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THE DIFFICULTIES ENCOUNTERED BY NIGERIAN  
STUDENTS IN PURSUING GRADUATE DEGREES  
IN THE NORTH TEXAS AREA OF THE  
UNITED STATES

DISSERTATION

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By

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This study concerns the difficulties encountered by Nigerian students in pursuing graduate degrees in the North Texas area of the United States. The purposes of this study were: (a) to determine the extent to which the perceived difficulties are a result of financial difficulties, (b) to determine the extent to which language is perceived as an inhibiting factor during their period of study, (c) to determine the extent to which family problems contributed to the difficulties, (d) to determine the extent to which normal pressures in graduate school contributed to the difficulties, (e) to determine the extent to which time management contributed to the difficulties, (f) to determine the extent to which changes of schools/colleges within the United States contributed to the difficulties, (g) to determine the extent to which lack of advisement contributed to the difficulties, (h) to determine the extent to which health problems contributed to the difficulties, and (i) to determine the extent to which employment contributed to the difficulties.

Chapter 1 includes the statement of problems, purposes, research questions, background, significance of the study, and delimitations of the study. Chapter 2 presents information on the review of the literature. Chapter 3 presents information on the procedure followed in the collection and treatment of data. The analysis and evaluation of the findings are presented in Chapter 4. Summary, findings, and recommendations of the study are presented in Chapter 5.

The study revealed: (a) the majority of the students found difficulties with finance while in pursuit of graduate studies in the United States, (b) the majority of the students cited employment as contributing to the difficulties, (c) the majority of the students found advisement to be difficult, (d) the majority of the students found no problem with language, (e) the majority of the students indicated having problems with children while in pursuit of graduate degrees, (f) most Nigerian graduate students tend to stay in one geographic area, (g) the majority of the students reported having no health problems due to the good health care system in the United States, (h) the majority of the students did not have any problems in managing their time, and (i) most of the students reported having some pressure while in graduate school.

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## CHAPTER 1

### INTRODUCTION

The influx of foreign students into the United States in recent years has not gone unnoticed. The total number of foreign students in the United States now stands at about 500,000, and may exceed a million by the year 2000 (Hull, 1978, p. 7).

The presence of international students became a familiar sight on the campuses of American colleges and universities as early as 1874 (Hull, 1978, p. 8). Since that time the numbers have increased tremendously. Several studies have identified some of the major problems facing foreign graduate students. One major problem of foreign graduate students is their failure to obtain scholarships, which adds to their financial difficulties while in the United States. Students with scholarships have experiences which are distinctly different from those of students without scholarships. Even though the problems facing foreign graduate students have been studied in general, Nigerian graduate students studying in the United States face many unexplored problems.

Nigerian graduate students studying in the United States come from cultures with different languages, learning patterns, lifestyles, values, religious beliefs, economic bases, and modes of communication and interaction. Most Nigerian graduate students have only been exposed to a structured Nigerian environment before coming to the United States. For these students, more structured out-of-class activities may be required to make an easy transition into their new environment (Cora, 1972, p. 2).

The constant flow of Nigerian graduate students into the United States provides some evidence of the limited number of graduate programs and research facilities available in Nigerian universities. For these students, preparing for graduate degrees outside Nigeria is very important. Although they are satisfied with their academic and personal intellectual development, the opportunity for foreign study creates the opportunity for greater respect and an economic advantage over graduates from Nigerian universities.

Some colleges and universities in the United States develop strategies to help foreign graduate students through advising and counseling. It is obvious that entry into graduate school is a major developmental transition even for American students. The transition is more difficult for a



Nigerian student from a distinctly different culture and a different educational system.

When the language barrier is added to this difficult transition it is easy to understand how the United States' educational environment produces anxiety in foreign students. Any on-going investigation of the difficulties encountered in pursuing graduate degrees involves understanding how the Nigerian graduate students go about establishing emotional security within a culture that is distinctly different from their own.

#### Statement of the Problem

This study concerns the self-perceived difficulties of Nigerian graduate students in pursuing graduate degrees in the North Texas area of the United States.

#### Purposes of the Study

The following are the established purposes of this study:

1. To determine the extent to which perceived difficulties are a result of financial difficulties.
2. To determine the extent to which language is perceived as an inhibiting factor during their period of study.
3. To determine the extent to which family problems contribute to the difficulties.

4. To determine the extent to which normal pressures in graduate school contribute to the difficulties.

5. To determine the extent to which time-management contributes to the difficulties.

6. To determine the extent to which changes of schools/colleges within the United States contribute to the difficulties.

7. To determine the extent to which lack of advisement contribute to the difficulties.

8. To determine the extent to which health problems contribute to the difficulties.

9. To determine the extent to which employment contributes to the difficulties.

#### Research Questions

Based on the problems and purposes of this study, the following research questions were formulated:

1. To what extent have financial problems contributed to the difficulties encountered by Nigerian graduate students?

2. To what extent has the language contributed to the difficulties encountered by Nigerian graduate students?

3. To what extent has time-management contributed to the difficulties encountered by Nigerian graduate students?

4. To what extent have family problems and children contributed to the difficulties encountered by Nigerian graduate students?

5. To what extent have normal pressures in the graduate school contributed to the difficulties encountered by Nigerian graduate students?

6. To what extent has employment contributed to the difficulties encountered by Nigerian graduate students?

7. To what extent have changes of schools in the United States contributed to the difficulties encountered by Nigerian graduate students?

8. To what extent has not seeking advisement contributed to the difficulties encountered by Nigerian graduate students?

9. To what extent have health problems contributed to the difficulties encountered by Nigerian graduate students?

#### Background of the Study

Historically, education has received a high priority in Nigeria's development planning. In 1962, the nation adopted a systematic economic plan as an instrument for effective management of the national economy based on a 5-year National Development Plan (Federal Ministry of Economic Development, 1977, p. 237). Nigeria has a growing industrial economy. Therefore, emphasis is placed on

education and, more importantly, graduate education. According to Fafunwa and Aisika (1975, p. 219), college education did not come to Nigeria until the University College for Nigeria came into being in January 1948. At that time, students who transferred from Yaba Higher College became the first students of the University College of Ibadan. The curriculum was shaped in accordance with that of the University of London, and students were required to sit for their London degrees as external candidates.

Initially, the college was very limited in scope, with only three departments: Arts, Science, and Medicine. The Department of Agriculture opened in the 1950-1951 session with only one student. The Institute of Education began in 1956. Some of the courses offered at the inception of the university were Greek, Latin, ancient history, and religious studies. Some of the other courses that followed were economics, political science, and sociology (Fafunwa & Aisika, 1975, p. 201).

Even though diplomas and certificates were awarded, some students were not satisfied and believed the degrees they earned might be inferior to those awarded by universities in the United Kingdom (Okafor, 1977, p. 23). The University of Nigeria-Nsukka was the first independent university in Nigeria. It was built in 1960, the year Nigeria won its independence. The University of Ibadan,

which came into existence in 1948, is recognized as the first institute of higher education in Nigeria (p. 27). The rate of literacy in Nigeria in 1984 was estimated at 35% (World Almanac and Book of Facts, 1987). However, Nigerian policy makers had already realized that a major constraint on Nigerian development was the lack of adequate manpower, and that economic and social development required more doctors, engineers, and educators. For this reason, the 1975-1980 National Development Plan earmarked \$6 billion for the improvement of education (p. 10). As in any country, university education is generally considered to be a cornerstone of progress and development in Nigeria.

Knight (1974) points out that the university system in Nigeria is far too young to be a subject of historical outline. Of the universities in existence in 1974, two were established in 1962, one in 1961, and another one in 1960. The oldest university was Ibadan, created in January 1948. Until 1960 it was the only university in the country (p. 151).

Langlois (1972) suggests that serious financial problems have led to large numbers of graduates unwillingly interrupting their studies. Langlois also suggests that many students admitted to study seem to lack the motivation necessary to finish (p. 11).

In his study of student success rates in colleges and universities, Astin (1978, p. 108) explains that greater weight is sometimes associated with students' degree plans at the time of college entry, with higher degrees receiving positive weights and bachelor's or lower degrees receiving negative weights. Astin adds that plans to marry while in college and hedonism are both negative weights. These predictors have substantive effect on both men and women and on students of differing abilities. High parental income and attendance in private secondary school is perceived as a positive weight. Religious preference has a small negative weight. These patterns of predictors suggest a stereotype of college persisters as persons who earn high grades and have high aspirations, high parental income, and the ability to postpone gratification.

Keogh (1984) points out that foreign students who plan to study in the United States face obvious problems. Most of these students are good students in their own countries and have studied English as one would study finance or statistics. They think that usage is determined by rules. They have studied English and expect to put it to use after hours of memorizing irregular verbs and contractions that they believe make up the bulk of American speech. Even though they may be prepared grammatically in usage and sentence syntax, they cannot anticipate the abundance of

regional dialects and idiomatic expressions encountered in the United States.

Nafsa (1978) states that problem solving is an element of many graduate courses (p. 10). However, foreign students must make a greater effort to differentiate between the development of a capability for problem solving and the influence of United States culture and conditioning.

#### Significance of the Study

This study should assist the federal and state governments of Nigeria to examine the complexities involved in graduate education abroad. The findings should help private organizations and families in Nigeria who send students abroad for study to examine some of the problems involved. In addition, the results of this study should help many Nigerian students who intend to enter graduate schools to anticipate some of the major problems to be encountered while pursuing a graduate education.

#### Delimitations

The study is limited to Nigerian students pursuing graduate studies in two types of selected North Texas area schools.

### Summary

Chapter 1 contains an introduction to the study, the problems and purposes of the study, the research questions, and the background and the significance of the study concerning the Nigerian graduate students in the North Texas area.

