IMPACT OF XENOPHOBIA ON NIGERIAN STUDENTS IN SOUTH AFRICA

Dr (Mrs) Josephine Azuka Onyido

Department of Educational Foundations, Faculty of Education, University of Port-Harcourt, P.M.B. 5323, Rivers State. Nigeria

ABSTRACT: *The relationship between South Africa and Nigeria dates back to 1960s during the Apartheid era. Nigeria played an instrumental role in ending apartheid and upon the collapse of the apartheid regime, migrants from Asia, Sub-Saharan Africa, including Nigeria swamped into the country as a result of investment opportunities. However, the current challenges facing South Africa such as unemployment, poor border control, lack of education caused deep resentment amongst the locals and resulted in xenophobic attitudes and violence. This paper thus, is informed by the rise in the attacks on Nigerians in South Africa and takes a critical analysis of the impact of xenophobia on Nigeria students in South Africa. In achieving this, data was collated using a 12 item questionnaire titled "Impact of Xenophobia on Nigerian students in South Africa" across 30 randomly selected Nigerian students using sampling technique rated on a 4point likert scale. The findings of this study indicates that Nigerian students face discrimination from fellow students, locals and immigration and government officials while the rise of xenophobic sentiments has impacted the economy and investment opportunities of South Africa. Awareness campaigns by stakeholders, policies that boost employment and the economy as well as partnership by both governments were recommended by the study.*

KEYWORDS: Impact, Xenophobia, Education

INTRODUCTION

The African continent is home to different ethnic groups with diverse cultures, traditions and beliefs. The colonial structures that ruled Africa began during the 18th century and sought to establish a semblance of order by creating colonies/provinces and eventually countries (Ross, 2008). This was done with no qualms to recognizing the existing structures as organized by the Africans and therefore faced resistance but the Africans. However, this led to European Imperialist aggression, military invasion, conquest and eventual colonization.

One of the countries created during this era was South Africa otherwise known as "RainBow Nation". Scholars have highlighted the roles played by the Dutch, English and the Portuguese in the creation of the modern day South Africa using their Dutch East India Company (VOC) and British East India Company as frontiers while in the search of gold, ore and a place to store provisions for long voyages. These white settlers who are still resident in South Africa established towns such as Cape town, Durban, Port Elizabeth and present day Johannesburg while engaging the indigenous population in farming and mining to mention but a few (UNESCO, 2005). The multicultural and ethnic background of South Africa therefore presented unique conditions for the white men to manipulate and fan the wind of discord amongst natives South Africans. South Africans had over the eleven official languages being spoken by the population and with the Europeans enlisting the help of the native in their activities this cause a lot of distrust among natives and subsequently led to disorganization and enslavement.

South Africa is one of the largest countries in the world in terms of land mass and population and is surrounded by Namibia, Zimbabwe and Botswana on the north and Swaziland and Mozambique on the northeast and east (Rogerson, 2000). Today, the country has the seventh highest per capita income in Africa and a GDP of about 326.541 billion, making it a key player in its regional activities. The country however, faces an in-balance in the distribution of wealth and as such poverty and unemployment and crime remains prevalent across the country.

The history of South Africa is plagued by its apartheid past. The country experienced horrifying tales of apartheid prior to 1994. Scholars highlights that the white settlements who were the minority sort to oppress and marginalize the black settlements who were the majority (Kinge & Tiobo, 2016). According to Human Rights Commission (HRC) an estimated 14,000 people were killed during the apartheid era as a result of agitations for the end to the apartheid regime (Coleman, 1998). Former President Nelson Mandela was one of those arrested by the regime and it was not until 1994 that the country eventually freed itself from apartheid rule (Fayomi, Chidozie & Ayo, 2015)

Nigeria, one of the giants of Africa in terms of economy, population and military strength was instrumental in helping the South Africans rid themselves of the oppressive rule of the apartheid regime. Akinboye (2013) highlights that Nigeria's intervention began largely as a result of the Sharpeville massacre of 1960, which saw 72 blacks killed and about 184 wounded. This saw university students in Nigeria voluntarily contribute to the liberation of the South Africans by skipping their lunch for a month to make donations widely called "Mandela tax to fight apartheid". The Nigerian music industry on its part, contributed by singing songs in solidarity with the fight with songs such as "fire in Soweto" Sunny Okosun released during that period. Furthermore, the 1976 Olympics and commonwealth games of 1979 were boycotted and Nigeria refused to sell oil to the Apartheid regime (Nwosu, 1993). Abegunrin (2009) asserts that although this event occurred before Nigeria gained its own independence, the Tafawa Balewa administration upon resumption of office in October, initiated measures to check the policies of the apartheid regime such as the banning of import goods from South Africa as well the imposition of sanctions on the regime which eventually paid off.

Upon the collapse of the apartheid regime, South Africa experienced large scale migration into the country from all over the globe especially the sub-Saharan Africa and South Asian nations (Chimbga & Meier, 2014). Researchers contend that, this was a result of the obvious opportunities that arose from the nation's independence (Kinge & Tiobo, 2016). This migration however, brought about discrimination from the local population. Nyamnjoh (2006) opines that a derogatory term "Makwerekwere" was coined to describe a black person who could not speak the local South African languages and assumed to be economically and culturally underdeveloped. This deep seated resentment for foreigners gave rise to what is known today as "Xenophobia".

