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PREDICTORS OF OVERALL PERSONAL ACHIEVEMENTS OF NIGERIAN AMERICAN  
GRADUATES LIVING IN FOUR TEXAS CITIES

by

AMOS OBIEFUNA

A DISSERTATION

Presented to the Faculty of the University of the Incarnate Word  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF THE INCARNATE WORD

December 2019

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## ACKNOWLEDGEMENTS

This dissertation is the result of the unconditional love, support, and encouragement of my friends, family, and colleagues. I am grateful to all of you. I owe my journey to my late father, Mr. Godwin Obiefuna and Mrs. Victoria Obiefuna who laid the solid foundation that provided the opportunity for me to reach this height. Thanks for all the support and prayers. To my siblings: Ebere, Akonam, Ejike, Onyinye, Ubaka, Uju, I wholeheartedly appreciate all your kindness, love and prayers. I thank my uncle, Rev. Dr. Paul Anekwe, who made my relocation and settlement in America, smooth. I also want to extend my love to Ogechi and Uche, my beautiful daughters that always put smiles on my face. To other relations and friends who were not mentioned but assisted in one way or the other, I say thank you.

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I could not have done this without all of you. Thanks, and know that your labor of love will not go unrewarded

Amos Obiefuna

## DEDICATION

Dedicated to my late father, Mr. Godwin Obiefuna, who fought tenaciously and gallantly to see that all his children had the best of education in spite of the overwhelming odds.

## PREDICTORS OF PERSONAL ACHIEVEMENTS FOR NIGERIAN AMERICAN GRADUATES LIVING IN FOUR TEXAS CITIES

Amos Obiefuna, PhD

University of the Incarnate Word, 2019

The purpose of this quantitative study was to investigate the linear relationship between pairs of spirituality, coping skills, frequency of social media use, parental influence, and English proficiency among Nigerian Americans living in four Texas cities-San Antonio, Dallas, Houston, and Austin. Besides, it examined the effects of these variables on the achievement levels of Nigerian American graduates in these four cities. The variables were systematically selected and were some of the most cited in the literature. Participants ( $N= 421$ ) were recruited using emails, and other social media platforms (WhatsApp, Instagram, and Facebook) and each participant was requested to complete the Nigerian American Questionnaire (NAQ) which contained questions from some previously validated survey instruments.

Pearson correlation, simple and multiple regression, the Kruskal-Wallis test, the Mann-Whitney U test, and logistic regressions were used to address the five chosen research questions. The data were analyzed using the statistical software SPSS, and R. Results of the study showed that coping skills, English proficiency, social media were individually, positively, and significantly correlated with overall achievement. Spirituality was found to correlate significantly but negatively with achievement. Additionally, the regression analysis showed that all the variables were significant predictors of achievement. Coping levels and the use of social media were also found to differ significantly by field of study and gender.

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## **Chapter 1: Demography of Nigerian Americans**

### **Nigerian American Population and Education**

Nigerian Americans constitute the highest percentage of African immigrants in the United States, with a population of approximately 376,000 in 2015, rising from an estimated population of about 25,000 in 1980 (Migration Policy Institute [MPI], 2015). The MPI study, which focused on the Nigerian American diaspora, reported that Texas, Maryland and New York topped the list of states with the highest number of Nigerian immigrants. The study estimated the number of Nigerians living in Texas by the time of the report to be 40,000, with Houston alone inhabited by an estimated 20,000 Nigerians. New York City and Washington DC completed the list of the three top cities with the largest Nigerian population in America.

Nigerians migrate to the United States for several reasons. The MPI (2015) report suggested that most Nigerians migrate to the United States, mostly in search of greener pastures with education as one of the apparent reasons for this movement. As a result, Nigerian Americans have over the years, emerged as one of the most educated immigrant groups in America. This trend was captured by the 2015 MPI report:

The Nigerian diaspora is the best educated of the 15 groups in the Rockefeller Foundation Aspen Institute Diaspora Program (RAD) analysis. A far greater share of the Nigerian first and second generation earned undergraduate degrees than the United States population overall (37 percent versus 20 percent), and members of this population are more than twice as likely to have secured an advanced degree (29 percent versus 11 percent). Members of the Nigerian diaspora are also substantially more likely than the general United States population to be in the labor force and to work in professional or managerial occupations. (p. 1)

Details of this report showed that about 37% of the Nigerian immigrant group, with a minimum age of 25 years, has a bachelor's degree as their highest educational credentials compared to the United States general population average of 20%. Twenty-nine percent of the Nigerian diaspora, in the same age group, had master's, doctoral, or an advanced degree in

comparison to the United States general population of 11%. Generally, African immigrants, including Nigerians, have a higher educational degree than other ethnic groups. With about 48.9% earning bachelor's degrees, they are the group with the highest level of education in comparison to any immigrant group in the United States. In another report, immigrants from Africa, were by far, the most likely to hold a bachelor's degree compared to other immigrant groups from Europe, Canada, South America, or Oceania ("News and Views," 2000).

In a bid to become competitive educationally, Nigerian Americans attend and graduate from a variety of schools and colleges, including the Ivy League schools. According to a 2016 press release published online by the United States Diplomatic mission to Nigeria, 10,674 Nigerian students were admitted into various university and college programs in the United States during the 2015–2016 academic year, making Nigeria the 14th largest contributor of international students to the United States. Consequently, Nigeria had become a leading source of international education from Africa. Table 1 below shows the distribution by degree type/level of Nigerian students during the 2015–2016 academic year and the percentage of Nigerian students at various degree levels.

Table 1

*Percentage of Nigerian American Students by Level of Study*

Level/Type of Study	Percentage
Undergraduate	50.8
Graduate	35.6
Optional Practical Training	11.5
Non-Degree	2.1

After graduation, most Nigerian students get employed to work as professionals in various fields. They are more likely to be found in the labor force or other professional or managerial settings compared to the general United States population (MPI, 2015). Most of these graduated students get employed as nurses, engineers, medical doctors, educators, pharmacists, and in other professions. It is evident from above that Nigerians see education as a vehicle through which eventual success is attained.

### **Culture and Spirituality**

Apart from education, Nigerians take the issues of religion and spirituality seriously. They engage in and practice all manner of spiritual activities and beliefs, which mostly shape their actions and thoughts. To most immigrant Africans, especially Nigerians, spirituality plays an essential role in their daily lives (Constantine, Anderson, Berkel, Caldwell & Utsey, 2005). For example, Marshall (2018) found that Christians in Nigeria and other African countries "tend to pray more frequently, attend religious services more regularly and consider religion more important in their lives than Christians elsewhere in the world" (p. 1). On coming to America, many African immigrants continue this path of religion and spirituality without hindrance. This is bolstered by the unhindered opportunities offered by America for any individual or group to practice any religion. Many immigrant groups maximize this opportunity to practice their religion or spiritual beliefs and are allowed to do so as long as such religious practice does not infringe on the rights of others (Taylor, Chatters, & Jackson, 2009). This constitutionally protected freedom has played a significant role in many of the successes recorded by immigrant groups, especially those from Africa. There are, however, few challenges yet to be surmounted. A study by Constantine et al. (2005) found among other things, that many Africans, including Nigerians, find it challenging to be open to different cultures or religious beliefs—they choose to



stick to their long-held religious and spiritual orientations and practices. The study also found that immigrants to the United States, such as the Black Caribbeans, African Americans, and other minorities perceive themselves as having higher spirituality than their white counterparts. This finding agrees with the result of the survey of Pentecostals by the Pew Research Center (2006), which showed that most African countries ranked higher than the United States in terms of strong views on some pressing religious matters. For example, in one of the questions on the survey, participants were asked if the scripture should be taken literally as the actual word of God. About 88% and 80% of the respondents from Nigeria and Kenya respectively responded positively, whereas only 35% of Americans said yes. The firm views were replicated and consistent in almost all the questions concerning social and moral issues in the report. Though 50% of American Pentecostals believed that homosexuality is bad behavior and should never be justified, a significantly higher proportion of Nigerians (98%) responded similarly.