A review of literature based on pertinent information and research related to the difficulties encountered by Nigerian students in pursuing graduate degrees in the North Texas area of the United States is presented in Chapter 2. An attempt is made to provide a breakdown of procedures and steps that lead to graduate education in Nigeria.

Chapter 3 includes a description of the study, definition of population and survey instrument, and a description of the procedures followed in completing the study. An analysis of the data is provided in Chapter 4. A summary of the study, findings, conclusions, and recommendations for future research based upon the research investigations are given in Chapter 5.



## CHAPTER 2

### REVIEW OF RELATED LITERATURE

This review of related literature regarding Nigerian students' difficulties in pursuing graduate degrees in the North Texas area of the United States presented in this chapter comprises a comprehensive view of graduate education in the United States and Nigeria. Relevant information is synthesized and organized under the following headings: Comparative Functions of Higher Education in Nigeria and the United States, A Comprehensive View of Graduate Education in the United States, A Comprehensive View of Graduate Education in Nigeria, Higher Education as Affected by the Nigerian Constitution, Higher Education as Affected by the Oil Boom in the Mid-1970s, and The Current State of Higher Education in Nigeria.

#### Comparative Functions of Higher Education in Nigeria and the United States

Like the United States, Nigerian higher education inherited its system from the British classical or elitist traditional education. Harvard College, which was the first institute of higher learning, was founded in 1636 (Knowles, 1977, p. 4431). The first institute of higher learning in

Nigeria, Yaba College, later called University of Ibadan, was established in 1932. Both the United States and Nigeria operate their universities under the federal system of government. In the United States, jurisdiction over education is placed in the hands of individual states, as provided by the Tenth Amendment of the United States Constitution (p. 4233). In Nigeria, federal and state governments each legislate and control higher education, in accordance with the provision of the 1979 Nigerian constitution.

In the United States, the autonomy of private institutions was reinforced by the Dartmouth College case of 1819, in which the court gave legal sanction to the principle of non-interference by ruling that a state cannot alter a charter after it has been granted without reasonable cause (*Trustees of Dartmouth College vs. Woodward*, 4 Wheat 518, 4 L. Ed. 629, 1819). In Nigeria, there are no private institutions of higher education. All universities are controlled by either the federal or state governments. In contrast, the United States government has no control over higher education except to support research institutions and give grants to state and private institutions. The regulating body of higher education in the United States is the board of regents in each institution. Members of this board are selected by state governors, and the president of

the institution is chosen by the board of regents. In Nigeria, the federal government appoints members of the governing council in terms of a federal university and the state governors make the appointment in the state universities. The vice-chancellor, who oversees the management of a university in Nigeria, is appointed by the head of the federal government, and the governor does the same in the case of state universities.

In the United States, the Department of Education coordinates all activities that are involved with education, but in Nigeria the federal Ministry of Education, the National Universities Commission, the Joint Admissions and Matriculation Board, and the governing council are all participants in matters related to higher education. Evaluation of institutions for accreditation is carried out by eight postsecondary commissions recognized by the Commissioner of Education as bodies qualified to grant institutional and program accreditations (Knowles, 1977, p. 4232). In Nigeria, the National University Commission is given the responsibility of approving programs and new institutions.

In the United States, higher education has reached a landmark in the areas of student population, research, and publications. Nigeria is yet to see such progress in these

areas because of finance and the policies that greatly affect higher education at the federal and state level.

### A Comprehensive View of Graduate Education in the United States

A review of the development of graduate studies and programs in American colleges and universities shows that a characteristic mode of graduate education evolved early and has persisted. That same mode, however, has been subjected to almost certain criticism expressing strident support for reform.

Bernard Berelson examined much of literature about graduate education, made some independent studies himself and in the main found graduate education to be good, viable, and needful only of minor modifications for proceeding into the last third of the twentieth century. He argued that the purpose of doctoral training is to prepare teachers and scholars; that the research training in a thesis has not been overemphasized and, indeed, could be emphasized still more strongly. "Despite claims to the contrary, recipients of Ph.D.'s do continue research and do publish much more frequently than has generally been supposed" (Berelson, 1960, p. 7).

Assuming that the major problems could be solved, there would still be powerful forces for radical change in professional and graduate schools. Admission into

professional and graduate schools has been largely based on intelligence or academic aptitude in the hope that more intelligent students would be more creative. According to Berelson (1960) MacKinnon and others found almost no relationship between intelligence and creative achievement (p. 8). Among creative architects with a mean score of 113 on the Teuman Concept Mastery Test, individual scores ranged from 39 to 179. Yet scores on this measure of intelligence correlate negatively, a minus .08, with rated creativity.

Colleges and universities obviously cannot be held responsible for socialization factors that discourage women from applying to graduate school. However, for the women who apply, the criteria by which admissions committees base their selections are of critical importance. Ideally, members of admissions committees base their judgments on characteristics independent of gender. Acceptable measures of potential for academic success include evaluation of past performance (grades and letters of recommendation) plus a standardized test, the Graduate Record Examination (GRE), to predict academic ability (Berelson, 1960, p. 11).

Comparative GRE scores of men and women do not indicate a greater ability of women. Women rate higher than men by a small margin on verbal ability, while men rate higher than women by a large margin in quantitative ability. According to Cross (1978), this lack of emphasis on the GRE may result

in not obtaining GRE information (p. 6). Also this information will not benefit the cause of women. Since GRE scores are not higher for women than for men, their admissions compared to men will not be helped by using the GRE as a criterion.

The quality of a graduate school has implications for future employment, Berelson (1960) saw graduate school as

one of the most important distributors of talent in American life. Just as a person's eventual position in a society depends on the class he was born into as well as on high talent, his eventual position in higher education depends on the standing of the (parental) institution where he took his doctorate as well as his scientific or scholarly capabilities. In each case a good deal depends on what step of the ladder you start from. (p. 109)

Few studies have attempted to discern whether men and women students attend graduate schools of equal quality. Berelson (1960) reported that, by and large, women receive their doctorates from universities equal in quality to those from which men receive theirs. In trying to determine whether the quality of an undergraduate institution affected the probability that a student would complete the doctorate degree, Stark (1976) found that quality mattered in chemistry but not in other departments. At the University of California, Berkeley, Stark found that 91% of the chemistry students from higher quality undergraduate institutions earned doctorate degrees, but that the percentages declined to 50% for students who attended

obscure undergraduate institutions. Although Stark did not report these data by sex, the majority of chemistry students were probably men.

Like the doctoral degree, the master's degree has a long history of concern over the same problems raised in the same terms. As early as 1902 the Association of American Universities was debating whether the master's degree was a terminal degree or a stepping-stone to the doctorate. In 1910 Calvin Thomas (1925) of Columbia described it to the Association of American Universities as a slightly cultural degree, partly a research degree, but everywhere mainly a teaching degree (even then) for secondary schools (p. 185). Whether the master's is academic or professional in character makes a big difference in what it means to individuals. In many academic disciplines, the master's degree serves as the cornerstone to pursuing a doctorate degree and as a first professional degree.

Attaining both a master's and doctorate degree takes a considerable amount of time. In addition to the course work required of candidates for the doctorate degree, other contingencies such as the language requirements, the oral and written phases of comprehensive examinations, and the dissertation cause the process of earning the doctorate to be lengthy. In many instances the master's degree is acquired in one of the social sciences or the natural

sciences. The master's degree requires that a certain minimum number of hours be completed and that a proficiency in one foreign language be reached for the degree. While most master's degree programs require a thesis, others involve completing a certain number of credit hours before the degree is awarded.

#### A Comprehensive View of Graduate Education in Nigeria

As Nigeria developed, it soon began to experience educational problems similar to those encountered earlier by developed nations. The young universities of Nigeria are now struggling with the meaning and importance of a university education, just as American universities have done for many decades.

The National Universities Commission was to forecast Nigerian manpower and educational needs up to 1980 and to evaluate the economic capacity of the educational system. The commission's report was instrumental in the great expansion of educational facilities in Nigeria since the country became independent (Federal Republic of Nigeria, 1986, p. 10).

Among other things, the commission was responsible for the creation of the National Universities Commission and the Inter-Regional Manpower Board. Surveys made by these two bodies are relevant to the present study.



In 1962 the National Universities Commission in Nigeria made a survey of university development in Nigeria to determine future needs and financing. The commission made specific recommendations for the period from 1963-1964 to 1967-1968; these recommendations were published in the Federal Ministry of Economic Development's Third National Development Plan in 1977 (p. 43).

In order to determine the needs of higher sector manpower, the Committee on Education and Human Resource Development joined with the National Manpower Board in 1966 to determine the educational and training requirements of certain occupations. Through its study, the committee was able to determine the state of Nigerian human resources and the critical manpower needs in the higher sector (Federal Republic of Nigeria, 1963, p. 67).

Both of these studies are important in determining and understanding the higher education problems and needs in Nigeria.

Eric Ashby, who was in Nigeria and presided over several committee meetings for the development of higher education in Nigeria, wrote the following three books which are relevant to this study: (a) The Patterns of Universities in Non-European Societies, London: University of London, 1961; (b) African Universities and Western Traditions, Boston: Harvard University Press, 1964; and

(c) Universities: British, Indian, African, London: Wiedenfeld and Nicolson, 1966.

Among several other books and magazine articles by African authors which lend themselves to the issue of higher education in Nigeria is a significant publication by Nduka Okafor (1977, p. 214). Other documents of importance in helping to design the structure for higher education in Nigeria are government papers and reports of organizations and agencies such as United Nations Educational Services Commission Organization (UNESCO), International Institute for Educational Planning, and United States Association of International Development (USAID).