Statement of the Problem

The African society has always prided itself as being hospitable to visitors. South Africa in recent times however, has shown discriminatory tendencies towards foreign nationals resident in their country. So indicting is their resentment towards foreigners a study carried by the Human Science established that South Africa is a society plagued by sentiments and resentment towards foreigners (Landau, 2011). These resentment and sentiments are increasingly becoming violent and can potentially pose diplomatic challenges for the South African state in general.

Nigeria has been greatly affected by this resentment towards foreigners. In the last two years alone, about 116 Nigerian nationals have been killed in South Africa through extrajudicial processes and 63% of them killed by the police (DailyTrust). Just recently, 67 Nigerians were deported from South Africa (Thisday, 2017)

Mitropoulos et al (2009) postulates that questions have been raised about the attitude of the authorities towards immigrants especially how they handle visa applications, legal proceedings and unjustified arrests of foreign nationals. This has seen a record number of Nigerians been deported from the country by authorities.

Scholars identify historical, economical and social conditions as the major factors encouraging this sentiment (Crush, 2006; Wayne et al, 2006, Adjai & Lazaridis, 2013). Choane et al (2011) opines that the South African governments' failure in providing social amenities, employment and economic growth for its citizens has contributed immensely to locals venting their frustration on foreigners. McConnell (2009) contends that illiteracy level in South Africa continues to rise thereby posing challenges in obtaining jobs, housing and healthcare. The locals therefore, find themselves competing with foreigners in areas of employment, education, housing (Crush, 2006; Steinberg, 2008). This therefore, instigates resentment and hatred towards foreign nationals a culmination of which has manifested itself in recent times with sporadic acts of violence across the country.

According to Harris (2010) educational pursuit, job opportunities and fear of political persecution are the three main reasons behind foreigners migrating to South Africa. Cilliers (2008) research on migration asserts that majority of South Africans are of the opinion that immigration and migration of foreign national into their country has negatively affected the country with almost 70% of them opining that immigrants weaken the fabrics of the society and economy.

Objectives of the Study

The primary objective of the study is to explore the impact of xenophobia on Nigerian students in South Africa with the purpose of:

1. Providing a theoretical analysis of xenophobia

2. Examining the public perception of Nigerian students in South Africa on the impact of xenophobia on their activities.

3. Investigating the public perception of Nigerian students in South Africa on the educational implications of xenophobia.

4. Conducting an empirical research on the phenomenon.

5. Making policy recommendations.

Research Questions

In view of the foregoing, the following research questions have been posed:

I) What are the impacts of xenophobia on Nigerian students in South Africa?

II) What are the educational implications of xenophobia on Nigerian students in South Africa?

III) What is the public perception on causes of xenophobia?

Significance of the Study

The significance of this research lies in the fact that Nigerian citizens in South Africa are being harassed, abused, discriminated and dehumanized by the local population as well as the authorities. There is therefore, overwhelming need for studies to be carried regarding xenophobia in order to identify the causes, impact of xenophobic outburst on Nigerian students as well as provide policy makers information to be able to proffer solutions to tackling this xenophobic resentments.

Scope of the Study

This study was guided by the perception of Nigerian students schooling in South Africa regarding the educational implications of xenophobic outbursts in South Africa as well as the causes and solutions. The perception of the Nigerian students is the dependable variable of the research while the causes, solutions and educational implications are independent variables.

Area of the Study

The study will focus on two major cities (Johannesburg and Durban) in South Africa because these cities over the years have displayed violent xenophobic tendencies.

LITERATURE REVIEW

Conceptual Framework

Xenophobia

Xenophobia may therefore be defined as the fear or dislike of that which is alien or different. The term xenophobia is used to describe the dislike for immigrants or people who are different from oneself. As such, the term xenophobia is an outburst of discriminatory ideas, societal stereotyping and prejudices that is most times disguised with the phenomenon of nationalism. Misago et al (2009) asserts that although it cannot be argued that the manifestation of nationalism that is aggressive in nature is an aspect of xenophobia. Most times the expression of xenophobia is associated with violence. Xenophobia can also be seen as reactions generated as a result of anomic situations in the societies of modern societies (Hickel, 2014). It can therefore be deduced that xenophobic dispositions are social as well as psychological anomies that seek to erode the principles of tolerance, understanding and accommodation in the society and replace them with separation or fragmentation thereby creating social divisions. Isike & Isike (2012) agree with this proposition, highlighting that the psychological disgruntlements are in most cases ventilated as eruption of nationalistic expression and upon this that empathy emanates from the collectivity view of "we against them". Xenophobia can also be defined at a serious aversion to the culture, politics of immigrants. According to Jackson (2014) xenophobia is the phobia that an individual or group develops as a result of threat of losing its identity, culture and imagined superiority.

Scholars have continued to highlight the difference in xenophobia and racism. They assert that most times xenophobia is often used interchangeably with racism (Tafira, 2011; Widfeldt, 2014). Clair & Denis (2015) contends that racism seeks to define the prejudice that originates from ethnicity, race or ancestry. Xenophobia on the other hand, embodies any form of fear or dislike that an individual or group harbors towards another individual or group because they are different from them. This therefore can be deduced as the reason behind the outburst being experienced in South Africa over the years.