Furthermore, holding on to spirituality, which in most cases is culturally oriented, is often seen as a way of coping with life challenges in different societies (Constantine et al., 2005). This has become more pronounced for most of the immigrants in the United States, who tend to form groups and societies based on their spiritual and religious orientations. Some religious critics also argue that spirituality can limit the ability of individuals to achieve optimally (Taylor & Chatters, 2010). For instance, African culture often criticizes western culture as eroded and lacking restraints. However, there is no explanation as to why the same criticized culture ranks higher in terms of human and infrastructural development.

One of the consequences of a lack of openness and tolerance of divergent religious or spiritual beliefs is limitation. This can either be an advantage or disadvantage when it comes to the achievement of personal goals and aspirations (Chatters, Taylor, Bullard, & Jackson, 2008).

In this regard, Africans who tend to be stout spirituals often limit their interactions and expectations based on these spiritual beliefs (Constantine et al., 2005).

In conclusion, since there is no conclusive research on the exact effect of spirituality on the personal achievements of Nigerian Americans, this study sought to examine the real effect of spirituality on the overall personal achievement of Nigerian Americans

### **Statement of the Problem**

**Income disparity.** Despite the numerous educational achievements and advantages as well as claims of religious superiority, many Nigerian Americans do not earn commensurate pay as their fellow compatriots despite having comparable educational qualifications (Anekwe, 2009). None of the studies have explained the reasons for this income disparity. Besides, there are limited quantitative studies that examined or investigated the factors responsible for this problem. This disparity has resulted in an overall low-income base for the Nigerian American group when compared to other ethnic groups despite the overall educational edge. The educational advantage has not translated into an economic advantage for the Nigerian American group. This problem was highlighted in the MPI (2015) report:

Despite such educational and professional advantages, households headed by a member of the Nigerian diaspora have only a slightly higher median annual income than the general United States population (\$52,000 versus \$50,000), and Nigerian households are no more likely than other United States households to be in the highest quartile or decile of the United States income distribution.(p.1)

Suggesting a potential reason for this problem, a result published by the Economic Policy Institute, Mason and Austin (2011), reasoned that discrimination could still be considered an essential factor that had derailed the progress of Nigerians in getting the desired employment and pay after graduation. The study discovered that Black immigrants, the group to which the

Nigerian immigrants belong, had the highest unemployment rate amongst all foreign workers when compared with other nationalities and ethnic groups. The situation is highlighted below;

A higher level of education for African immigrants to the United States has not produced a comparable level of income. Despite lower levels of education, Asian immigrants to the United States had a median household income that was 37 percent higher than the household income of African immigrants. African immigrants with a far higher rate of college education earned relatively on par with lower-educated European immigrants. Despite the fact that African immigrants were nearly twice as likely as white Americans to hold a college degree, the median household income of African immigrants was 36 percent below the median household income of white Americans. These income statistics may reflect a continuing degree of employment discrimination against people with a black skin (“News and Views,” 2000)

To further buttress this point, a compilation of the list of median incomes of different immigrant groups as published by the United States Census Bureau in 2015, revealed that the Nigerian American group was in a dismal 54th position. Still on the income disparity, the Pew Research Center (2013) put the median African family income of \$34,800, as the third smallest income when compared to other immigrant groups.

**Lack of quantitative data.** Although, the Nigerian Americans have achieved a lot in terms of academics, spirituality, and life satisfaction (“Nigeria Tops Happiness,” 2003), there are no quantitative studies that investigated the significant factors that influenced these achievements. This investigation is necessary because it will help to clear the air on some of the bogus claims by some authors who have suggested some factors as being responsible for the success of Nigerian Americans. One of such claims, for example, was by Capps, McCabe, and Fix (2011), who believed that the level of coping skills and adaptability among immigrant groups, helped equip Africans and other immigrants with the required survival skills in their new American environment. This claim has no scientific backing and needs to be examined using a quantitative approach to affirm or disprove it. Another such claim that is yet to be verified using a quantitative study is the finding by (Constantine et al., 2005) that holding on to culturally-

oriented spirituality is seen by most minority groups, including the Nigerian Americans, as a way to cope with life challenges.

The presence of a plethora of past conflicting results makes the application of specific quantitative studies, a necessity. This explains why the present study's focus is on the examination of the exact effects of factors that significantly explain the overall personal achievements of the Nigerian American graduates in Texas using a variety of quantitative approaches. This study sought to answer the recurring question of why some members of the most educated immigrant group—Nigerian Americans, do better than others with comparable degrees.

Finally, as stated above, the primary purpose of this study is to examine the variables and factors responsible for some Nigerian American graduates achieving more than their compatriots despite having comparable educational training. This study used quantitative and scientific methods to achieve this purpose. By design, this research did not examine the reasons why the Nigerian American group trailed the Asians and other European immigrants in the income arena despite the edge in educational accomplishments. Its main focus was to examine the factors that significantly influenced the achievements of Nigerian Americans in Texas.

### **Purpose of the Study**

The purpose of this correlational study was to examine the factors that significantly predicted and affected the overall personal achievements of Nigerian American graduates in Texas. Overall personal achievement was the combined score of three other variables: household income (financial success), life satisfaction and highest level of education attained. This study, in addition, determined the level of association between each pair of spirituality, coping skills, academic success, financial success, social media use, proficiency in English, among Nigerian

American graduates in Texas. Also, this study examined the effects of field of study and gender on coping skills and social media use, and finally, determined the predictive effects of parental influence and spirituality on the probability of getting a graduate. Pearson correlation, Simple, multiple and logistic regressions and non-parametric statistical methods were used to address the research questions listed below.

### **Research Questions**

1. Is there a linear association between each pair of spirituality, coping skills, academic success, financial success, social media use and English proficiency levels of Nigerian American graduates in Texas?
2. What is the effect of parental influence on the overall achievement among Nigerian American graduates living in Texas?
3. How well do coping skills, spirituality, social media use, and English proficiency, predict overall achievement among Nigerian Americans?
4. Do coping levels and social media use differ by field of study and gender among Nigerian Americans living in Texas?
5. Do parental level of education and level of spirituality have any influence on the probability of obtaining a graduate degree?

### **Summary of the Methodology**

This quantitative study was done in phases. The first phase involved the development and administration of a multi-item questionnaire containing items and questions from which the values of the variables used in the analysis were extracted. The Nigerian American Questionnaire (NAQ) was test-piloted to ensure that it served the intended purpose for the study. After approval from the Institutional Review Board (IRB), the questionnaire was administered to randomly

selected groups of Nigerian Americans living in Houston, Dallas, San Antonio, and Austin using both the online and paper formats. Compiled lists, with emails of Nigerians, who were members of Nigerian organizations and associations in all four cities were obtained. The questionnaire was sent online through text messages, emails, and other social media formats, to all members on the lists plus others that were not on the original list. The questionnaire contained questions that were used for the dependent and independent variables. Three main variables; household income, life satisfaction, and highest level of education were combined to form the dependent variable—overall achievement. Variables such as English proficiency, spirituality, parental influence, parent education, coping skills, and use of social media served as the predictor variables in some of the analyses. These independent variables were used to; conduct a correlational analysis between pairs of variables, examine their effects on the dependent variable as well as determine their predictive ability on the overall achievement of Nigerian Americans in Texas. Correlational analysis, primarily used to establish associations between numerical variables (Creswell, 2012), was also carried out to determine the magnitude and direction of the associations between the independent variables and between the independent variables and the dependent variables.