In order to fulfill its functions, an institution of higher learning must bear a close relation to the society which it serves. As in most things, the idea precedes its practical application. In an editor's introduction to The Changing Roles of Higher Education by O. C. Carmichael, Williams (1972) points out that,

educational programs on higher levels are taking new directions. Education is assuming an important role as a chief interpreter and energizer of modern society. As benefits a democracy, it will become more and more an agent of society, drawing nearer and nearer to the needs of the people as these are broadly and intelligently sensed. (p. 5)

Jacobson (1974) further points out that the contact of higher education with industry and economic life humanizes these activities and enables them to assume their operation

in the interest of human welfare (pp. 11-13). The extent to which higher education is considered to have a place in the shaping of the social order must be paralleled by a program for the extension of knowledge and its application to human welfare. Research which is essential to the progress of society is often shared by higher education, by research foundations, and by the laboratories of industries and government.

The fact that education plays an important role in any society cannot be over-emphasized. The universal belief that education is the single greatest instrument of development was emphasized by Dean Rusk (1962, February) in his address in the Policy Conference on Economic Growth and Investment in Education: "Education is not a luxury which can be afforded after development has occurred, it is an integral part, and inescapable and essential part of the development itself" (pp. 17-20).

Nigeria is presently served by 24 federal universities and 8 state universities. Although the state universities are not directly funded by the federal government, in matters of curriculum and general administrative policies they too must abide by the directions of the National Universities Commission, an agency of the federal government established to coordinate university development throughout the nation (Adgralegbe, 1972, p. 48).

Students are admitted into Nigerian universities through two channels. Students admitted through entrance examinations administered by the Joint Admission and Matriculation Board must spend 4 years before completing their degree program. For post-graduate programs, candidates who have an appropriate first degree from a recognized university with at least second-class (upper division) honors are eligible for admission. Candidates with lower qualifications, however, may be admitted provided they pass a qualifying test and satisfy other conditions set by the senate of the university concerned (Adenbigbe, 1984, p. 2205).

Graduate education in Nigeria and most other African countries remains on the verge of development. Two of the major constraints in Nigerian universities are lack of faculty members to teach and lack of adequate research facilities for students. Although graduate programs are offered in certain areas, the number of students is small, thereby forcing most Nigerian students to seek postgraduate degrees outside the country.

#### Higher Education as Affected by the Nigerian Constitution

Several sections of the Nigerian constitution affect higher education. Section 17 of the Nigerian Constitution gives the government the full power of ensuring and

attaining social order based on the ideals of freedom, equality, and justice. Section 18 of the constitution allows the government to direct its educational policies toward ensuring that equal and adequate educational opportunities are available at all levels. Section 20 gives the government the right to protect Nigerian culture, and Section 22 states that the Nigerian national ethic shall include discipline, self-reliance, and patriotism (Federal Republic of Nigeria, 1963, pp. 27-28). The constitution is supposed to be followed closely by each body dealing with higher education.

As mentioned earlier, the Manpower Board is assigned the task of identifying Nigeria's manpower needs and assisting the nation's universities in meeting them (Moghrasi, 1972, p. 2). Their duty is also to encourage inter-university meetings between employees and the government. The National Universities Commission, the Federal Research Council, and the Nigerian Council for Science and Technology are responsible for identifying areas of need and the priority for higher education, and for advising the Nigerian government (Federal Republic of Nigeria, 1963, p. 15). The National Universities Commission serves as an advisory body and acts as intermediary between the government and the universities in cases involving

requests for money for the universities (Metraux, 1962, p. 16).

#### Higher Education as Affected by the Oil Boom in the Mid-1970s

The mid-1970s was a period of boom and economic prosperity in Nigeria. Higher education was one of the areas that felt the effects of the booming economy. In 1975, the federal military government took over all universities in Nigeria. Soon after the takeover, the government established more universities. Tuition fees were abolished and board and lodging charges were fixed. Before this time, it was the duty of the universities to determine the level of tuition and other fees which were subject to approval by the government. The government abolished tuition fees by universities and fixed board charges at 15 kobo (K) per meal and lodging at 30 niara (₦) per year. While the government was in the process of doing all they could to help create a healthy environment for higher education, the economy of Nigeria was entering a downturn. Though the government continued to provide free tuition, the boarding charges were raised to 50 kobo per meal, and lodging fees were raised to 90 niara per session (Ajaji, 1984, p. 20). This action by the government angered students, who later rioted in many campuses across the country. Before the riots were quelled, five students had

been shot to death by the police. This led to the formation of the Mohammed Commission of Nigeria which was to report to the government.

By a Constitutional amendment of May 31, 1977, decree No. 46, the military government placed higher education under close supervision. During the 1978-1979 academic year, the government withdrew the increases in board and lodging fees, but many sectors suffered because of the mistake. The confusion led to public outcry by citizens such as Ajaji who declared,

a National Academic Council or some such central coordinating body is needed to take the management and financing of our universities out of the operation of partisan politics. It should be an autonomous policy-making body set up by law, with representatives of the different universities, federal and state authorities, and various professional and industrial groups. Members should be people knowledgeable about higher education, genuinely interested in the healthy development of the universities, sufficiently authoritative and influential to plan university development and secure finance for planned development. They should also be able to ensure that universities in their operations and management are made to serve the longer-term interests of the nation and not the immediate interests of parties in power. (1984, p. 20)

A civilian government was returned to Nigeria in 1984. In order to curb government expenses in higher education, all private universities were closed and remain banned today (Federal Republic of Nigeria, 1986, p. 18). As a result of this action, the number of institutions of higher education

was greatly reduced. This created problems for students who wished to further their studies.

In 1978, subsequent to the report by the Mohammed Commission, the Nigerian head of state, Usman Aliju Shagari, directed the federal Ministry of Education to submit proposals detailing the relationship of the universities and the National Universities Commission. The universities were set up and recommendations were made and approved by the president, some of which were incorporated into federal government policy statements on higher education. These recommendations were as follows:

1. That the present role relationships between the universities, the National Universities Commission, and the federal Ministry of Education (which have been clearly set out in the laws establishing the universities and NUC) should remain and be strictly adhered to henceforth;
2. That policy matters should not be discussed during private visits of principle officers of the universities to the visitor/head of state. Should such a discussion arise inadvertently, the principle officer of the university should ensure that a full report of the substance of the discussion is brought to the notice of the federal Minister for Education or the NUC, as appropriate, immediately thereafter;
3. That petitions by staff and students of universities should be directed first to the university council. All concerned are to stick to this procedure. Any such petitions sent direct to the visitor will not be entertained and will merely be referred to the federal Ministry of Education;
4. That the approved channel of communication between the government and the universities on matters of national interest will continue to be through the federal Ministry of Education;
5. That matters relating to the internal administration of the universities or to discipline should be addressed direct to the federal Minister of



Education by the university council. In times of crisis, the university authorities should contact the Minister immediately and keep him informed of developments. On the other hand, universities should communicate direct with the NUC on all matters except those which do not fall within the responsibilities of the NUC, on which they may require the guidance of the federal Ministry of Education;

6. That university councils are responsible for the welfare of the staff and students on the campuses and the principal officers of universities must therefore ensure that the councils are kept well informed on these matters;

7. That there should be adequate consultations in the appointment of the principal officers of the universities. In the case of vice-chancellors, it will be the responsibility of the council of the university to select three suitable candidates from among whom the president will ultimately appoint one. If he is not satisfied with any of the three, the first will be returned for the exercise to be repeated. Anyone appointed vice-chancellor on the basis of such a recommendation will be subject to being assigned to no other university except to the one that had nominated him/her. Existing legislations are to be amended shortly to reflect the foregoing directives;

8. That each university should have its own system of communication with the generality of its student population. (Adgralegbe, 1972, pp. 2-4)

### The Current State of Higher Education in Nigeria

While visiting some of the Nigerian university campuses in December 1989, I observed that the university environment was a total embarrassment. Dilapidated buildings, overcrowded libraries, ill-equipped laboratories, stinking hostels, and abandoned projects were common sights in most of the campuses I visited. Decay was most acute in the older universities, but younger ones are already showing symptoms of the common tragedy. Old facilities, meant for a

handful of students in the 1970s, are still being used in the 1990s by thousands of students. It was not uncommon to find as many as 500 students crowded into a lecture room meant for 200 people. In talking to some of the students on the campuses, I learned that books were not easily accessible and are often too expensive for indigent students. Lecturers, too, could not afford to buy books.

The College of Medicine, University of Ibadan, best illustrates the problem of obsolete equipment in Nigerian universities. In an age of high-tech, state-of-the-art equipment in teaching hospitals in Britain, West Germany, the United States, and other advanced countries, where equipment is replaced with more modern equipment every 5 years or less, I found equipment in the university college that was as old as the college itself. Joseph Chimezie, a final year medical student of the college, lamented, "The equipment we have is outdated. The equipment was bought when University College Hospital was commissioned over thirty years ago" (cited in Adgralegbe, 1972, p. 14). Various factors have contributed to the deteriorating situation in Nigerian universities. Kerr (1990), a lecturer at Ahmadu Bello University, believes that "Education occupies too small a place in our priorities" (p. 21). His suspicion is hinged on the assumption that the military

provides little or no funding for higher education because of their contempt for education (Kerr, 1990, p. 22).

There is no doubt that funding of universities by the government is inadequate. Since 1980, government grants to the universities have been declining. The lowest level was reached in 1987, when the recurrent grant was reduced by 30%. Funding of Nigerian universities has gradually degenerated to the point that government grants cannot cover more than the amount required to pay their faculties' salaries. Since 1962, when the National University Commission was created, Nigerian universities have recorded an endowment figure of ₦ 1.13 million. The largest number of students, 135,670, were recorded in 1985-1986, and the lowest number of students was recorded in the 1982-1983 session (Ajaji, 1984, p. 15). Government grants have not kept pace with increasing enrollment figures. The federal universities, during the period from 1980-1981 to 1987-1988, recorded an increase of 71%, from 74,331 to 127,183. Over the same period, federal recurrent grants to the institutions rose from ₦225.6 to ₦32.5 million, an increase of 91.8%. However, by 1987-1988 grants had fallen to ₦304.5 million. The capital grant declined continuously over the period by 43%, from ₦210.5 million in 1980-1981 to ₦19.8 in 1987-1988 (Ajaji, 1984, p. 16).