Impact

Impact can be described as the something that is happening that has effect on other things (Hearn & Buffardi, 2016). Simply put, impact is "what a man does with what happens to him" (Bakker & Carlton, 2008). It involves an issue that affects ones senses, state of mind and personality significantly.

For the purpose of this study however, the term 'Impact' will denote the accumulation of knowledge gathered from the comprehension of situations, sensations, emotion, skills that have directly gained from first hand participation or observation of events or activities.

Theoretical Framework

The realization that Xenophobia is not just about the fear or dislike of immigrants but also the discrimination, exploitation as well as violent attacks towards foreign immigrants has been established by scholars (Harris, 2002, Kinge & Tiobo, 2016). Kinge & Tiobo (2016) opine that the South Africans blame black immigrants who reside in their country legally or illegally for their inability in getting jobs. This study will therefore be based on the scapegoating and isolation theories.

The Scapegoating theory

This hypothesis suggests that immigrants see themselves in circumstances where they are "scapegoats". In the sense that they potentially regarded or considered as threats to the way of life, employment, accommodation arrangement and health care of the locals.

Researchers highlight, that after the collapse of the apartheid era, the country came to the inequalities that existed in the distribution of resources and wealth in the country (Tshitereke, 1999, Kinge & Tiobo, 2016). Over the years, these has not changed significantly thereby making the locals feel threatened by the influx of immigrants who are also seeking those jobs even for cheaper pay as such, the locals vent their frustrations on their inability to get employment, quality healthcare and housing on immigrants (Campbell, 2003; Soyombo, 2008; Ngandwe, 2013).

Isolation Theory

The isolation theory suggests that being foreigners puts immigrants at the center of hostilities by locals as a result of the fear of unknown. Tella (2016) proposes that as a result of apartheid, most South African citizens were isolated from other nationalities outside South Africa. This therefore made the idea of foreigners, vague and unknown to the locals. With the collapse of the apartheid era however, the country experienced large scale migration into the country and consequently brought the local South Africans in contact with foreigners. This stirred up resentment and hostility which concurs with the isolation hypothesis. This isolation theory is

relevant to the research because of its suitability to the research and the fact that it draws attention to the reasons why local South Africans are hostile and resentful to immigrants in their country.

Globalization is a trend that is characterized by change and uncertainties. Scholars have continuously raised the issue that social transition encourages xenophobic sentiments (Morris, 1998; Nyamnjoh, 2006; Yawlui, 2013). These sentiments towards change have seen the rise of agitations towards anything that is accepted culturally by the inhabiting society (Crush, 2000).

Historically, however it must be highlighted that xenophobia did not originate from South Africa, rather countries like Japan, Australia, United Kingdom some parts of Europe and North America have long histories of xenophobia (Mayfield, 2010, Kinge & Tiobo, 2016). Researchers posit that xenophobic sentiments date as far back as the 19th century where white Americans rioted against Chinese foreign nationals resident in the country. In 1914, increasing xenophobic sentiment and assault were experienced by Mexicans residing in USA (Fetzer, 2000; Mikulich, 2009; Stacey et al., 2011; Kinge & Tiobo, 2016). In Australia, foreign nationals were regarded as criminals or asylum seekers even though the country is actually a multicultural society (Buchanan, 2003). In Rome, Russian and Hungarian citizens experienced xenophobic sentiments exhibited towards them (Saideman & Ayres, 2008). In France, a country that was predominantly white and catholic in religious inclination saw anti-immigrants sentiment stir up as a result of influx of foreign nationals who were from other races and Muslims in religious inclination (Kinge & Tiobo, 2016). Roemer et al (2007) contend that these xenophobic sentiments were further fueled by the increasing unemployment and insecurity linked to foreign nationals and as such leading to tighter immigration policies.

Scholars have long suggested that South Africa and India have similar xenophobic tendencies in that they both have experienced politics of exclusion associated with pre-independence era (Human Rights Watch, 1998; Crush & Ramachandran, 2009)

In the case of Africa, Ghana and Nigeria have been in the forefront of instigating xenophobic sentiment. As early as 1969, the Ghanaian authorities deported about 1.5 million foreign immigrants from the country and a good majority of them were Nigerians (Campbell, 2003). Soyombo (2008) articulates that the Nigerian government also evicted Ghanaian foreign nationals in 1983.

Xenophobia in South Africa

There are strong evidences to support the assertion that foreign nationals residing in South Africa face xenophobic discrimination. This has been manifested in different forms such as, harassment in the hands of citizens, government officials and private organisations, incidents of xenophobic target attacks and abuse on the streets (Landau et al, 2004).

This has been experienced over the years, according to Buthelezi (2009) in January 1995, immigrants particularly those from Mozambique, Malawi & Zimbabwe were physically assaulted in the town of Alexandra. Idehen & Osaghae (2015) further posits that 2008 witnessed an increased level of xenophobic related attacks in the country. In one incident 62 people were left dead with over 670 injured and 1300 detained (Monson & Arian, 2011). In 2009, foreign nationals of Zimbabwe were forcefully chased from the settlements in Western Cape leading to the displacement of 3000 Zimbabweans (Kerr & Durrheim, 2013). According

to Vanguard (2017) in the past 23 years, no fewer than 200 foreign nationals have been killed or maimed in xenophobic related attacks in South Africa.