Regarding the research questions, a correlational analysis was used to address research question one. Simple and multiple regression methods were employed in addressing research questions two and three, respectively. The non-parametric tests; the Kruskal-Wallis and the Mann-Whitney U tests were used for research question four. Lastly, logistic regression was used to address research question five. After data collection, two statistical software; SPSS and R were used to run and analyze the data to establish the desired relationships among the variables.

## **Conceptual framework**

An individual may be viewed to be a success based on the achievement of higher results in different areas, including education, career, or business as well as general life satisfaction. Various factors have the potential to affect the ability of Nigerian Americans to achieve personal success. Some of these factors include spirituality, coping skills, parental education and influence, English language proficiency, social media, and gender. One of the theories of motivation-Maslow's Hierarchy of needs will be the focal theory for this dissertation.

It will guide the study in seeking to establish the most dominant motivation factors for the most achieving Nigerian American groups in terms of financial, academic, and workplace successes. This study intends to investigate those lower-order and higher-order factors that propel the more successful ones to do better than those that are not as successful.

In adopting Maslow's hierarchy of needs theory as the guiding motivation theory, an emphasis was placed on the order of needs of those that are more successful (Robbins, 2011, p. 195). In other words, the study attempts to examine the most significant needs and propelling factors for the more successful Nigerian Americans as they continue to pursue their dreams in the United States of America. In summary, in trying to get the predictors of overall achievement, this study will also look at the motivation factors for success.

In looking at the application of these theories of motivation, the level of education, for example, is one crucial factor that has the potential to influence either the success or failure of Nigerian Americans. Individuals with high levels of education are more likely to succeed in different fields, including businesses, arts, job positions, entertainment, and even their learning. However, for educated individuals to succeed financially, they need to generate income either

through employment or business. For that reason, income generation is subject to other factors, such as employment rate and the ease to do and succeed in business (Israelashvili, 2002).

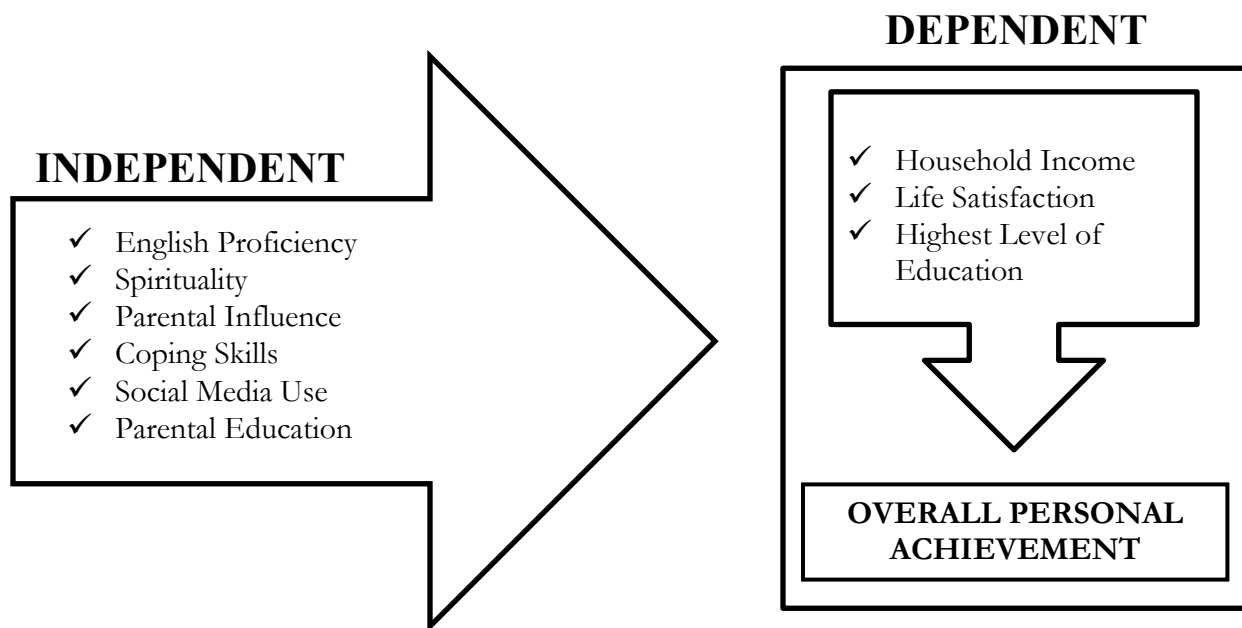
Attitude to cope with the demands of the American working, learning, and business environment is another factor that is likely to affect the success of Nigerian Americans in the United States. Since most of Nigerian Americans come from different cultural backgrounds, the ability to cope with the new environment, culture, and beliefs are likely to be affected hugely (Capps et al., 2011). Further, there is a considerable distance between most Nigerian Americans living in Texas and their families. The distance from family, different culture, education, work, and business environment has affected the chances of most Nigerian Americans to survive and succeed in their respective endeavors. Where an individual is having difficulties with coping with the new culture and demands of the new environment, one is more vulnerable to the different forms of stress, such as work-related stress. When individuals are subjected to stress, they are less likely to advance in their education, impacting their employability and group product and, for that reason, affecting their ability to develop financially (Bhingardive & Sivabalan, 2017).

Language and accent barriers are other factors that affect the ability of Nigerian Americans to succeed in Texas in different fields, such as academic, business, and working environment (Afolayan, 2011). The most affected are the old immigrants who have found it challenging to adapt to the American accent, whereas the younger generations and those born in the United States are less likely to encounter accent and language barriers. Accent and language barriers have affected communication between the immigrants and other individuals, which may affect the ability to enter into business negotiations and also express themselves.



Spirituality and religion have also continued to play a massive role in the individual lives of people. With America becoming the bastion of hope for freedom of worships, many immigrant groups, including Nigerian Americans have continued to perform their religious obligations in America without hindrance as long as such observance of religious practices does not infringe on the rights of others (Taylor et al., 2009). Most minority groups see religion as a vital tool used to deal with the broader and more spiritual issues of life and as a way of coping with most life challenges (Constantine et al., 2005). According to this study, minority foreigners who usually see themselves as superior to other majority groups, form groups, and societies based on religion and spirituality. The extent to which the strong religious and spiritual beliefs and practices, have affected personal achievements is yet to be determined.

The figure below shows the flowchart of the independent variables in this study.



*Figure 1.* Flowchart of study independent and dependent variables.

### **Significance of the Study**

This study is critical because it will add to both the body of knowledge and the existing literature on Nigerian Americans in Texas. Since adequate quantitative studies examining the factors that influence the personal achievements of Nigerian Americans in Texas were lacking, this study aims to bridge that gap. This study intends to make some generalizations about the Nigerian American population using the results from the analysis of the data. One other key area where the present study will be beneficial is in the area of assisting intending Nigerian immigrants to the United States, particularly Texas, to plan thoroughly before migrating to the United States. The result which is expected to be generalizable to the target population—the Nigerian American graduates in Texas—will afford these sets of Nigerians, the opportunities to focus on priority areas that will be beneficial to them as they seek to settle in Texas. They will need to know those factors that will likely enhance their chances of achieving success in the United States. The outcome of the effects of coping skills, spirituality, and academic success will likely impact the survival of most intending Nigerian immigrants as well as help those already in the system to consider adjustments. Besides, this study will attempt to proffer solutions to both the Nigerian and the American government, Educational institutions as they formulate better immigration or educational policies to help migrants settle smoothly into their new environment.

### **Definition of Terms**

**Correlational Design:** This is a design in educational research that aims to relate variables rather than manipulate the independent variables (Creswell, 2012). The goal of the design is to find the magnitude and direct of a relationship between two numerical variables. Predictions, using regression models can be established for the dependent variable using independent variables as well the correlation coefficients.