It is very difficult to see how the present situations can sustain the universities under the current financially-strapped conditions. President Ibrahim Babangida recently announced a special grant of ₦20 million each to the federal universities. "Brain drain" has indeed had its toll on the university system as many lecturers have sought higher paying jobs, either within the country or outside. Hardest hit are the colleges of medicine, which have lost a substantial number of doctors to Saudi Arabia and many countries abroad. While lecturers are deserting the classroom, the university authorities are finding it increasingly difficult to recruit new ones. Due to the declining number of lecturers in professional departments, the University of Benin lost its faculty of law to an accreditation panel and the University of Port Harcourt lost its medical school which was established in 1975.

The on-going problems facing higher education in Nigeria make it imperative that students seek higher degrees in foreign countries, where there is total freedom surrounding higher education environment.

#### Efforts to Improve Education by the Federal Government

Education experts meeting in Lagos for the "Education for All by Year 2000" conference, endorsed a plan to revitalize education in Nigeria from the primary level to

the university level. In a unanimously adopted 13-point communique, the experts recommended that the government should subsidize the cost of providing instructional materials, especially books, in schools. They also recommended that, due to the high cost of providing education for all, the government should establish "a national education development fund with inputs from all levels of government, international organizations, private citizens and non-governmental organizations" (Kerr, 1990, p. 23). The government, apparently worried by reports that 8 million Nigerian children between the ages of 6 and 11 have no access to education and that 55 million adults are illiterate, issued a statement that education will, from 1992, be free and compulsory in the first 9 years of schooling (p. 23).

Educationally disadvantaged states were given a 10-year deadline to ensure that school age children are enrolled by the year 2000. Any child that misses out is to be handled by special education units of the federal and state ministries. The Minister of education, Professor Babatunde Fafunwa, made the announcement after concluding a tour of the states of Katsina and Kaduna. He emphasized that the government planned for all school-age children to be literate by the year 2000 (Kerr, 1990, p. 23). According to Professor Fafunwa, states are to contribute ₦250 million to

the yearly ₦/billion primary education fund, while the federal government is to contribute ₦800 million. States that default on their payments are to be reported to the presidency for frustrating the government's intention to revitalize primary education.

On the university level, the federal government has been granted a long-awaited loan from an international body (IDA). Nigeria's request for \$120 million (about ₦960 million) for its ailing universities was formally granted in 1990. The fund will help provide desperately needed facilities for Nigerian universities. Over the past few years, students have staged a number of protests against proposed facilities, which would prompt the closure of several universities. Chief of General Staff, Vice Admiral Augustus Aikhomu, criticized the vice chancellors for their alleged poor information management, which he claims led to the disturbance (Uzo, 1990, p. 11). President Babangida used the occasion of the Nigerian Children and Youth Day Celebration to explain that the acceptance of the loan by the federal government was based on the need to review and restore excellence to institutions of higher learning.

On steps to revitalize university education in Nigeria, Professor Fafunwa announced the reduction of funds by the Nigerian government to The Association of African Universities. Nigeria has been a leader, providing about

53.3% of the association's funding for the past 9 years. Education Minister, Professor Fafunwa, suggested that other African countries contribute appropriately so that the burden would be less for the Nigerian government, allowing it to channel its funds toward the consolidation of indigenous universities at home. Professor Fafunwa also stated that Nigeria currently does not need more universities. He suggested, instead, that funds should be used for improving existing universities (Fafunwa & Aisika, 1975, p. 220).

Motives of Traveling Abroad and Problems  
Encountered by International Students  
in American Institutions of  
Higher Learning

A review of related literature reveals that the goals motivating most Nigerian and other international students to travel abroad for their higher education include the following:

1. The desire to complement the process of higher education.
2. The desire for knowledge and human curiosity about alien cultures.
3. The fame of a specific institution's staff, the quality of its libraries, and the esteem in which its degrees and diplomas are held.

4. The desire to study under "those teachers who read the books," implying that what these teachers and books have to offer is considered to be culturally valuable and desirable for the individual later, by extension, for his groups.

5. Localization of educational resources such as highly qualified faculty and staff, books, and laboratories and financial assistance (Moghrasi, 1972, pp. 2-6).

In spite of their opportunity to study abroad, most Nigerian and other international students encounter problems that hinder their progress in their acquisition of basic knowledge and technical and attitudinal skills. Metraux (1962, pp. 44-48) lists the following problems:

1. Language is a barrier which must be overcome before the acquisition of knowledge is possible.

2. Teaching and evaluation methods vary.

3. Research procedures make gaining experience abroad a difficult process.

4. Standards of performance in the United States are quite different from those in the students' homelands.

5. Homesickness and other psychological factors may multiply the potential benefits of the entire experience in the United States.



6. Programs offering specialized knowledge and techniques may be highly localized due to the limited availability of materials.

7. In some cases, academic requirements primarily designed for American students may retard and handicap the learning of international students.

8. The relative rigidity of the American system of education and the fact of studying outside one's own environment may impair the educational achievement of international students in the United States.

Other problems with which international students are faced soon after arrival in the United States are numerous and varied:

1. The potentially debilitating psychological phenomenon of culture shock.
2. Preconceived notions of American life and culture, most of which must come from the best examples of American society.
3. Suspicion and curiosity about American prosperity, which has a bearing of the attitudes of some international students.
4. Social prejudices based upon skin color or other factors.
5. Insufficient sources of information regarding the American lifestyle.

6. Inability to keep up with the fast pace of life in the United States.
7. Finding American food to be lacking in flavor.
8. Difficulty in obtaining housing and transportation.
9. Obstacles posed by American classroom academic requirements.
10. The language barrier, particularly that embodied by American idioms.
11. Problems posed by unfamiliar customs governing social relations, including dating habits and male-female relationships.
12. Insufficient funds.
13. Regulations restricting the ability of foreigners to obtain employment in the United States and the unfamiliar aspects of American law and order, such as city ordinances, the administration of social agencies, the operation of the bank, and the like (Geze, 1965, pp. 11-135).

A brief survey of related literature indicating the problems and benefits that international students encounter while studying American institutions of higher education indicates a complex assortment of problems and benefits. Several researchers agree, however, that one of the most severe problems of international students is adjusting to the American system of higher education (Geze, 1965, p. 40). Geze concludes that academic success is "significantly

associated with the student's overall adjustment," (p. 135) and that this is especially true when the student's main objective for his sojourn in the United States is the successful completion of a college education. According to Cabal (1974), faculty members constitute a more significant element in the adjustment of foreign students than international student clubs, foreign student advisors, or casual peer group friendships (p. 41).

In comparing academic performance and other elements, Moghrasi (1972) found that an unsatisfying social environment, inadequate housing, and an unsuitable diet often correlated with poor academic performance, age, physical illness, and homesickness. However, these elements were not evidence of the students' academic adjustment (pp. 2-6). Selltize and her colleagues (1963) concluded that "on the whole, students who had more extensive and more intimate social relations with Americans seemed to adjust more easily and enjoy their stay more" (p. 158). These students were perceived to sustain fewer personal problems such as homesickness. Though not much research has been carried out in the area of culture, culture is an important aspect in the adjustment process. Morris (1960) states that culture is a "two-way mirror phenomenon" (p. 215). Students' perceptions of how Americans feel about their homeland are important; if those perceptions are negative,

the students' self-esteem is threatened and they tend to develop negative attitudes toward Americans.

In summarizing the experiences and problems of international students in American colleges and universities, there seems to be consensus among researchers that these experiences and problems vary from one institution to another. Among the most satisfying experiences of international graduate students were assistance with effective English skills, an American roommate or friend, and a job waiting at home. Craig (1981) concluded that international students place much greater emphasis upon their academic and professional goals, including the need for practical training, than they do upon nonacademic matters. Craig added that the integration of international students with their American peers is especially significant in the academic area (p. 42).

International students on assistantships seem to be more satisfied than self-supporting students because their work allows them to become part of the educational system and allows them time to visit with faculty members for advisement and with American students.

#### Earning a Graduate Degree and What it Means to Individuals

There is nothing so gratifying to Nigerian and other international graduate students as completing a graduate

degree in the United States. Cora (1972) explains that at a superficial level the students' life expectations may be enhanced by foreign study by the fact that within their social clique they may be considered travelled or cultivated. At a more serious level, students may see themselves as contributing to the welfare of their nation, in whose leadership they hope to play significant roles (British Information Services, 1960, p. 49). Most students who go abroad for a period of study see their sojourn in terms of gains expected from it. Independence has brought an increase in government owned and managed or state supported, privately owned enterprises in Nigeria.

Performances in most of these enterprises are below average due to lack of adequate manpower and skilled managers. Sabot (1972) along with many others believes that lack of qualified personnel is one of the main obstacles to industrialization in Africa. During the period from 1970 to 1980, the federal government sent most of the locally trained graduates to the United States and other European countries for postgraduate studies in order to provide them with a balanced education, both practical and theoretical.

Adaralegbe (1972) suggests that emphasis should be placed on practical education which would help collate things and exploit the riches in Nigeria. This, in turn, calls for the federal government to take a bold step in

training its graduates abroad to enable the country to transform its underdeveloped labor into developed labor. Education in Nigeria is subjected to increasing criticism, especially with the growing concern that private and public sectors are poorly managed.

Adanalekun (1984), Adgralegbe (1972), Olumorin (1983), and Onyemelekwe (1984) all share the opinion that for the dream of indigenization decree in Nigeria to have any meaning, Nigerians must first be trained to handle the positions that are reserved for expatriates.