These outburst of xenophobic violence have greatly affected Nigerians. According to reports the recent outburst of xenophobic violence in Johannesburg and Pretoria left scores of Nigerians injured and one killed with buildings owned or rented by Nigerians burnt or looted (Dailypost, 2017).

Nigerians are constantly facing being deported in South Africa; recently 97 Nigerians were deported on cases related to immigration and drug offences (Thisday, 2017). However, Kinge & Tiobo (2016) asserts that some of this deportation maybe connected with xenophobic resentments. According to Monare & Feris (2001) the application of unreliable criteria in identifying undocumented migrants has seen legally documented migrants deported.

Education in South Africa

Education can be opined as the process of passing on information, expertise and training to an individual or collection of individuals in the bid to attain a desired target (Offorma, 2009; Onyido, 2015). According to Chidebulu (2001) education can be said to be a process that seeks to intellectually, effectively and mentally advance an individual in order to assist him make positive contributions to the society at large. It can therefore be deduced that education is an essential contributor in the societal development of any nation as greatness cannot be achieved if its citizens are not equipped through education to contribute effectively and efficiently to the growth of the economy and society (Onyido. 2013). According to Saulawa (2014) education is a tool that seeks to integrate individuals effectively into a society with a view to attaining self-realisation, promoting togetherness and enhancing national consciousness. Alufohal & Ezeani (2012) further opine that education liberates the populace from ignorance and in turn stimulates development.

It is expected that since education improves the intellectual, economic as well as the social wellbeing of individuals and societies it should be given full commitment to optimizing its potentials. Sifuna & Sawamura (2009) indicates that this is not the case in most African states as poor policies, attitudinal challenges, religion have proved to be the bane of the African educational system.

This is the case with South Africa, who although have one of the highest GINI co-efficient in the world (Chitaga, Shulika & Mthombeni, 2011; StatsSA, 2014) which is normally an indicator for socio-economic status of an economy and one of determinants of academic achievements have faced educational difficulties that run deep. According to Modisaotsile (2012) the damage done by the Bantu Education is almost irreversible and has greatly stunted the growth of contemporary education in South Africa. Bergman & Bergman (2011) postulates that poor quality teaching and learning has been carried by poorly trained, highly unionized teachers who themselves are products of the inferior education available in the country.

Researchers have highlighted that South Africa education sector attracts the least amount of graduates when compared to other areas of attraction for migrants (Kalitanyi & Visser, 2010). According to Chrisholm (2011) the present remuneration structure that exist in the country offers little rewards to teachers who have stayed long on the job or who have performed well. Furthermore, educational inequality is deeply entrenched in that, a vast number of the

population mostly from poor homes find themselves locked in a low-quality system that offers them little or no meaningful educational chances (Salem & Hoadley, 2009).

Implication of Xenophobia on Nigerian Students in South Africa

As a result of the spate of xenophobic motivated violence in South Africa a number of challenges have created for the country. Mistry (2004) articulates that the image of the country has been greatly tarnished by these deplorable acts. However, one of the significant impacts of xenophobic sentiments and attacks is the impact of xenophobic violence on foreign investment. As a result of these violent outbursts, countries and companies are becoming reluctant in setting up shop in the country and those of them currently engaged find themselves oppressed and discriminated by authorities thereby making the business environment not conducive (News24Wire, 2015).

Scholars have identified that countries such as Pakistan, Somalia, Botswana, Nigeria, India and Ethiopia have invested greatly in the economy of South Africa through trade, power, mining and education to mention but a few.

Education is one of the key ingredients to economic development and where globalization and immigration has seen foreigners migrating into South Africa to school. The country should therefore tap from the foreign direct investment (FDI) that can be accrued from foreign students.

Analysts identify that that Nigerians studying in South Africa are one of the largest populations of foreign nationals studying in the country. Therefore, it is only normal that they might encounter xenophobic sentiments while schooling in South Africa.

Hence, it can be summarized from above researches on xenophobia that Nigerian students in South Africa face the following challenges:

1. Possible name calling by the locals.

2. Possible exposure to xenophobic attacks.

3. Possible harassment by government officials.

4. Possible discrimination by lecturers and fellow students.

5. Possible discrimination in accessing social facilities.

METHODOLOGY

Research Design

The design of the study is a pure descriptive survey. Research design can be described as a blue print that describes how, when and where the data will be collected from and analyzed (Burns & Grove (2003). In this study, this will aid in explaining the information gathered through questionnaire and consequently graded in percentage on identified variables. The Targeted population for the study is focused on two cities (Johannesburg and Durban) where Nigerian students have experienced xenophobic attacks. This research employs both the primary and secondary data. For this research, the population of the sample will be randomly

selected and 30 Nigerian students were selected using sampling technique. These randomly selected students were made up of 15 Male and 15 Female. The instrument for data collection was a 12 items structured questionnaire, titled "Impact of Xenophobia on Nigerian students in South Africa". It had an open-ended option of Strongly Agree (SD), Agree (A), Strongly Disagree (SD) and Disagree (D). The instrument was divided into two parts the first part included the Bio-data of the respondents, whereas the second part had the questions for the respondents targeted at eliciting response on the perception of Nigerian students about Xenophobia in South Africa.