**Coping skills:** According to (Bhingardive & Sivabalan, 2017), coping refers to thoughts and actions used to deal with threatening situation. In this study, coping skills refer to these thoughts and actions and strategies used by Nigerian Americans to deal with work or societal stress.

**English Proficiency:** This variable defines the English ability level of the participants at the point of entry into United States, in terms of speaking, reading and writing.

**Financial success:** For the purpose of this study, financial success refers to the total annual household income of a participant in the study.

**Logistic Regression:** A regression model with a dichotomous or binary dependent variable. This is a predictive analysis that is used to explain the relationship between the dichotomous dependent variable and the dependent variables. That is the dependent variable has 2 levels. The model predicts the chance of a level of the dependent variable occurring based on an independent variable.

**MANOVA:** This is multivariate analysis of variance, a statistical procedure that tests for significant differences between 2 or more groups. There are at least 2 dependent variables and 3 independent variables.

**Nigerian Americans:** Nigerian Americans refer to both the first generation (those that migrated from Nigeria) and second generation (those born in the United States with at least one Nigerian-born parent) immigrants from Nigeria to the United States (MPI, 2015).

**Nigerian American graduates:** These refer to Nigerian Americans who have obtained at least an associate degree or an equivalent.

**Parental Level of Education:** This refers to the highest educational level attained by the parents of the respondents. There is a need to find out if the results of this study support the

claim by Spera, Wentzel, and Matto (2009) that lower levels of education positively correlated with lower aspirations.

**Spirituality:** This quality of being concerned with the human spirit or soul as opposed to material or physical things. It is also defined as “sensitivity or attachment” to religious values (Spirituality, n.d.). For this study, spirituality is measured by the participant’s attendance to religious meetings, prayers and level of belief in God. Spirituality has served as a coping mechanism for some individuals (Ekas, Whitman, & Shivers, 2009)

**Spiritual level:** This is a measure of the strength of religious or spiritual attachment of the participants. This is one of the independent variables to be included in the model. It is a combination of several religion and spirituality related questions or items. The final scale will be continuous after the aggregation of the responses.

**Traditional religion:** This refers to the indigenous religion of the Nigerian people that mostly existed pre-colonial era. It deals with such things as their cosmology, ritual practices, beliefs, symbols of worship and authority, arts, society and so on.

### **Limitations and Delimitations**

At the data collection stage, there were issues associated with frame coverage, random selection, non-response, reluctance to divulge sensitive personal information, trust, and sensitivity. These constituted significant drawbacks for this study. Some Nigerian American residents in Texas were not selected as participants because they neither belonged to the chosen groups or associations nor used the social media platforms chosen for participants selection. Since these sets of participants were not allowed to participate, the randomness factor was therefore not adhered to as prescribed by Fricker (2008). Also excluded from participation are those that had neither emails nor internet for receiving and completing the survey. These

unintended exclusions were likely to have a significant effect on the generalizability of the results (Creswell, 2012). Also, those that failed or refused to respond to the questionnaire might have caused the results of the data to be skewed due to non-response bias, especially if the missed responses would have been markedly and systematically different from those that responded. Sensitivity bias which is a situation where subjects overstate or understate some issues that are too sensitive for them was also likely to be an issue.

The difficulty in getting more people to complete the survey was another critical limitation of the study. This reluctance was observed as participants had to be reminded repeatedly to complete the survey. In the end, many people did not return the completed questionnaire. Finding an appropriate and effective sampling technique to draw truly representative samples from the population posed a considerable challenge for this study. Considering that the majority of the data were collected online, there was a considerable possibility that the collected data were skewed in favor of those that are more visible on the internet (Fricker, 2008).

Also, even though the data were collected anonymously, the reliability of the information provided was still questionable. Some subjects still found it challenging to divulge certain information for some reason which would potentially lead to the unreliability of the data results. It was also possible that many of the participants were still uncomfortable revealing certain personal information to a “fellow Nigerian” researcher for fear of their sensitive and confidential information being compromised. For the same reason of fear, and despite the anonymity of the data collection process, many people were still unwilling to provide accurate or truthful personal information, a situation that would also likely affect the reliability of the data and results of the analysis.

## Chapter 2: Literature Review

### Chapter Organization

This literature review begins with the introduction of some relevant discussion topics, including a brief history and background of the Nigerian American population in the United States, in Texas in particular. Discussions on findings of related literature follow this. The first set of literature reviewed is related to the dependent variables. As stated earlier, academic success (Educational level), financial success (household income), career success, and life satisfaction, together constitute the dependent variable-overall individual achievement.

After discussing the components of the dependent variable, focus is shifted to the independent variables, which include spirituality, coping skills, parental influence, English proficiency, social media, choice of career, education and curricular issues. In conducting this review of literature, importance is attached to those works of literature that have a direct bearing on the independent and dependent variables. As stated earlier, for this study, academic success, financial success, and general life satisfaction will combine to form one dependent variable-overall achievement.

The primary focus of this review was to highlight the literature that addressed issues of Nigerian Americans, minority groups, or Africans in America to identify related factors that have contributed to their overall personal development and achievement. Finally, this review will identify areas to be addressed and to see if any previous related findings can be replicated in this present study.

### Nigerian Community in America: Background

**Education.** The Nigerian Americans are the largest African immigrant community in the United States of America, having an estimated population of about 370, 000 people and is rated

the best educated among fifteen selected immigrant groups in the United States, according to Migration Policy Institute (2015). As of 2015, according to this report, 66% of Nigerians have a bachelor's degree or higher compared to 31% for the general American population (MPI, 2015).

This report further shows that about 37% of the Nigerian immigrant group, aged 25 or older, have a bachelor's degree as their highest educational credential compared to the United States' general population's average of 20%. Within the same age group, 29% of the Nigerian Americans, had master's, PhD or an advanced degree, compared to the United States general population of 11%. With about 48.9% earning bachelor's degree, making it the group with the highest level of education of any immigrant group to the United States from any part of the world, African immigrants have a higher educational degree than other ethnic groups ("News and Views," 2000). According to this journal's discovery, slightly more African immigrants than Asian immigrants held a bachelor's degree.

The prestigious colleges and universities, like the Ivy League colleges are not left out of this "African or Nigerian invasion." According to a 2007 study by Princeton and University of Pennsylvania researchers (as cited in "Black Immigrants Overrepresented," 2009); 41% of the Black population of Ivy League schools are immigrant Blacks, with families, who have emigrated from the West Indies or Africa (mostly Ghana or Nigeria).

**Where most Nigerian Americans are found.** The states of Texas, Maryland, and New York account for the highest percentage of Nigerians in the United States (MPI, 2015). The state of Texas harbors approximately 40,000 Nigerians with one of its major cities, Houston, having as many as 20,000 Nigerians, making the city one of the top preferred destinations for Nigerians migrating to the United States. The city has become a mecca of sorts for many Nigerians who come to the city with various diverse elements that have become the hallmark of a typical

Nigerian community or gathering. As in many other cities populated by a good percentage of Nigerians, Houston hosts all manner of Nigerian events, varieties of stores, shops, and businesses, all styled the Nigerian way, to take care of the needs of Nigerians in Houston. According to MPI (2015) report, Houston has the record of being the second city with the highest number of Nigerian immigrants in America, behind New York.

**Nigerian American income.** According to the United States Census Bureau (2015), the Nigerian Americans' median annual household income is estimated at \$52,000. This figure is slightly higher than the general median income of \$50,000 in America. This higher income level could be directly related to the higher number of advanced degrees acquired by Nigerian Americans, making them more likely to be in the labor force or work in professional or managerial positions (MPI, 2015). The median annual income per household member is \$17,333 for the Nigerian-immigrants while that of the general American population is \$20,000.