Graduates returning from the United States and other European countries to Nigeria are, in most cases, the hope of the federal government for ensuring adequate manpower in the private and public sectors of industrialization. Brown (1983, p. 82) believes that governments are less suspicious of a company whose board is not solidly representative of one foreign nationality. Governments feel at ease if the representatives who deal with them are one of their kind. The Nigerian attempt to gradually replace the expatriate control with Nigerians gave rise to the Nigerian government policy of indigenization in 1972. This in essence was to create positions for returning graduates from overseas. Although the Nigerian policy does not advocate completely doing away with expatriate personnel, the federal government

cannot afford heavy dependence on expatriate's assistance as more and more Nigerians return home with advanced degrees.

At the top level of the educational system in Nigeria is the university-college at Ibadan, which was incorporated as an autonomous institution. In October 1958 the college had 1,021 students (Okafor, 1977, p. 23).

In Europe education is now taken for granted, not 100 years since the great Education Act of 1870 was passed in Britain which simply and bloodlessly changed the whole face of society. The salvation of Nigeria has, it now seems, lain in the fact that promising boys have always been sent to England. This thin trickle of scholars has spread and deepened. By 1967 17,000 Nigerian students were studying in the United Kingdom (Oyediran, 1975, p. 169).

Demand for more and better education has accompanied the development process in all postcolonial societies. In this respect, Nigeria is certainly no exception. Striving for the psychological and economic breakthroughs experienced by the developed world, and determined to break free from dependence upon imported expatriate manpower, Nigeria must create a solid education system foundation for its citizens. Some of the problems encountered in Nigerian education result from differing policies and standards which are the result of a lack of funds and have lead to poor staffing, inadequate equipment, sub-standard libraries, and so forth.

Perhaps the beginning of a simple approach to education can be the seminar whose report on the national policy on education was published in June 1973.

Nigeria's national philosophy on education must be based on equal opportunities for all citizens of the nation at the primary, secondary, and tertiary levels, both inside and outside the formal school system (Ajaji, 1984, p. 15). Nigeria is currently witnessing unprecedented economic growth and a corresponding demand for provision of education facilities at all levels. Subsequently, over the last few years, there has been a reappraisal of the educational system to meet the challenges posed (Niven, 1975, p. 175).

In the past, graduates of secondary schools in the South who had money or were adventurous went to the United Kingdom or the United States for their university education. However, when the Nigerian crisis began in 1966, the gap between universities in the North and the South became the largest of all gaps in educational development. Of all the graduates of Nigerian universities in 1966, only 83 were from the North, 675 were from the East, 419 were from the West, 146 were from the Midwest, and 10 were from Lagos. A large number of Nigerians also graduated from foreign universities in 1966, although detailed information on such graduates is not available (Niven, 1975, pp. 325-326).



### Summary

A review of literature on the difficulties encountered by Nigerian students in pursuing graduate degrees provides a comprehensive view of graduate education in the United States and Nigeria. A variety of reasons why most Nigerian and other international students prefer carrying out their graduate studies overseas was also included in this chapter. While studying abroad, the exposure to and interaction with a foreign culture enhances students' overall approach to life.

The advantages of students who study abroad were also considered in this chapter. Finally, a comparison of students who receive assistantships from their government or from the universities they attend and those that are privately funded by their families or themselves was provided.

## CHAPTER 3

### METHODS AND PROCEDURE

#### Introduction

The purpose of this chapter is to present the methods and procedures used to achieve the objectives of the study. These objectives are (a) to determine the extent to which the perceived difficulties are a result of financial difficulties, (b) to determine the extent to which language is perceived as an inhibiting factor during their period of study, (c) to determine the extent to which family problems contribute to their difficulties, (d) to determine the extent to which normal pressures in graduate school contribute to the difficulties, (e) to determine the extent to which time-management contributes to their difficulties, (f) to determine the extent to which changes of school in the United States contributes to their difficulties, (g) to determine the extent to which lack of advisement contributes to the difficulties, (h) to determine the extent to which health problems contribute to their problems, and (i) to determine the extent to which employment contributes to the students' difficulties.

This chapter contains a description of the procedures followed in this study. Topics included are (a) the research population, (b) the survey instrument, (c) content validity of the instrument, (d) the procedure for codification of the data, and (e) research questions and procedures for analysis of the data.

### Research Population

The research population for this study was composed of 100 Nigerian graduate students who were registered during the 1987-1988 academic year in the following universities: the University of North Texas, Texas Woman's University, the University of Texas at Dallas, Dallas Baptist University, Southern Methodist University, and the University of Dallas in Irving. In order to ensure an adequate sample, two-thirds of the questionnaires were distributed to students in person and one-third of the questionnaires ( $N = 100$ ) were mailed. A majority of the questionnaires were returned. This response rate was deemed sufficient for the purposes of the study.

### The Survey Instrument

The research method used was survey research. Questionnaires were distributed for the survey. The instrument was designed to collect data from Nigerian graduate students. The instrument is composed of the

following 10 parts: (a) demographic data, (b) family relationships, (c) time management, (d) finances, (e) educational, (f) health, (g) mobility, (h) personal, (i) vocational, and (j) counseling.

The conception and implementation of the instrument was based on a previous study by Goodwin (1966) and personal experiences. The instrument was validated for clarity by eight female panelists who were enrolled in doctoral programs at Oklahoma State University and Louisiana State University. The instrument was later revised, and minor revisions were made following this procedure of evaluation.

Each problem area consists of several questions. The questions are based upon information collected from the review of books and articles by professionals in the area of graduate studies. Unpublished dissertations completed in the field were also used. Every effort was made to keep the number of questions to a minimum and to be sure that they were understandable in all respects.

Each respondent was asked to indicate the degree of difficulty with each factor. For the purpose of analyzing the responses, each was assigned a numerical value. Each response was weighted as follows: 5 = very difficult, 4 = difficult, 3 = somewhat difficult, 2 = rarely difficult, and 1 = no problem.

### Content Validity of the Instrument

Because the instrument was previously used and revised, it did not require additional validation. A panel of eight authorities from Oklahoma State University and Louisiana State University provided professional advice regarding the improvement of the questionnaire (Goodwin, 1966).

### Procedures for the Collection of Data

Questionnaires were distributed to Nigerian graduate students in the North Texas area. Distribution of the questionnaires took place with the cooperation of the Nigerian Students Union's president in Denton and Foreign Student Advisors' offices in the North Texas area. Questionnaires were distributed personally for the following reasons: (a) most schools did not want to release the names and addresses of Nigerian graduate students in their schools, (b) the opportunity to interview students as the questionnaires were being distributed, (c) the need to obtain a sufficient number of responses, and (d) the need to receive representational samples from various graduate students in the North Texas area. A majority of questionnaires were returned. This was deemed to be sufficient for the purposes of this study.

Nigerian graduate students received an envelope containing a cover letter explaining the purpose of the

study, a return envelope with postage, and the questionnaire. In most cases, personal visits and telephone calls were utilized to elicit a sufficient number of responses. Of the 100 questionnaires distributed, 72 were returned.

#### Research Questions and Procedures for Analysis of Data

The item responses related to the research questions were ranked from very difficult to no problem within each grouping using descriptive statistics such as average or mean. An item-by-item comparative analysis was made of the responses to the questionnaire. Frequencies of the responses by Nigerian graduate students to each item were tabulated and are reported in percentages.

According to Ferguson (1986), ranks are used in tests for comparing two correlated or independent samples. These are the analogs of  $t$ -tests, and are used for a variety of other purposes. Such tests are described as non-parametric or distribution-free.

Degrees of difficulty represented on the scale were 5--very difficult, 4--difficult, 3--somewhat difficult, 2--rarely difficult, and 1--no problem. The high score for a response indicated a difficult item for the respondents if they checked 5 or 4. Some difficulty was indicated if the

respondent checked 3 or 2. A response to an item checked 1 indicated that no problem existed.

It was assumed that respondents answered the questionnaire honestly rather than in a socially-acceptable manner. The study was purported to be able to distinguish between the two. It was also assumed that each respondent recalled the difficulties encountered while engaged in graduate study according to their perceptions of the event as it occurred, and that their response would reveal the "special training, desires, or attitudes of the individual in question. The available evidence indicates that such transformations do have a definite direction and relevance to the person's pressing attitudes and motives at the time" (Goodwin, 1966, p. 63). While distortions occurred in remembering, there was a tendency for the recipients to recall pleasant memories more often than unpleasant ones. Jersild (1983) found that college students "recalled more pleasant than unpleasant events from a recent period in their lives" (p. 323). Since difficulties were considered to be unpleasant events, and some of the recipients had succeeded in the pursuit of their graduate degrees and, thus, may have forgotten some of the unpleasantness associated with this period, it was assumed that the data from the questionnaires were conservative in estimating the

difficulties encountered while the recipients were enrolled in their studies.

### Summary

The methodology and procedures used in achieving the objectives of the study are presented in this chapter. Topics included in the chapter are: (a) the research population, (b) the survey instrument, (c) contact validity of the instrument, (d) the procedure for codification of the data, and (e) research questions and procedures for analysis of the data.



## CHAPTER 4

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The purpose of this chapter is to present data showing the difficulties that Nigerian graduate students encounter while in pursuit of graduate degrees. These data were collected through the use of a questionnaire, were coded on computer forms and then entered into a tape at the University of North Texas Computer Center. Data were then analyzed using the SPSS-X Statistics package and the Music Computer Language. Printouts contained frequency distributions and percentages. Descriptive and inferential statistics, such as  $t$ -tests, were used to determine relationships between various group mean responses.

The computer-generated information was used in producing the tables in this chapter in order to provide data for the research questions posed in Chapter 1. Through the use of the computer, some of the questions were answered using frequencies and percentages. A two-tailed  $t$ -test was used to detect differences between means of the responses of some subgroups. Irrespective of the directions of these differences (Morușis, 1989, p. 80), when the  $t$ -test value is

significant, the means of the two subgroups being compared are not equal.