The validity of the instrument was vetted for face and content validity

Findings and Discussions

Research Question 1: What are the impacts of xenophobia on Nigerian students in South Africa?

Table 1: What are the impacts of xenophobia on Nigerian students in South Africa?

S/No	ITEMS	SA	A	D	SD	TS	NOR	M $\overline{X}$	MC	R
1.	Nigerian students are wrong fully arrested in South Africa?	-	5	3	-	8	25	3.1	2.5	Agree
2.	Nigerian students are relocating back to Nigeria as a result of xenophobic resentment towards them?	-	6	2	-	8	25	3.1	2.5	Agree
3.	The quality of education offered by South African universities has reduced since xenophobia reared its ugly head?	-	6	3	-	9	25	3.0	2.5	Agree
4.	Are Nigerian student abused and discriminated by government officials?	-	6	1	-	7	25	3.6	2.5	Agree

I) Table 1 above shows

II) Cluster mean $= \dfrac{\text{Item mean}}{\text{Number of item}} = \dfrac{3.1+3.1+3.0+3.6}{4} = \dfrac{12.8}{4} = 3.2$

III) Since 3.2 is above the criterion mean of 2.5, we conclude that Nigerians studying in South Africa face discrimination, harassment from lecturers, government officials and locals.

Research Question 2: What are the educational implications of xenophobia on Nigerian students in South Africa?

Table 2: Showing the educational implications of xenophobia on Nigerian children residing in South Africa?

SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, TS= Total Score, NOR= Number of Respondents, Mean = (MẊ), Mean Critical = MC. R= Result

S/No	ITEMS	SA	A	D	SD	TS	NOR	M$\overline{X}$	MC	R
1.	Can the Nigerian children resident in South African allowed to attended classes?	-	7	3	-	9	25	3.0	2.5	Agree
2.	Are Nigerian students victimized by teachers in South Africa schools?	-	6	2	-	8	25	3.1	2.5	Agree
3.	Are Nigerian Students in South Africa battling with feelings of loneliness and alienation?	-	5	3	-	8	25	3.1	2.5	Agree
4.	Can there really any benefits in Higher Education studies in South Africa?	-	6	1	-	7	25	3.6	2.5	Agree

Table 2 above shows

$$\text{Cluster mean} = \frac{\text{Item mean}}{\text{Number of item}} = \frac{3.0+3.1+3.1+3.6}{4} = \frac{12.2}{4} = 3.2$$

It is clear that since 3.2 is above the criterion mean of 2.5, the Nigerian students are affected by xenophobic resentment in South Africa.

Research Question 3: What is the public perception on causes of xenophobia?

What is the public perception on causes of xenophobia?

Table 3: What is the public perception on causes of xenophobia?

SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, TS= Total Score, NoR= Number of Respondents, Mean = (MẊ), Mean Critical = MC. R= Result

S/NO	ITEMS	SA	A	D	SD	TS	NoR	M̄X	MC	R
1.	In your opinion, do you think unemployment causes xenophobia?	8	-	-	1	9	25	3.0	2.5	Agree
2.	In your opinion, do you think poor border control contribute to the increase of xenophobic resentments towards foreigners?	2	-	-	6	8	25	3.1	2.5	Agree
3.	In your opinion, do you think lack of education has fueled xenophobia in South Africa?	3	-	-	5	8	25	3.1	2.5	Agree
4.	In your opinion, do you feel the state of the economy has encouraged xenophobia in South Africa?	4	-	-	3	7	25	3.6	2.5	Agree

$$\text{Cluster mean} = \frac{Summation\ of\ all\ the\ mean\ number\ of\ all\ the\ items}{Number\ of\ item} = \frac{3.0+3.1+3.1+3.6}{4} = \frac{12.8}{4} = 3.2$$

Since 3.2 is above the criterion mean of 2.5, we conclude that unemployment, poor border control, lack of education and the state of the economy have caused and fueled the spread of xenophobia in South Africa.

DISCUSSION

Table 1:

The results obtained from Table 1 indicate that xenophobia clearly has an effect on the life of Nigerian students studying in South Africa. The students have become uncomfortable and unsettled with the xenophobic resentment that experience in their everyday life. Consequently, making them fear attending the It is clear that since 3.2 is above the criterion mean of 2.5, the Nigerian students are affected by xenophobic resentment in South Africa.

Table 2:

The findings from the study reveal that Nigerian students are greatly affected by xenophobic resentment in South Africa. The result from Table 2 shows that Nigerian students as a result of

xenophobic resentment, Nigerian students face the performance challenges. The result also establishes that potential Nigerian students are deterred from coming as a result of xenophobia. The respondents also highlight the emotional stress faced by them as a result of rising xenophobic resentments.

Table 3:

From this table it can be deduced from the answers of the respondents that insecurity, economy lack of education, porous borders as issues fueling the spread of xenophobia in South Africa.