**Nigeria Groups and Associations.** Several Nigerian groups or associations exist in the United States. Such groups are usually formed on socio-cultural platforms, aimed at fostering closer relationships among registered members. These groups or associations usually meet periodically to engage in social functions and community service. The most prominent Nigerian ethnic groups in America are the Igbo and Yoruba, two of Nigeria's three major ethnic groups (MPI, 2015). The third is Hausa.

### **Dependent Variables**

For most Nigerians, the goal of getting a college education, like people of other nationalities, is to contribute to society and live a better life (Duckworth & Peterson, 2007). To achieve this purpose, Nigerian Americans desire an excellent education that produces good income when employed. For this study, both education and job will form part of the dependent



variable. The third factor or variable will be life or job satisfaction. These variables; Academic success, financial worth plus job and life satisfaction will be combined to become a single dependent variable called an overall achievement. The primary goal is to examine how some of our independent variables, such as spirituality, coping skills, and social media, affect the overall personal achievements of Nigerian Americans in Texas. This review will first focus on those works of literature that have some interesting findings concerning Nigerian Americans, and by extension, Africans in America, in terms of the effects of financial and academic success on their achievements.

**Academic success.** Academic success will be one of the critical components of overall individual achievement. For this study, academic achievement will be a combination of successful completion of a college degree, the highest degree attained plus other educational accomplishments. There is a general stereotype that African Americans do not perform as well in academics when compared to their Caucasian counterparts. The stereotype has extended to affect Africans in America, who include Nigerian Americans. According to Alabi (2012), students with African origin face more challenges when acquiring education in the United States when compared to locals. Some struggle with cultural adaptation and racial profiling, which affect their academic performance and focus. In this regard, despite the challenges, Nigerian Americans have higher educational levels (MPI, 2015) and are more likely to hold a higher learning degree when compared to other immigrants in the country.

Even with higher levels of education, this has not always translated to better personal achievements career-wise and personal living standards. The dynamics surrounding the lives of Nigerians in America are significantly different and have a direct impact on their achievements (Anekwe, 2009). This situation is especially the case for Africans who migrate to America as

opposed to those born there. The living standards in America are significantly high when compared to the average African country. Nigerians also have to compete with locals and other immigrants for the same opportunities, where merit does not always count as the determining factor. According to Alabi (2012), the working Nigerian who is in formal employment or white-collar jobs in the United States is likely to be highly educated than colleagues at the same level and sometimes higher than that of their superiors. The reason given for this is that employees with African decent or origins are compelled to have higher qualifications due to multiple challenges such as social-cultural isolation, discrimination, and stereotypic beliefs (Alabi, 2012). Some employers also take advantage of this as they are aware that even with higher educational qualifications, they are likely to accept lower pay than locals. Even if the compensation is not at par with their educational standards, it is considered to be better than the rates in their native African countries. Another factor to consider when determining educational success is immigration status.

Some of the Nigerians in America are on temporary study visas while others are beneficiaries of the green card lottery. Others are asylum seekers and undocumented immigrants as well. The legality and permanency of the immigration status is directly linked to academic achievement and eventual living standards and personal achievements. Asylum status immigrants are likely to be poorer due to a lack of similar education opportunities when compared to other immigrants who may have education or work permit visas. According to Anekwe (2009), lower education standards compel such Africans to work in the informal industry with jobs such as truck drivers, janitors, among other low skilled jobs. With their pay likely to be lower than the average wage rate, their achievements are limited, where they may even be exposed to incidences of poverty. The effects on educational success are far-reaching.

They not only affect individuals but their immediate dependents as well. For instance, such individuals, who are likely to have families of African origin as well, cannot guarantee quality education for their children. This situation can create a cycle where parents are inadequately educated, resulting in poor personal and career achievements (Alabi, 2012). There is a high likelihood that the same is replicated in future generations unless intervention programs are instituted. Interestingly, some employers prefer hiring Nigerian immigrants due to what is perceived as work ethics. They are considered to be hard workers and are less disruptive when compared to American born African Americans or even Native Americans. However, the pattern is skewed in high profile jobs, even in the instance where such immigrants are more qualified, with natives having an upper edge. To some extent, educated Nigerian immigrants may benefit from the stereotype associated with them with regards to work ethics (Rong & Brown, 2001). However, this has come with consequences of cultural rifts where locals complain of unfair competition and lowering of the prevailing wage rates. This situation conforms to studies which have shown that African born immigrants in the United States are underemployed and underpaid when compared to national averages regardless of their academic qualifications, which are often higher than those of the average American. This fact has been supported by subsequent censuses done in the country, although progressive improvements are notable. The findings show that African Nigerian immigrants are among the most educated in the United States but also earn the lowest income (Alabi, 2012).

However, the low-income earnings in America are significantly high when compared to African standards and such as Africans in the United States can live a decent life. This creates a sense of comfort due to comparison with African standards which are quite low. The fact that such Africans are in a foreign land also compels them to grab available opportunities, even

though they do not conform to the qualifications as per country rates and standards. Although the living standard and personal achievements for Africans in the United States are notably lower, there is a unique pattern where Nigerian immigrants do not earn living commensurate to their academic qualifications (Capps, McCabe, & Fix, 2012). This is the case when compared to other groups such as the Afro Caribbean. Another element that stands out is that the average Nigerian immigrant in the United States is highly educated when compared to their African American counterparts born in the United States. Nigerians in the United States have a larger average number of years in school than any other immigrant or minority group. Interestingly, there is a higher rate of African immigrant students in highly selective institutions of higher learning when compared to native African Americans. Parents of such students are also likely to be highly educated. Another factor that is associated with high academic achievement is that individuals and families with African descent are likely to have limited resources (McCabe, 2011). Appreciation of education and realization that it is a useful tool to fight poverty, acquire wealth and change personal and family lives.

Parental education plays a significant role in motivating academic achievement for their children, which eventually has an impact on personal achievement. Education standards in America are significantly high when compared to those of African countries. The opportunity to study and live in the United States is desired by many Nigerians. However, only a few manage to achieve this. In this regard, parents of successful students are compelled to commit significant resources to facilitate education in the United States (Fries-Britt, Mwangi, & Peralta, 2014). For this reason, many students of African descent perceive meeting academic expectations as a family obligation and hence cannot afford to fail.

The value that Nigerians in the United States place on education is significantly high and is shown by the high levels of academic achievement (MPI, 2015). This situation is partly due to the high expectation put on them by society and close family members who may be in Africa or the United States. Throughout history, Africans have had to struggle significantly for equal opportunities in the United States (Harushimana, 2007). The struggle has often resulted in higher academic achievements which are used to acquire employment opportunities, even though not commensurate to their qualifications. Failing to have these academic qualifications means that they would be significantly disadvantaged with even lower levels of personal achievements (Fries-Britt et al., 2014). It is therefore correct to conclude that academic achievement plays a vital role in the personal achievements of Africans in America, even though not proportionate to their skills and qualifications. The social-cultural status and relations in the United States have created a perception that for minorities such as Africans, African Americans, and immigrants among others to have similar opportunities with natives, they have to work harder.

Generally, academic achievement has also been found to be positively related to other variables. In one of such studies, academic success was found to be significantly predicted by some school admission variables. Buckingham and Bush (2013) in a study of the predictors of academic achievement within the Michigan College of Optometry, found that academic variables such as admission tests, high school GPA, and reading comprehension significantly predicted academic success. This type of result was equally replicated in a study conducted by Wyster (2004), where high school GPA was found to predict, significantly, developmental Math success. In a similar study to examine the importance of English language to the success of International students in Accountancy, Morris and Maxey (2014), found that TOEFL is a significant predictor of academic achievement. Relatedly, high school grade point average was found to be a

significant predictor of success in the pre-college statistics course (Zheng, Sauders, Shelley, & Whalen, 2002). This study investigated the predictors of academic success using a sample of 1,167 freshmen students of IOWA state university.