### Subjects

Table 1 contains data concerning the age, marital status, major field of study, and type of institution attended for the subjects of this study. The data are reported in frequencies and percentages.

Basic facts about the subjects of the study are shown in Table 1. A large majority (66.7%) of the students were in the 30 to 39 year age group. Almost all of the students were mature; an additional 27.8% were between 40 and 49 years of age. Personal interviews revealed that after the completion of their undergraduate degrees most of the subjects worked for several years before returning to graduate school. The reason for working, according to the students, was to alleviate some of the financial difficulties anticipated while in pursuit of graduate degrees.

A majority of the Nigerian graduate students in the study reported that they were married at the time they attended graduate school. In personal interviews, the respondents indicated that marriage provided financial and social stability. They also credited their spouses for

Table 1

Age, Marital Status, Major Field of Study, Academic Status,  
and Type of Institution Attended by Subjects

Data	Frequency	Percent
<b>Age</b>		
21 to 29 years	4	5.6
30 to 39 years	48	66.7
40 to 59 years	20	27.8
Total	72	100.0
<b>Marital Status</b>		
Married	50	69.4
Single	22	30.6
Total	72	100.0
<b>Fields of Study</b>		
Humanities	38	52.8
Biological sciences	18	25.0
Social Sciences	14	19.4
Other	2	2.8
Total	72	100.0
<b>Academic Status</b>		
Doctorate	28	38.9
Master's	43	61.1
Total	72	100.0
<b>Institution Type</b>		
Public	59	81.9
Private	13	18.1
Total	72	100.0

emotional and financial support while in pursuit of graduate degrees.

A majority of the respondents reported majors in humanities and social sciences. Interviews with the respondents revealed that they preferred the humanities and social sciences because they could easily find employment in management or appointments to political positions upon their return to Nigeria, which majors in the sciences would not permit.

Most of the respondents attended public institutions, while only a few attended private institutions. The Nigerian students who participated in this study may have believed that government institutions are better because of the fact that institutions of higher learning in Nigeria are controlled by the government. Another reason indicated by most students was that tuition in the public institutions is much lower than tuition in private institutions.

The education level of their parents was not indicated by a majority of the students. This may be due to the fact that many of their parents quite possibly received little or no formal education. Although many parents do not have an education themselves, they appear to find pleasure in seeing their sons and daughters achieve educational successes.

Many respondents did not respond to the item on state of origin. However, based on their names, the majority of

the respondents who participated in the study appeared to be residents of the southern states of Nigeria.

The subject of religion is a highly political issue in Nigeria, and most respondents did not respond to this item. Again, judging from their names and places of residence in Nigeria, it is assumed that most of those who participated in the study were Christians. Approximately 80% of the residents of the southern states of Nigeria are Christians.

#### Financial Problems as Contributing Factors to Student Difficulties

Research Question One asked: To what extent have financial problems contributed to the difficulties encountered by Nigerian graduate students? The responses for this factor are found in Table 2.

Responses describing the degree of difficulty caused by financial problems while the students were pursuing graduate studies are presented in Table 2. Almost 85% of the subjects responded that financial problems presented difficulty while they were students in the United States.

#### Language and Educational Pressures as Contributing Factors to Student Difficulties

Research Questions Two and Five are considered together, as shown in Table 3, because they both deal with

Table 2

Responses to the Degree of Difficulty Presented by Financial Problems

Degree of Difficulty	Frequency	Percent
Very difficult	9	12.5
Difficult	51	70.8
Somewhat difficult	11	15.3
Rarely difficult	1	1.4
No problem	0	0.0
Total	72	100.0

types of pressures in graduate school. Research Question Two asked: To what extent has the language contributed to the difficulties encountered by Nigerian graduate students? Research Question Five asked: To what extent have normal pressures in the graduate school contributed to the difficulties encountered by Nigerian graduate students? Data on both of these factors are shown in Table 3.

The responses in Table 3 indicate possible problem areas. Sixty-three of the respondents found language to be no problem; however, 51 found preliminary examinations in the graduate school to be somewhat difficult. Another

Table 3

Responses to Language and Other Educational Pressures as  
Contributing Factors to Student Difficulties

Requirements	VD	D	SD	RD	NP
Completion of doctoral dissertation	3	25	2	--	--
Graduate coursework	--	--	12	59	1
Special requirements of academic area	--	6	65	1	--
Language	--	--	--	7	63
Preliminary examination	--	2	51	11	8
Doctoral committee	--	--	16	31	25
Type of degree	--	--	10	34	28
Length of time in graduate study	--	--	2	25	45
Periods of interrupted study	--	--	1	26	45
Type institution	--	--	--	17	55
Find quiet study	--	--	--	16	56
Scheduling classes	--	--	--	16	56

Note. VD = Very Difficult, D = Difficult, SD = Somewhat Difficult, RD = Rarely Difficult, NP = No Problem

requirement, the doctoral dissertation, was reported as the factor contributing most to student difficulties.

Language was selected as a major research question even though Nigerian students come from a background where British English is taught as a second language. However, upon arriving in the United States to study, many students are faced with the problem of understanding the American usage of the language. Students who have learned the British accent often must learn to listen attentively in class in order to understand a lecturer with an American accent. These students, however, did not report difficulties with language.

#### Time Management as a Factor Contributing to Student Difficulties

Research Question Three asked: To what degree has time management contributed to the difficulties encountered by Nigerian graduate students? Responses are shown in Table 4.

Most of the subjects reported having no problems in managing their time. This may be because many of the subjects were faced with financial needs and could not spend much time in entertainment activities. Free time was limited and was usually spent with their families.

#### Family and Children as a Contributing Factor to Student Difficulties

Research Question Four asked: To what extent have family problems and children contributed to the difficulties



Table 4

Response to Time Management as a Factor in Student Difficulties

Area	VD	D	SD	RD	NP
Time-family	3	--	--	17	52
Time-school	--	3	--	18	51
Time-personal	--	--	--	24	48
Time-household	--	--	--	19	53
Time-community	--	--	--	18	54
Time-professional responsibility	--	--	--	10	62
Time-professional social	--	--	--	10	62

Note. VD = Very Difficult, D = Difficult, SD = Somewhat Difficult, RD = Rarely Difficult, NP = No Problem

encountered by Nigerian graduate students. Data related to this question are provided in Table 5.

Data in Table 5 indicate that most of the respondents found family problems and children very difficult while involved in graduate studies. The degree of difficulty, however, may depend on the number of children in the family of each respondent.

Table 5

Responses to Family and Children as Contributing Factors to Student Difficulties

Difficulty	Frequency	Percent
Very difficult	53	73.6
Difficult	18	25.0
Somewhat difficult	1	1.4
Rarely difficult	0	0.0
No problem	0	0.0
Total	72	100.0

The majority of the subjects reported having problems in this area. This, of course, is understandable since most foreign students must work as well as care for their children while attending graduate school.

Employment as a Contributing Factor  
to Student Difficulties

Research Question Six asked: To what extent has employment contributed to the difficulties encountered by Nigerian graduate students? The data for employment as a contributing factor are shown in Table 6.

The data regarding employment show that approximately 90% of the respondents regard employment as a contributing

Table 6

Responses to Employment as a Contributing Factor to Student Difficulties

Difficulty	Frequency	Percent
Very difficult	36	50.0
Difficult	29	40.3
Somewhat difficult	7	9.7
Rarely difficult	0	0.0
No problem	0	0.0
Total	72	100.0

factor to difficulties while in school. During the interviews, many respondents stated that they did not object to the idea of working and going to school, but that the types of employment available were generally not related to their graduate studies, and therefore created additional pressures.

Changes in Schools as a Contributing  
Factor to Student Difficulties

Research Question Seven asked: To what extent have changes in schools attended in the United States contributed to the difficulties encountered by the Nigerian graduate

students? A majority of the students did not respond to this question. Apparently, changing schools was not an important factor.

Lack of Seeking Advisement as a  
Contributing Factor to  
Student Difficulties

Research Question Eight asked: To what extent has not seeking advisement contributed to the difficulties encountered by Nigerian graduate students? The data for this question are shown in Table 7.

As shown in Table 7, more than 97% of the students reported this factor to be a highly important problem. This particular problem was found to be very difficult by most Nigerian graduate students because of the approach toward advisement in the United States. Most of the students felt that by seeking advice they were exposing their weaknesses or difficulties in understanding the subjects. Most of the respondents interviewed indicated they would rather seek help outside the institution than approach their advisors or a faculty member. Foreign students seemed to feel more comfortable seeking advisement from their fellow students than from faculty.

Table 7

Responses to Lack of Seeking Advisement as a Contributing  
Factor to Student Difficulties

Difficulty	Frequency	Percent
Very difficult	70	97.2
Difficult	2	2.8
Somewhat difficult	0	0.0
Rarely difficult	0	0.0
No problem	0	0.0
Total	72	100.0

Health Problems as a Contributing  
Factor to Student Difficulties

Research Question Nine asked: To what degree have health problems contributed to the difficulties encountered by Nigerian graduate students? Table 8 contains responses to three types of health problems.

Three different types of health problems which might be experienced are included in Table 8. A majority of the responses indicated that health was not a factor contributing to students' difficulties. Most Nigerian students studying in the United States have good medical

Table 8

Responses to Health Problems as a Contributing Factor to Student Difficulties

Health Problems	VD	D	SD	RD	NP
Personal illness	--	--	3	15	54
Family illness	--	--	2	16	53
Relative illness	--	--	3	15	54

Note. VD = Very Difficult, D = Difficult, SD = Somewhat Difficult, RD = Rarely Difficult, NP = No Problem

care available for themselves and their families, and serious health cases are unusual.

Type of Employment, Degree Sought, and  
Marital Status Difficulties in  
Graduate School

Table 9 contains data concerning type of employment as a factor in difficulties encountered in graduate school. The two types of employment compared for significances and differences are self-employment and other employment.