CONCLUSION

This research conclusively established that South Africa is a nation with diverse cultures and languages. However, the country which was after the democratic transition from the apartheid regime seen as home for all foreign nationals has seen a rise in xenophobic sentiments. Foreign nationals are blamed for the current challenges facing South Africa, such as unemployment, slow economic growth, poor border control, lack of education this has consequently lead to thousands of foreign nationals losing their properties and in worse cases lives. Nigeria has not sparred from this onslaught; the study which looks at the impact of xenophobia on Nigerian students concludes that Nigerian students face discrimination from immigration and government officials, fellow students as well as locals. As majority of the respondents from the study identified insecurity, unemployment, porous borders, the economy as triggers of xenophobia in South Africa. This rise in xenophobic resentment has seen South Africa's image greatly damaged and millions of Rands lost as a result of these events as investors as well as potential investors have pulled out from the country or boycott South African owned businesses that operate in their country.

RECOMMENDATIONS

Upon carrying out critical analysis on the results of the study as well as reviewing the available data, the following recommendations were made.

- Seminars, workshops should be organized by government agencies and non-governmental agencies to educate the populace on the dangers of xenophobia, the rights of migrants and refugees and gender equality.

- Programmes and policies that are seek to create employment, control the border as well boost economic advancement should be adopted by the government.

- Campaigns against xenophobia should be introduced where educational materials such as posters, stickers and stories that digitally tackle xenophobia adopted.

- Media advocacy programmes that involve radio and television interviews, public service announcement that unmask the conditions of refugees and migrants should be made.

- A complete list and figure of Nigerians living in South Africa should be collected by the Nigerian Commission in partnership with the South African government.

- The Nigerian government and stakeholders should organize educational seminars to educate, sensitize the Nigerian students on the need to respect the traditions, belief and laws of South Africa.

- Non-governmental bodies in partnership with the Nigerian South African Commission and the South African government should create an emergency response body tasked with the medical effects of xenophobia.

- The South African government should adopt policies and legislations that discourage and criminalize xenophobic violence and acts.

- The Nigerian Government should set up a committee that is tasked to investigate cases of xenophobic attacks on Nigerians in South Africa.

- The South African government should tighten security in communities and locations that are xenophobic violence prone.

REFERENCES

Abegunrin, O. (2009). Nigeria and the Struggle for the Liberation of South Africa. In *Africa in Global Politics in the Twenty-First Century* (pp. 5-27). Palgrave Macmillan US.

Adjai, C., & Lazaridis, G. (2013). Migration, xenophobia and new racism in post-apartheid South Africa. *International Journal of Social Science Studies*, *1*(1), 192-205.

Akinboye, S.O (2013) "Beautiful Abroad but Ugly at Home: Issues and Contradictions in Nigeria's Foreign Policy", University of Lagos Inaugural Lecture Series 2013.

Alufohai, E., & Ezeana, P. (2012). The relevance of education for social change and good governance in Nigeria. *Nigerian Journal of Sociology of Education*, Vol. 4 no.1, pp: 149-156.

Bergman, M. M., & Bergman, Z. (2011). Perspectives of learners and teachers on school dysfunctions in South Africa. *Education as Change*, *15*(sup1), S35-S48

Buchanan, I., (2003). "August 26, 2001: Two or Three Things Australians Don't Seem to Want to Know About 'Asylum Seekers'", Australian Humanities Review. Available at: [http://www.lib.latrobe.edu.au/AHR/archive/Issue-May-2003/buchanan2.html]. Accessed on 10/07/2017

Burns, N., & Grove, S. K. (2009). *The practice of nursing research : appraisal, synthesis, and generation of evidence*. St. Louis, Mo: Saunders Elsevier.

Buthelezi, M. (2009). *An Investigation of the experiences and meaning of Xenophobia at the University of Zululand by international students* (Doctoral dissertation). Retrieved from

Campbell, E. K. (2003). Attitudes of Botswana citizens toward immigrants: Signs of xenophobia?. *International Migration*, *41*(4), 71-111.

Chidebelu, N.P. (2001). Advancing the frontiers of Girl-child education in Nigeria, concepts, challenges and prospects. Yakubu Gowon Foundation Forum, Plateau State, Nigeria. Resang 18 Press Ltd.

Chimbga, W.W.M. & Meier, C. (2014). The role of secondary schools in averting xenophobia in South Africa. Mediterranean Journal of Social Sciences 5(20): 1691-1700.

Chisholm, L. (2011). Review: The challenge of South African schooling: Dimensions, targets and initiatives. *Transformation audit*, 50-57.

Chitiga, M., Sekyere, E., & Tsoanamatsie, N. (2015). Income inequality and limitations of the Gini index: The case of South Africa. *Human Sciences Research Council (HSRC), available at: http://www. hsrc. ac. za/en/review/hsrc-review-november-2014/limitations-ofgini-index.*

Choane, M., Shulika, L. S., & Mthombeni, M. (2011). An Analysis of the Causes, Effects and Ramifications of Xenophobia in South Africa. *Insight on Africa*, *3*(2), 129-142.

Cilliers, J., & Aucoin, C. (2016). Economics, governance and instability in South Africa. *Institute for Security Studies Papers*, *2016*(293), 1-24.

Clair, M., & Denis, J. S. (2015). Sociology of racism. *The International Encyclopedia of the Social and Behavioral Sciences, 2nd Edn. Oxford: Elsevier*

Coleman, M. (Ed.). (1998). *A crime against humanity: Analysing the repression of the apartheid state* (Vol. 91). David Philip Publishers.

