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# **Third culture indigenous kids in Nigeria: Neo-colonial tensions and conflicts of identity**

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This thesis investigates neo-colonial tensions and conflicts of identity of indigenous students attending international schools in Nigeria. Nigeria is not an exception to the countries with growing numbers of international schools. Their educational provisions are characteristically in the style of Western systems of education, and their agendas are different from those of local systems. The increasing growth in the numbers of international schools is seen to correspond with the spread of neo-liberal globalisation. Although the schools claim to provide education with an international global perspective, they are also argued to be closely aligned with the principles of globalisation as it relates to neo-colonialism.

In the past, the children of globally mobile workers formed the majority of the student body of international schools, but in recent times the population has changed considerably to include more enrolment of indigenous students. As this trend is set to continue, it is important to consider issues associated with indigenous student experiences in the international school. Through the voices of students, teachers and parents and an exploration of the virtual context of international schools in Nigeria, this study examines this phenomenon with a view to understanding the issues existing in the context of the students' experiences and how the students make meaning of them to negotiate their identities.

The findings suggest that the students are negotiating their identities within a set of contradictions and complexities which lead them to experience a conflict of identities. A model was developed from the emergent themes, which maps the sources and nature of conflicts that indigenous students experience in the context of their schooling experiences. The model can be used as a heuristic device to understand the contexts within which indigenous students attending international schools negotiate their identities as Third Culture Indigenous Kids (TCIKs).