In determining whether the type of employment was a significant factor in difficulties expressed by graduate students from Nigeria, the mean of each difficulty was used in calculating the significance of difference between the

Table 9

Significance of Type of Employment as a Factor in Graduate School Difficulties

Variable	Number of Cases	Mean	Standard Deviation	t-Value	P-Value
Family					
Self-employed	36	4.8849	0.375	--	--
Other employment	29	4.7548	0.389	0.55	0.583
Time management					
Self-employed	36	4.7143	0.399	--	--
Other employment	29	4.7604	0.382	-0.49	0.623
Finance					
Self-employed	36	1.8049	0.3993	--	--
Other employment	29	4.7604	0.382	-0.49	0.012*
Educational					
Self-employed	36	3.8984	0.279	--	--
Other employment	29	3.9633	0.353	-0.87	0.386
Health					
Self-employed	36	4.6748	0.503	--	--
Other employment	29	4.7419	0.562	-0.53	0.596
Mobility					
Self-employed	36	5.0000	0.000	--	--
Other employment	29	4.9677	0.180	1.15	0.253
Personal					
Self-employed	36	4.9415	0.138	--	--
Other employment	29	4.9355	0.196	0.15	0.253
Vocational					
Self-employed	36	4.9512	0.218	--	--
Other employment	29	4.8871	0.308	1.31	0.305
Counseling					
Self-employed	36	4.9634	0.173	--	--
Other employment	29	5.9839	0.090	-0.60	0.551

\*Significant at or above the .05 level.

two types of employment. Utilizing a  $t$ -test of the differences between the means, type of employment was found to be significant at the .05 level. The result of this treatment shows that those who were self-employed had significantly less difficulty with finances.

Table 10 contains data concerning the degree sought as a factor in difficulties encountered in graduate school. Doctoral and master's degrees were used for comparative purposes.

In order to determine whether the degree sought was a significant factor in the difficulties encountered by graduate students from Nigeria, the mean of each difficulty was used in calculating the significance of difference between the two types of degrees sought. Four difficulties were found to be significant at the .05 level: family, time-management, finance, and educational matters. The doctoral students found more difficulties in family, time management, finance, and educational matters than did the master's degree aspirants.

Table 11 contains data concerning marital status as a factor in difficulties encountered in graduate school. Being married or single was the consideration in these calculations.

In order to determine whether marital status was a significant factor in difficulties encountered while in



Table 10

Significance of Degree Sought as a Factor in Graduate School Difficulties

Variable	Number of Cases	Mean	Standard Deviation	t-Value	P-Value
Family					
Doctoral	28	4.5357	0.472	--	--
Master's	43	4.9395	0.183	-5.08	0.000*
Time management					
Doctoral	28	4.5561	0.451	--	--
Master's	43	4.7604	0.302	-3.423	0.002*
Finance					
Doctoral	28	1.5571	0.705	--	--
Master's	43	2.0000	0.423	-1.07	0.013*
Educational					
Doctoral	28	3.8185	0.295	--	--
Master's	43	3.9970	0.310	-2.42	0.018*
Health					
Doctoral	28	4.6548	0.540	--	--
Master's	43	4.7287	0.526	-0.57	0.569
Mobility					
Doctoral	28	4.9643	0.189	--	--
Master's	43	5.0000	0.000	1.24	0.218
Personal					
Doctoral	28	4.9393	0.202	--	--
Master's	43	4.9372	0.138	0.05	0.959
Vocational					
Doctoral	28	4.9107	0.274	--	--
Master's	43	4.9302	0.039	-0.30	0.762
Counseling					
Doctoral	28	4.9464	0.039	--	--
Master's	43	5.9884	0.012	-1.21	0.232

\*Significant at or above the .05 level.

Table 11

Significance of Marital Status as a Factor to Graduate  
School Difficulties

Variable	Number of Cases	Mean	Standard Deviation	t-Value	P-Value
Family					
Married	50	4.7800	0.373	--	--
Single	22	4.7909	0.402	-0.11	0.011*
Time management					
Married	50	4.7371	0.376	--	--
Single	22	4.7273	0.429	-0.10	0.922
Finance					
Married	50	1.8700	0.503	--	--
Single	22	2.1136	0.616	-1.77	0.002*
Educational					
Married	50	3.9086	0.313	--	--
Single	22	3.9666	0.313	-0.72	0.012*
Health					
Married	50	4.7067	0.479	--	--
Single	22	4.6970	0.633	-0.07	0.943
Mobility					
Married	50	5.0000	0.000	--	--
Single	22	4.9545	0.213	1.52	0.943
Personal					
Married	50	4.9480	0.128	--	--
Single	22	4.9182	0.228	0.71	0.481
Vocational					
Married	50	4.9300	0.248	--	--
Single	22	4.9091	0.294	-0.31	0.756
Counseling					
Married	50	4.9600	0.170	--	--
Single	22	5.0000	0.000	-1.10	0.276

\*Significant at or above the .05 level.

graduate school, the mean of each difficulty was used in calculating the significance. Three difficulties were found to be significant at the .05 level: family, finance, and educational matters. Married respondents experienced more problems in these three difficulties than did single respondents while in pursuit of graduate studies.

The correlations between difficulties encountered by graduate students from Nigeria are displayed in Table 12. Both correlation and significance are shown.

In determining which factors in the table were closely related, the correlations for each of the factors were calculated. The following were found to be positively related: family and time management were related, as were finance and education, and personal and vocational. The relationship, in essence, shows the paired factors that respondents found difficult while in pursuit of graduate studies. Finance and educational and parental and vocational were difficulties that affected both doctoral and master's students. Family and time management only apply to students who were married while in pursuit of graduate degrees.

Table 12

Significance of Relationships Between Difficulties Encountered

	Time		Family Management	Finance	Education	Mobility	Health	Personal	Vocational	Counseling
.0000*	.5465	.0972	.0605	-.0736	-.1208	.0558	.1127	-.0087		
.000	.000	.208	.307	.269	.156	.321	.173	.471		
1.000*	.1844	.0882	.0882	-.5356	-.2251	.4377	.3516	.1186		
.000	.061	.231	.231	.000	.029	.000	.001	.160		
1.000*		.1193	.1193	-.0805	-.0121	.0636	.0055	-.2004		
.000		.159	.159	.251	.460	.298	.482	.046		
			1.000*	-.0413	-.1239	.0917	.0931	-.2757		
			.000	.365	.150	.222	.218	.010		
				1.000*	-.1597	.4451	.4996	-.0764		
				.000	.090	.000	.000	.262		
					1.000*	.6839	-.0350	-.0233		
					.000	.000	.385	.423		
						1.000*	.2843	-.0769		
						.000	.008	.260		
							1.000*	.3208		
							.000	.003		
									-1.000*	
									.000	

\*A value of -1 describes a perfect negative relation.  
 A value of +1 describes a perfect positive relation.

### Summary

The following are the major findings of this study:

1. Ninety-seven percent of the students indicated finances as the most difficult factor while in pursuit of graduate degrees.
2. A majority of the students found no problems with language except for adjusting to the American usage and format.
3. The majority of respondents did not find a problem with the management of their time.
4. A majority of the respondents indicated having problems with family and children. The degree of difficulty depended upon family size.
5. Most respondents indicated having some pressures in graduate schools.
6. More than 90% of the respondents cited employment as contributing to their difficulties while attending graduate school.
7. A majority of the respondents had not changed graduate schools while in the United States.
8. A majority of the respondents found that requesting advisement was difficult for them. Most of those interviewed indicated having problems approaching their advisors or faculty members.
9. A majority of the respondents reported no problems with health, due to the good health care environment in the United States.

## CHAPTER 5

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

A summary of the problems, methods, procedures, analysis of the data, and the findings of the study are presented in this chapter. The findings, as they pertain to the related literature, are discussed. Conclusions and recommendations based upon the findings are also included.

#### Summary

This study concerned difficulties encountered by Nigerian students while pursuing graduate degrees. The purposes of this study were (a) to determine which of the perceived difficulties are the result of financial problems, (b) to determine the extent to which language is perceived as an inhibiting factor during graduate study, (c) to determine the extent to which family problems contribute to students' difficulties, (d) to determine the extent to which normal pressures in graduate school contribute to their difficulties, (e) to determine the extent to which time-management contributes to their difficulties, (f) to determine the extent to which changes of schools or colleges within the United States contribute to their difficulties, (g) to determine the extent to which lack of advisement contributes to their difficulties, (h) to determine the extent to which health problems contribute to their

difficulties, and (i) to determine the extent to which employment contributes to their difficulties.

Data for this study were collected using a questionnaire which was based on previous studies and personal experiences. The questionnaire was validated for clarity in a previous study involving eight women who were enrolled in doctoral programs at Oklahoma State University and Louisiana State University. The questionnaire was revised in 1981, and only minor revisions were made following this evaluation. The research population was composed of 100 Nigerian graduate students registered during the 1987-1988 academic year at the North Texas area universities. A total of 72 of the 100 questionnaires distributed were returned. This was considered an adequate response rate for this study.

The data assembled were descriptive in nature. Two methods were used to treat data gathered from the survey instrument. One of the methods used was frequency distribution in percentages, the second method was the use of a  $t$ -test to determine significance of certain variables, with data tested at the .05 level of significance.

#### Major Findings

The following are the major findings of this study:

1. Ninety-seven percent of the students indicated finances as the most difficult factor while in pursuit of graduate degrees.

2. A majority of the students reported no problems with language except for adjusting to the American usage and format.

3. The majority of respondents did not have a problem with the management of their time.

4. A majority of the respondents indicated having problems with family and children. The degree of difficulty depended upon family size.

