ghanaian students? (ii) Your professors?

5. Have you experienced discrimination? If Yes. Is it by

   (i)   Lecturers or (ii)   Ghanaian students

6. Is it because you are a Nigerian? If yes, give me an example.How did it make you feel?

7. Do you feel you are treated equally as compared to the Ghanaian studentsbyyour lecturers?

8. How has discrimination affected your academic experience?

9. Which group do you associate with more?   (i) Ghanaian   (ii) Nigerian

10. Are you satisfied with the support you received from the University as a foreign student?

11. What can the University do to make life more comfortable for you as an international student?

12. Would you recommend CU to friends/family in your home country? 13. Do you have any other comments you wish to share with us?