Crush, J. (2000). 'The Dark Side of Democracy: Migration, Xenophobia and Human Rights in South Africa.' *International Migration* Vol. 38:103–131.

Crush, J. (2008). The Perfect Storm: The Realities of Xenophobia in Contemporary South Africa. Migration Policy Series, 50, 1-67.Retrieved from http://www.queensu.ca/samp/forms/form.html

Crush, J. and Ramachandran, S. (2009). *Xenophobia, International Migration and Human Development.* United Nations Development Programme Human Development Reports. Research Paper 2009/47 September 2009. Available online at http://goo.gl/OL1Pmb (Accessed 13 October 2017).

Crush, J., (2006). The Discourse and Dimensions of The Irregularity in Post-Apartheid South Africa [online] Available from:http://www.Blackwell-synnergy.com/Links/doi/101111/1468-2435 00068 [Accessed]: 04/06/2017].

Dailypost (2017) Xenophobia: Nigerian killed in South Africa, others injured in fresh attack Retrieved from [http://dailypost.ng/2017/04/07/xenophobia-nigerian-killed-south-africa-others-injured-fresh-attack/]

DailyTrust (2017) 116 Nigerians killed in South Africa in 2 years. Accessed Online on the 12th of July 2017. [https://www.dailytrust.com.ng/news/international/116-nigerians-killed-in-south-africa-in-2-years/184329.html]

Fayomi, O. O., Chidozie, F., & Ayo, C. K. (2015). A Retrospective Study of the Effects of Xenophobia on South Africa-Nigeria Relations. Accessed March 8, 2016 from [http://eprints.covenantuniversity.edu.ng/4666/1/Xenophobia%20andx%20Nigeria-South%20Africa%20%20revised%20version%20for%20submission%202015.pdf

Fetzer, J. S. (2000). *Public attitudes toward immigration in the United States, France, and Germany*. Cambridge University Press.

Harris, B. (2001). A Foreign Experience, Violence, Crime, and Xenophobia during South Africaʺs Transition. Violence and Transition Series, 5, Johannesburg, South Africa: Centre for the Studies of Violence and Reconciliation. Retrieved from http://www.csvr.org.za/docs/foreigners/xenopobia.pdf

Harris, B. (2002). Xenophobia: A new pathology for a new South Africa? In Hook, D. & Eagle, G. (Ed.), Psychopathology and social prejudice (pp. 169–184). Cape Town: University of Cape Town Press.

Hearn, S. & Buffardi, A., (2016) What is Impact. Method Lab. Retrieved from [https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/10302.pdf]

Hickel, J. (2014). "Xenophobia" in South Africa: order, chaos, and the moral economy of witchcraft. *Cultural Anthropology*, *29*(1), 103-127

HSRC (Human Sciences Research Council) (2008). "Citizenship, Violence and Xenophobia in South Africa: Perceptions from South African Communities." Research report. Pretoria: Human Sciences Research Council. Available at: http://www.hsrc.ac.za/en/research-data/ktree-doc/6253. Accessed on the 20/03/2016

Human Rights Watch, (1998). "Prohibited persons": Abuse of undocumented migrants, asylum seekers, and refugees in South Africa, New York.

Idehen, R. O., & Osaghae, F. S. (2015). Xenophobia in South Africa: Re-thinking the Nigeria foreign policy of Afrocentrism. *African Research Review*, *9*(4), 78-91.

Isike C., , & Isike E. (2012). A socio-cultural analysis of African immigration to South Africa. Alternation, 19(1), 93–116.

Jackson, J. (2014). *Introducing language and intercultural communication*. Routledge

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

Kerr, P., & Durrheim, K. (2013). The dilemma of anti-xenophobia discourse in the aftermath of violence in De Doorns. *Journal of Southern African Studies*, *39*(3), 577-596

Kinge, W., & Tiobo, G. (2016). *International dimensions of xenophobic attacks on foreign nationals in South Africa*. Assessed online on the 12th of July, 2017 [https://repository.nwu.ac.za/bitstream/handle/10394/20688/Wose%20Kinge_GT.pdf?sequence=1]

Lambert, F., (2015). South Africa deports hundreds of Mozambicans following xenophobic violence. UPI. Accessed on the 01/02/2016. Online [http://www.upi.com/Top_News/World-News/2015/05/17/South-Africa-deports-hundreds-of-Mozambicans-following-xenophobic-violence/4871431900089]

Landau, L.B. (2004). Forced migrants in the new Johannesburg: towards a local government response, Johannesburg, University of the Witwatersrand Forced Migration Studies Program.

Landau, L.B., (2011). Exorcising the demons within: Xenophobia, violence and statecraft in contemporary South Africa. United Nations University Press. pp. 11-15

Matsopoulos et al (2008) as cited in Duncan, Norman. "Reaping the whirlwind: Xenophobic violence in South Africa." International Community Psychology (2011): 255. (cf (compare with) Bulham 1985)

Mayfield, J., (2010). Explaining the Rapid Rise of the Xenophobic Right in Contemporary Europe. Available at: http://www.geocurrents.info/ cultural-geography/the-rapid-rise-of-the-xenophobic-right-in-contemporary-europe. Accessed on 10/08/2015

McConnell, C (2009). Migration and Xenophobia in South Africa. Conflict Trends 1: 34-40.