5. Most respondents indicated having some pressures in graduate schools.

6. More than 90% of the respondents cited employment as contributing to their difficulties.

7. The majority of respondents had not changed graduate schools while in the United States.

8. A majority of the respondents found that requesting advisement was difficult. Most of those interviewed indicated having problems approaching their advisors or faculty members.

9. A majority of the respondents reported no problems with health, due to the good health care environment in the United States.

### Discussion of Major Findings

Discussion of the findings of this study is divided into nine sections, each relating to one research question concerning the difficulties encountered by Nigerian students in pursuing graduate studies.

Research Question One: To what extent have financial problems contributed to the difficulties encountered by



Nigerian graduate students? The respondents overwhelmingly reported finances as a major problem while in pursuit of graduate studies. This is not unexpected since few of the respondents had the benefit of scholarships or loans for their graduate studies.

Research Question Two: To what extent has language contributed to the difficulties encountered by Nigerian graduate students? The majority of the respondents indicated having no problem with language. Nigerian graduate students, before arriving in the United States, have normally mastered British English in their country of origin. While in the classroom, their problem is primarily to adjust to the format and usage of English in the American context. Unlike some international students, who have to study English for the first time upon arrival in the United States, Nigerian graduate students do not have serious problems with the language.

Research Question Three: To what extent has time-management contributed to the difficulties encountered by Nigerian graduate students? A majority of the Nigerian graduate students are self-supporting. Except for spending time with their families, these students spend their time in the classroom or on the job. Single students and those with scholarships also spend time on entertainment.

Research Question Four: To what extent have family problems and children contributed to the difficulties encountered by Nigerian graduate students? Obviously, pursuing graduate studies and tending to a family is not an

easy task. Caring for family and children was a major problem for many married students.

Research Question Five: To what extent have normal pressures in the graduate school contributed to the difficulties encountered by Nigerian graduate students? Almost all graduate students experience these pressures; Nigerian graduate students are no exception. The majority of the respondents indicated having difficulties with pressures while in graduate studies.

Research Question Six: To what extent has employment contributed to the difficulties encountered by Nigerian graduate students? The majority of the respondents in this study indicated having problems with the type of job held while in graduate school. Students had to work at low-paying jobs to make ends meet. Even though some of the students had worked in Nigeria and were quite experienced, they were often unable to find comparable positions in corporate America.

Research Question Seven: To what extent has changing schools in the United States contributed to the difficulties encountered by Nigerian graduate students? This question was not answered by most respondents, possibly because the question was not understood.

Research Question Eight: To what extent has not seeking advisement contributed to the difficulties encountered by Nigerian graduate students? Many of the respondents did not feel comfortable seeking advisement from their advisors or faculty members. Nigerian graduate

students felt that seeking advisement from advisors and faculty would reveal their academic deficiencies.

Research Question Nine: To what extent have health problems contributed to the difficulties encountered by Nigerian graduate students? This is one aspect that most Nigerian students had no problems with, apparently due to the good health care system available in the United States.

### Conclusions

Based on the findings of this study, the following general conclusions regarding difficulties encountered by Nigerian graduate students are drawn.

1. Nigerian students apparently have serious financial difficulties while in pursuit of graduate studies in the United States.

2. Nigerian students with families appear to have serious problems while in pursuit of graduate studies, even though health problems are an exception.

3. Nigerian students experience few problems with the English language, although they are faced with the problem of adapting to a foreign culture.

4. Nigerian students tend to stay in one geographic location, but experience pressures in their graduate studies regardless of location.

### Recommendations for Future Research

The following recommendations for future research are made based on the findings of this study.

1. Similar studies should be conducted in the next 5 years in order to identify possible changes due to the situation in the Federal Republic of Nigeria.

2. Based on current economic changes in the world, United States colleges and universities should change their international student policies toward foreign graduate students by providing more assistantships and work study programs for qualified individuals.

3. Nigerian students embarking on graduate study in the United States should contact the American Consulate in their country to receive brochures that will enable them to plan their educational adventure more appropriately.

4. Nigerian Consulates in the United States should establish emergency funds or loan departments to help students survive who are completely without funds.

5. Nigerian graduate students with serious financial problems should delay processing papers for their spouses to join them in the United States.

**APPENDIX**

Imoh Ekong  
Dallas, Texas

July 31, 1987

Foreign Student Advisor  
North Texas Area Universities

Dear Sir/Madam:

In connection with doctoral research at North Texas State University, Denton, Texas, I plan to study the difficulties that Nigerian students encounter in pursuing graduate degrees. The study involves graduate students attending universities in the 1987-1988 school year.

You can be of great assistance to me in this regard by providing me with a list of Nigerian graduate students and their phone numbers who are pursuing either their Master's or Doctorate degrees.

Dr. Dwane Kingery, Professor of Higher Education Administration at North Texas State University, is directing this study, and you may contact him for verification of the project.

Thank you for your cooperation. I remain,

Sincerely yours,

Imoh Ekong

Imoh Ekong  
Dallas, Texas

July 31, 1987

Dr. Gail Godwin  
c/o Dr. Harry K. Brobst  
Oklahoma State University  
Stillwater, Oklahoma 74078

Dear Madam:

I am currently working on my dissertation proposal at North Texas State University, Denton, Texas. While going through some journals and publications I found your dissertation very interesting and outstanding. I felt it necessary to do a similar study with regards to Nigerian graduate students. Also, I felt it necessary to modify your instrument to make it relevant to Nigerian graduate students. I am therefore asking for permission to carry on the study and use your instrument. You will receive credit for this.

Thanking you for your cooperation, I remain,

Sincerely yours,

Imoh Ekong

Imoh Ekong  
Dallas, Texas

July 31, 1987

Nigerian Graduate Students  
North Texas Area Universities

Dear Respondents:

For some time I have been interested in the delineation of specific difficulties that Nigerian students encounter in pursuing graduate degrees.

I am currently working on my dissertation proposal at North Texas State University, Denton, Texas. It is felt that the results might be of some significance to individuals and the Nigerian government.

You can assist me a great deal in this regard by completing the questionnaire enclosed. The respondents will not be identified so as to preserve individual confidence. If you will complete this form with as much detail as possible, I will be grateful. May I also remind you that there is a cut-off date for this project.

Thanking you for your cooperation, I remain,

Sincerely yours,

Imoh Ekong



## Questionnaire

Demographic Variables: Please place a checkmark or circle the answer that applies to you for each question.

1. Age:     21-29     30-39     40-59     59 and Over

2. Marital Status:     Married     Single     Divorced

3. Major Field of Studies:

Humanities                     Biological Sciences                     Other  
 Social Sciences     Physical Sciences

4. Finances: Estimated Amounts Received:

Scholarship \_\_\_\_\_                    Loans \_\_\_\_\_  
Family \_\_\_\_\_                    Self-Support \_\_\_\_\_

5. Program:     Doctorate     Master's

6. Type of Institution Attending:     Public     Private

7. Education of Father:

Elementary . . . . . 1   2   3   4   5   6   7

High School . . . . . 8   9   10   11   12

College . . . . . 1   2   2   4

Graduate School . .    Doctorate    Master's

8. Education of Mother:

Elementary . . . . . 1   2   3   4   5   6   7

High School . . . . . 8   9   10   11   12

College . . . . . 1   2   2   4

Graduate School . .    Doctorate    Master's

9. Employment:
- Non-Profit                       Industry/Business  
 Self-Employed                       Other
10. Years Spent on the Degree:
- 1-3     3-5     5-6     6 and Over
11. State of Origin:
- Northern States  
 Southern States
12. Religious Affiliation:
- Moslem  
 Christianity  
 Other \_\_\_\_\_

On the following pages you are asked to indicate the degree of difficulty encountered as you pursued graduate study (beyond the Bachelor's degree), as these difficulties related to the areas listed below. Please place an "X" in the box that best represents the degree of difficulty you encountered, ranging on a five-point scale from "very difficult" to "no problem." Place an "X" in only one space opposite each item.

After completing the questionnaire, please use the backs of the pages to write in any supplementary information you believe would be helpful in explaining or completing your answer to certain items. Please note number of item being supplemented.

Item No.	To what degree did you experience difficulty in the following areas while pursuing graduate studies (beyond the Bachelor's degree)?	Very Difficult	Difficult	Somewhat Difficult	Rarely Difficult	No Problem
<b>FAMILY RELATIONSHIPS</b>						
1	The mother-child relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The husband-wife relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The homemaker-domestic help relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The number of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The age of the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TIME MANAGEMENT</b>						
6	Time and family responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Time and school travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Time and personal grooming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Time and household duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Time and community responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Time and professional responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Time and professional social duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FINANCES</b>						
13	Financial requirements and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Financial requirements and cost of graduate study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>EDUCATIONAL</b>						
15	The completion of the doctoral dissertation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	The graduate course work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	The specific requirements of your field of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	The language or statistical requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	The preliminary examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	The doctoral committee relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	The type of degree earned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	The length of time in graduate study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	The periods of interrupted study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	The type of institution attended (public, private)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Finding a quiet place to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	The scheduling of classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item No.	To what degree did you experience difficulty in the following areas while pursuing graduate studies (beyond the Bachelor's degree)?	Very Difficult	Difficult	Somewhat Difficult	Rarely Difficult	No Problem
<b>HEALTH</b>						
27	Personal illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Family illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Illness among relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>MOBILITY</b>						
30	A change of family residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	A change in institutions attended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PERSONAL</b>						
32	Maintaining an attitude of persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Maintaining an adequate feeling of morale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Maintaining a desire for excellence in achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Discrimination encountered against you as a foreign student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Interpersonal relationship with the faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Interpersonal relationship with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Receiving the emotional support of your family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Subject's age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Educational attainment of the father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Educational attainment of the mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>VOCATIONAL</b>						
42	The attitude of your employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	Obtaining a "leave of absence"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COUNSELING</b>						
44	Availability of adequate counseling services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	Your utilization of counseling facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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