Nonacademic variables have also played an enormous part in deciding the academic success or failure of college students. Several studies have confirmed the existence of such factors — for example, the role of parenting in the success or failure of students in Academics. Parental or family support has consistently featured as a critical factor in deciding the successes or failures of students in academics. Kahn and Rush (2016) found that middle school students with parents with bachelor's degrees predicted college attendance for first generation students when compared with students whose parents had minimal or no college education. Another study conducted in 2011 with a sample of 92 African American youths showed that parental involvement and cultural exposure predicted better reading passage comprehension scores over a period of time. Another study that measured the effect of parental support among Singapore kids showed that parental support is a huge factor in deciding the academic performance or success of the students (Wen Wang, & Neihart, 2015). With parental support and background being a variable, one would assume that the same decisive role played by the parents would be replicated in this study.

Students' personal traits are also considered as influencers of Academic achievements. This study wants to determine if traits such as coping skills and perseverance can predict academic success, which is a crucial component of achievement. Results of previous studies suggest that positive personal traits of students were positively correlated with academic achievement and success. In one such study, House (1996) found that students with higher expectations and academic self-concept significantly predicted science achievement. Another

study conducted by Harris, Hines, Kelly, Williams, and Bagley (2014) to look at the factors associated with the success of Black male athletes, found that the ability to collaborate improved the academic success of Black male students.

Despite the many positives recorded in the area of predicting achievement by certain personality traits, some of the studies did not find any significant positive relationship or predictive value. One such study was the one conducted by Duckworth and Peterson (2007). The study tested the importance of a non-cognitive trait, grit, and found that this trait did not have any positive relationship with variables such as educational attainment, GPA, retention, and ranking. It is imperative, therefore, for this present study to investigate if a unique personality trait can account for significant variability in the academic achievement of the Nigerian Americans.

**Financial success.** This is one of the components of overall personal achievement in this study. It is widely believed that acquiring higher education enhances the chances of financial stability in terms of earned income. However, some graduates are unable to live this dream despite their educational accomplishments. This much was highlighted earlier in a report on the Nigerian American situation as reported by Mason and Austin (2011). Having attended the best schools and obtained advanced and professional degrees and certificates, most are still not able to live their financial dreams, according to a 2007 study by Princeton and The University of Pennsylvania researchers (as cited in “Black Immigrants Overrepresented,” 2009). Many resort to unskilled jobs, while many more are left without jobs for years. This situation, as highlighted previously, partly explains why the median household income for the Nigerian Americans remains at almost the same level as that of the general American population despite the educational advantage (MPI, 2015). Apart from the factors mentioned above, this study seeks to

determine other factors, if any, which are responsible for this low level of job satisfaction attainment.

Part of the reasons for the financial comfort and stability of the Nigerian Americans is derived from successful business enterprise. They range from pharmacy business, ownership of retail stores, home health agencies, schools, daycare centers, restaurants, and a lot of other sole proprietorships and partnerships (MPI, 2015). These businesses are mostly owned as a primary or secondary source of income. Results vary in terms of the successes or otherwise of these business ventures. Some of the business have yielded successes whereas others did not yield palatable results. The failure of such businesses can be attributed to several factors such as lack of managerial skills. The findings of some studies have found that most operators of failed businesses may not have had the requisite managerial competencies, training, and required coping skills to engage in and survive in such business ventures. One such study that underlined the importance of acquiring a reasonable level of managerial competencies for a small business's success was done by Laguna, Wiecheteck, and Talik (2012). This study revealed that businesses are more likely to succeed if the managers acquire specific managerial skills and competencies.

Similarly, factors such as advisors, planning, education, minority business ownership, staffing, parents owning a business, record keeping and financial control, capital, industry experience, and economic timing are significant predictors of success or failure of small businesses (Lussier & Corman, n.d.). The ability to solve problems has also been identified as one of the critical factors of successful businesses (Vasilash, 2001). The author states the importance of having employees with track record of looking back to solve past problems.

**Career success.** Financial success and career success for this study are assumed to be positively correlated. In other words, higher career attainment will likely lead to higher financial



accomplishments, all other things being equal. Attaining desired career success is not easy. Many studies have found that individuals with successful careers planned long before the start of their careers. Some of the studies, for instance, have shown that such early preparations for future careers tend to predict future success. The National Education Association (2015) made a strong case for the use of GPA and other noncognitive high school scores instead of standardized test scores to prepare students for their future careers. According to NEA, these variables were found to be significant predictors of future career success. Another study that was used to analyze four categories of predictors of objective and subjective career successes showed a relationship between subjective career success and objective career success-sociodemographic predictors exhibited strong relationships with real career success (Ng, Eby, Sorensen, & Feldman, 2005).

Another study measured the effects of motivation and ability on the early career success of a select group of MBA graduates (O'Reilly & Chatman, 1994). The result showed that the combination of high general cognitive ability and motivation is significantly associated with earlier career success.

### **Independent Variables**

**Religion and spirituality.** Religion and spirituality play essential roles in the lives of individuals and define, to a large extent, an individual's personality. Both help in shaping the beliefs, principles, and values that an individual conforms to. With the United States regarded as a free world, people are allowed to conform to any religion or spiritual beliefs without any limitations as long as they do not infringe on the rights of others (Taylor et al., 2009). This freedom to freely associate and practice any form of religion in America has played helped a lot of immigrants of diverse religious backgrounds to achieve their full potentials in the country. Like many immigrant groups, most Nigerians fail to embrace fully, the opportunities that come

with such religious freedom and prefer to stick to their religious and spiritual orientation from back home. This inability to be open to other religious groups may be attributable to the beliefs among most immigrants of having higher spirituality standards than Americans. Some studies, supporting this thinking showed that immigrants to the United States, such as the Black Caribbean, African Americans and other minorities have higher spirituality than their white counterparts. It was found that holding on to spirituality, which in most cases, is culturally oriented is often seen as a way of coping with life challenges in different societies (Constantine et al., 2005). This practice has become pronounced for minority foreigners in the US, who tend to form groups and societies based on their spiritual and religious orientations.

However, questions have been raised with regards to the impact of spirituality on the achievement of personal goals and aspirations. Some critics argue that spirituality can limit the ability of individuals to achieve optimally (Taylor & Chatters, 2010). For instance, the African culture criticizes the western culture as eroded and finds it strange, however, the same culture, which does not have spiritual limitations is responsible for the growth and prosperity of the country due to diversity and openness to change and multiplicity. In this regard, Africans tend to be stout spirituals and may limit their interactions and aspirations based on these spiritual beliefs. This limiting can either work to their advantage or disadvantage when it comes to the achievement of personal goals and aspirations (Chatters et al., 2008). On the other hand, according to (Constantine et al., 2005), spirituality is a virtue that can help individuals to stay focused on achieving their goals regardless of life's obstacles, hurdles, and difficulties experienced along the way.

However, the limiting element of spirituality is found in the tenets of the values associated with the specific form of spirituality. For instance, spirituality based on Christianity

may prevent followers from interacting with specific groups of people, hence limiting their circles and probably their achievements as well (Lewis, Hankin, Reynolds, & Ogedegbe, 2007). Such spiritual beliefs may also limit individuals from being involved in certain types of businesses or entrepreneurial ventures. However, most people have some of the spirituality which they conform to (Herndon, 2003). The difference is usually on the devotion to the spiritual 'divine' higher power. Individuals who may be considered as highly spiritual are likely to be disciplined and adamant followers of the doctrines of their spirituality. In such scenarios, they are likely to apply the same enthusiasm in the daily activities and aspirations, which often yields positive results (Taylor & Chatters, 2010). For instance, students of African descent in the United States who are more likely to be spiritual are also likely to excel academically. They bring their discipline in devotion to spirituality in whatever they do; hence the high success rates. Spirituality helps in defining one's character and their behaviors as well. People who are strong spiritually are, therefore, likely to pursue their goals more aggressively while using the principles of their spirituality. It is crucial to distinguish between religion and spirituality (Lewis, et al., 2007). Even though religion may have an impact on one's spirituality, the two concepts are different, especially in the contemporaneous point of view. When the positive virtues of spirituality are applied in real-life situations, individuals are likely to express satisfaction with their achievements (Dennis, Hicks, Banerjee, & Dennis, 2005). For instance, when Nigerians in the United States work hard to get a middle-level job, despite being qualified for a higher paying job, they are likely to be content as this is what their spirituality and corresponding virtues require.