Mikulich, A., (2009). U.S. xenophobia and racism — the presence of the past [Online]. JustSouth Quarterly. Available at: http://www.loyno.edu/jsri/us-xenophobia-and-racism-presence-past-0. Accessed on the 4/2/2017

Misago, J. P., Landau, L. B., & Monson, T. (2009). Towards tolerance, law, and dignity: Addressing violence against foreign nationals in South Africa. IOM international Organisation for Migration. Retrieved from [https://southafrica.iom.int/system/files/drupal-private/Addressing_Violence_against_Foreign_Nationals_IOM.pdf]

Modisaotsile, B. M. (2012). The failing standard of basic education in South Africa. *Policy Brief*, *72*, 1-7.

Monare, M. and M. Feris (2001). 'Too-dark' teacher to sue for arrest. The Star. Johannesburg.

Monson, T., & Arian, R. (2012). Media memory: A critical reconstruction of the May 2008 violence. United Nations University Press with Wits University Press.

Morris, A. (1998). 'Our fellow Africans make our lives hell': The lives of Congolese and Nigerians living in Johannesburg. Ethnic and Racial Studies, 21 (6), 1116--36.

Ngandwe, P. J. (2013). The Paradox of Migration and the Interests of the Atomistic Nation-States: The Southern African Perspective. *Potchefstroom Electronic Law Journal/Potchefstroomse Elektroniese Regsblad*, *16*(1), 426-449.

Nwosu, N. I. (1993). The dynamics of Nigeria's decolonization policy in Africa. *Transafrican journal of history*, 74-86.

Nyamnjoh, F.B. (2006). Insider and Outsiders: Citizenship and Xenophobia in Contemporary

Offorma, G.C. (2009). *Girl-child education in Africa*. A keynote Address Presented at the Federal University Women of Africa. Held in Lagos between 16th and 19th July, 2009.

Roemer, J. E., Lee, W., & Van der Straeten, K. (2007). *Racism, xenophobia, and distribution: Multi-issue politics in advanced democracies*. Harvard University Press.

Rogerson, C. M., (2000) The economic and social geography of South Africa: Progress beyond apartheid, *Tijdschrift voor Economische en Sociale Geografie*, 91 (4): 335–346.

Ross, R. (2008). *A concise history of South Africa*. Cambridge University Press.

Saidman, S.M. and Ayres, R.W. (2008). For kin or country: Xenophobia, nationalism, and war. Columbia University Press. Pp. 155-160

Saulawa, A. G. (2014). Technology Education for National andHuman Capital Development, The Challenge of the Era. *Journal of Educational and Social Research*, *4*(7), 92.

Shalem, Y., & Hoadley, U. (2009). The dual economy of schooling and teacher morale in South Africa. *International Studies in Sociology of Education*, *19*(2), 119-13

Sifuna, D. N., & Sawamura, N. (2009). *Challenges of Quality Education in Sub-Saharan Africa-Some Key Issues*. Nova Science Pub Inc.

Southern Africa. Dakar: CODESA.

Soyombo, O. (2008). Xenophobia in Contemporary Society: A Sociological Analysis. IFE Psychologia 16, 2:85-104.

Stacey, M., Carbone -López, K. & Rosenfeld, R., (2011) Demographic change and ethnically motivated crime: the impact of immigration on anti-Hispanic hate crime in the United States. Journal of Contemporary Criminal Justice, 27 (3): 278-298.

Stats, S. A. (2014). Poverty trends in South Africa: An examination of absolute poverty between 2006 and 2011. *Pretoria: Statistics South Africa*.

Steinberg, J. (2008). South Africa's Xenophobic Eruption. *Institute for Security Studies Papers*, *2008*(169), 15.

Tafira, K. (2011). Is xenophobia racism?. *Anthropology Southern Africa*, *34*(3-4), 114-121.

Tella, O. (2016). Understanding xenophobia in South Africa: the individual, the state and the international system. *Insight on Africa*, *8*(2), 142-158.

Thisday (2017) March 2017 South African Government Deports 97 Nigerians. [http://www.thisdaylive.com/index.php/2017/03/01/south-african-government-deports-97-nigerians/]

Tshitereke, C. (1999). Xenophobia and relative deprivation. *Crossings*, *3*(2), 4-5.

Vanguard (2017) S/AFRICA Xenophobic attacks: 200 foreigners killed, maimed since 1994 – Investigation. Retrieved online [http://www.vanguardngr.com/2017/02/safrica-xenophobic-attacks-200-foreigners-killed-maimed-since-1994-investigation/]

Wayne et al, (2006). Egypt & The Sudan a Travel Kit. Lonely Planet, Hawthorn

Widfeldt, A. (2014). *Extreme right parties in Scandinavia*. Routledge.

Yawlui, R. M. (2013). *The socio-economic impacts of xenophobia in South Africa: A case study of the Nelson Mandela Bay Metropole* (Doctoral dissertation, Nelson Mandela Metropolitan University). Retrieved from [http://hdl.handle.net/10948/d1007961]