In addition to this, culture also has an impact on the nature of spirituality. Selflessness and socialistic behaviors are associated with African culture. People often devote their resources

to the betterment of the lives of others. Studies have shown that Africans are more likely to forfeit personal gains for the benefit of others in positions of disadvantage, especially when such people are close family members. Ethnographic research and Afrocentric Black psychology have shown that spirituality and religious modalities are at the core of most African culture and play a significant role in shaping individuals and communal consciousness on how their life and the world is perceived (Onuzulike, 2013). However, studies show that the African culture, religiosity and spirituality is progressively being eroded and replaced by western culture and beliefs which are significantly different and diverse. Even though the trends are finding their way to African countries, they are more pronounced in Nigerians who have lived for prolonged periods in the United States. Such individuals may have changed their spiritual orientation as a way of fitting in and conforming to the American way of life.

In a study seeking to determine the role of spirituality for students in the United States with African descent, it emerged that it had a significant role in their endeavors, efforts, and achievements. The finding concluded that spirituality was a positive element that influenced academic performance. According to the African students who participated in the study, spirituality acts as an inspirational or motivational role for excellence and exemplary performance (Wood & Hilton, 2012). It is a way of fulfilling what is perceived as a personal purpose in life. It also provides a platform for individuals to inspire others to achieve at similar levels. Spirituality was also identified as a confidant, where African students' dialogues about personal issues and aspirations. Several studies have found a positive correlation between spirituality and academic performance among students in America with African descent, such as Nigerian immigrants and African American students. Spirituality as a virtue helps students to

endure difficulties that come with the new environment (Wood & Hilton, 2012). It allows them to focus on their aspirations and put concerted efforts to achieve accordingly.

The evidence from higher learning can be replicated in real-life achievements where the same tenets are applicable. This means that the same Africans have high likelihood of excelling in personal achievements as well (Herndon, 2003). However, it is also important to remember that there exist some differences between academic and personal achievements. While the sole purpose of academics is to achieve at the highest level, personal achievements are diverse and may vary from one individual to another. However, when an individual applies the same spiritual zeal towards making personal achievements, they are likely to be beyond their aspirations (Taylor et al., 2009). Africans acknowledge that differences in culture are a source of challenges for them in the United States. However, spirituality provides an opportunity for hope, solace, peace, and contentedness, even when faced with difficulties. As a result, Africans are likely to thrive in such circumstances even if they do not achieve at their optimal aspirations. Spirituality is a source of internal strength and resilience and enables achievement academically and after school as well.

In Nigeria today, religion has become such an influential political and cultural factor (Kaba, 2005), and this influence has extended beyond the shores of Africa to America. According to the Nigerian constitution, an individual has inalienable freedom to practice any religion of choice, hence making Nigeria, a secular state (Yesufu, 2016). The major religions are; Islam, mainly in the northern part of Nigeria, and Christianity, in the Southern part. Other groups also practice traditional religion throughout Nigeria, but the influence has waned over the years due to dwindling membership (Kaba, 2005).

Religion has become a massive influencer of actions and behaviors in the world today. In a study conducted by Good & Willoughby (2014), higher spirituality or religiosity was found to predict, significantly, positive adjustments such as well-being, parental relationship, and academic orientation. Religiosity, according to this study, also predicted lower negative actions such as substance use and abuse. In Nigeria, with religion embraced by the majority of the population, most of the actions taken at the individual and community levels are heavily influenced by religious inclinations and beliefs (Fagan, 2006). According to this article, attitudes towards issues like marriage, cohabitation, work, relationships, sexuality, mental and physical health, stress, coping skills, and educational attainment are positively influenced by healthy religious practices, preferences, and beliefs. Of particular interest in this study is the finding that membership of a religious group enhanced coping skills and promotes healthy marriage.

The importance of spirituality in influencing daily decisions and actions of religious adherents was also highlighted by Afolabi (2015), who affirmed the indispensability of the role of religion in shaping the daily lives of a majority of Nigerian citizens especially in the areas of interaction, education, choice of dressing and food. Achunike and Ngbea (2014), toeing the same line of thought, reveals that religion affects every segment of the society in a heterogenic society like Nigeria. Ekas et al. (2009) also looked at how religion has helped in shaping the behaviors and attitudes of people. It found that religious beliefs and spirituality were positively associated with variables such as self-esteem, life satisfaction, positive affect, and sense of control.

It is important to note that the spread of Islam and Christianity was made possible, in the first place, by the uncommon tolerance of the original traditional religion practitioners who allowed these dominant religions to spread and fester throughout Nigeria unhindered (Achunike & Ngbea, 2014). This gesture by traditional religion practitioners necessitated the widespread

religious movements across Nigeria decades ago. This, inevitably, led to the enormous influx and influence of religion on most people's actions today and similar effects can be seen all around the globe, beyond the shores of Nigeria and Africa. A study conducted by Taylor and Chatters (2010), found that spirituality and religion were prominent in the daily lives of most non-white Americans: African Americans and Caribbean Blacks. Similarly, religion and spirituality were found to be considered essential components of most individuals and their occupation, according to a study by MacGillivray, Sumsion, and Wicks-Nicholls (2006).

**Coping skills.** The American culture is significantly different when compared to the Nigerian cultures; which are more conservative. Africans who settle in the United States face multiple challenges that impact their ability to adapt effectively. Adapting to the United States environment is significantly vital towards the attainment of personal achievements. Coping skills are multifaceted and are unique in every situation. Often, there is a mismatch in social, cultural, interaction, and professional skills for Nigerians who settle in the United States. The inability to have the relevant coping skills affects the adaptation into the new environment; which may derail the process of making critical personal strides in life. The level of coping skills and adaptability is important as it equips Africans and other immigrants with necessary survival skills in the new American environment (Capps et al., 2011). Generally, the American environment has its unique characteristics that Nigerian Americans and other foreigners have to conform to. These characteristics are also present in different settings such as the workplace, learning institutions, social places, and neighborhoods as well as the community. Coping skills help individuals to settle in and also collaborate with others, either American or foreigners. They can create appropriate networks which enable them to maneuver through aspects such as education,

professions as well as the social-cultural elements of the society. However, adapting to the new environment has its unique challenges as well.

According to Constantine et al. (2005), the acquisition of coping skills is dependent on the personality of every individual and their psychosocial status. This allows or inhibits the ability to interact with others and make meaningful and valuable relationships. Capps et al. (2011), posit that this process is challenging for most Nigerian Americans and other Africans as well. One of the main challenges that hinder the effective acquisition of social skills is the reception accorded. Even with stringent American laws against discrimination on the grounds of skin color, nationality, and migration status, the vice is still rampant. Negative stereotypes associated with Africans and African Americans hinder optimal interactions that can facilitate better acquisition of coping skills. Even where the reception is positive, many struggle with acculturation process especially in the initial stages. Abandoning their own culture and conforming to new ones significantly influences the ability to realize and acquire the necessary coping skills to be successful in the United States. For instance, simple elements such as coping with the new climate are often challenging for many Africans (Boafo-Arthur, 2014).

Coping issues have been widely documented, especially for international students hailing from Africa. Even though most eventually adapt to the environment, acquisition of coping skills has far-reaching effects, which includes personal and career achievements for those who chose to stay permanently in the country. Even with the apparent challenges faced by Nigerians in the US, developing the appropriate coping skills is inevitable. The level and extent of personal achievement are dependent on these skills. This means that, the more and the better the coping skills, the higher the adaptability and facilitation of achievement of personal and professional goals. Enhanced coping skills have a direct impact on employability and fitting into respective



working cultures in different organizations, which are also related to the American way of life. Nigerians who have been in the United States for a longer period show better adaptability and coping skills when compared to those that are relatively new in the country. This is especially evident for international African students, where some experience high levels of psychological anguish, depression, and stress (Boafo-Arthur, 2014). Nigerians in America, as well as other African immigrants, have different coping skills based on their goals or reasons for settling in the country. Those who already have acquaintances in the country have an added advantage and can learn from them how to deal with different challenges in the country (Harushimana & Awokoya, 2011).

According to Mwangi and Chrystal (2014), fellow Africans and other minority groups play a critical role in helping Africans to settle in the country. This is especially the case for students, who even form groups and associations that seek to help new and existing Africans in the country to maneuver through different challenges. However, even with these kinds of initiatives, personal drive also plays a key role in determining personal achievements. Going the extra mile to learn more about the American way of life and survival is always recommended for Nigerians as well as other immigrants. Due to the different dynamics and environments for every individual, some use trial and error with the aim of finding proper footing in the country. For instance, students may try different career paths before achieving comfort in their choices (Anekwe, 2009). Those who have made it in the US always act as motivators and inspiration to new entrants. However, the experiences of every individual are different and diverse, and cannot be replicated; but can have essential lessons on coping skills for others in similar circumstances. However, adopting the right coping skills is often derailed and limited by the primary African culture, which is significantly different from the American culture. Many Nigerian Americans in

the United States struggle with the balancing act of different cultures. The acculturation process may take a physiological toll on affected individuals, who may result in missing opportunities that would have seen them achieve more in life. The cultural conflict inhibits their exploration of available options, some of which could be the paths to more significant personal achievements (Onuzulike, 2014).

Universally, education is deemed to be one of the keys to success in life, both in Africa and America as well. With America providing better education opportunities than Africa, most Nigerians opt to put more focus on education and gain vital coping skills on this front. African communities in the United States hence put emphasis on the value of education and even have programs to help other Africans to cope. Even though education is an important factor in America, a significant proportion of the most successful people in the country do not have high levels of education as seen acquired by Africans in the US. Entrepreneurship in the United States is more lucrative and results in higher personal achievement than personal employment (Hailu, 2012). However, many Nigerians lack the initiative and social capital to venture into entrepreneurship and opt for formal employment which is stable and more certain. The reason for this is that entrepreneurship demands brevity and a risk-taking mindset. These coping skills are not as enhanced in the African culture when compared to that of Americans. Another coping skill that is deemed critical to the success of Africans is the ability to create meaningful networks, both with fellow Africans and Native Americans as well. Mechanisms to select the most appropriate and effective way to achieve full potential for Africans in the United States are also limited. This is in addition to the stressful and new environment, which calls for the respective coping mechanism as well. According to Fries-Britt et al. (2014), the inability to acquire practical adaptive and coping skills results in stress, depression, and mental health issues.

Nigerians are also less likely to seek medical attention for this, which only deteriorates the situation. This situation ends up affecting their capability and potential, with the extent of eventual achievements being adversely impacted as well. Studies have shown that seeking psychological health is essential for helping Nigerians in the United States to cope with additional challenges emanating from their nationality, color, and minority status. Such initiatives can also help in the creation of networks with individuals who have undergone similar circumstances (Mwangi & Fries-Britt, 2015). Expansion of social networks is one of the most effective strategies that can help Nigerians to meet their aspirations. This can be achieved by embracing different cultures that are represented in the country. According to the United States Census Bureau, male Africans are more likely to adopt better-coping skills as has been depicted by higher success levels when compared to their female counterparts. This situation is partly due to more responsibilities given to men when compared to women. In some instances, African males may have other responsibilities, such as taking care of extended families (Fries-Britt, Mwangi, Chrystal & Peralta, 2014). This compels them to be innovative and more adaptive towards achieving at a higher level, which can support their dependents in the US and those back at home in Africa as well.

As people change or move to new environments or jobs, they are usually presented with demands that may not be matched by their knowledge and skills (Bhingardive & Sivabalan, 2017). People that lack the necessary coping skills may find it challenging to manage their daily lives or fulfill their potentials (Israelashvili, 2002). For most Nigerians, the ability to cope with the American work and academic environment is an issue that needs critical examination. Some Nigerian Americans that struggle in their job or schoolwork may lack the necessary coping skills which endanger their chances of survival as found by Bhingardive and Sivabalan (2017). The

study found that developing positive coping strategies reduced work-related stress. According to this study, individuals that develop the coping strategies do well with their stressful, academic, work, or business environment and fare better in terms of satisfaction and monetary or financial acquisition. It is expected, that coming from a country that have an entirely different family, work and academic culture and ethic, it is not anything of a surprise that most Nigerian immigrants struggle to adjust to the new American life which generally affects the group productivity and employability (MPI, 2015). It is observed that changing environment and culture ultimately changes the ability to cope with specific situations.

At the college level, the stress factor has also become a significant influencer of achievements. In a study on the universal nature of stress, Ismail (2003) found that students that handled stress better were more successful in their academics. The study also found that African students do worse than students from western students in coping with stress. This finding is of particular interest in this study as it sets to confirm or discard the effect of this variable on the personal achievements of Nigerian Americans

**Parental influence, education, and wealth.** The United States is often referred to as the land of opportunities. This is evident as millions of immigrants from all over the world have found their way to the country and achieved unprecedented success and prosperity that would not have been possible in their native countries. Some go back to their native countries, intending to impact change or use acquires skills and knowledge to inspire others (Pinquart & Kauser, 2018). The United States has given yield to an elite class of immigrants who are highly educated and wealthy by the standards of their native countries. This wealth and education levels have a significant and direct impact on the next generation of immigrants in the United States. By being born in the United States, these immigrants automatically acquire American citizenship with full

rights and privileges. It is through the efforts of their parents that such individuals can find success and prosperity in the United States. In some instances, there are several generations of Nigerians whose first generation were Africans. Even though these individuals are born of African parents, they are born and raised in the United States with a significant influence of the American culture (Bleakley & Chin, 2010). Such children are unlikely to face similar challenges like their parents regardless of economic and social status. Given the struggles faced by their generations, parents are likely to instill norms of hard work and industriousness in their children. Other challenges notwithstanding, such children are likely to achieve at higher levels than their parental predecessors. According to Lu et al. (2010), the gaps between African immigrants and other minority groups in the United States are progressively being reduced through legislation and ethnic tolerance which has seen their rights being appreciated and safeguarded. This means that they can have equal opportunities like their native counterparts. However, this issue has been politicized with some critics claiming that this is being done at the expense of locals.

The levels of success and education of parents to Africans in the United States play an essential role due to the commitment of resources to education. Highly educated parents who have experienced the benefits of education, either in America or beyond are likely to encourage and facilitate their children to achieve even better. Americans with African, including Nigerian origin have been associated with lower economic welfare and poverty (Bleakley & Chin, 2010). They do not have resources at the same level as natives, and this impacts their ability to acquire quality education and engage in high earning careers and professions. They also lack entrepreneurial capital, which creates a cycle of poor education and low economic status for consequent generations. Breaking the cycle requires better education and enhanced economic welfares. Native African Americans and their minority groups that are linked to this cycle find it

challenging to break the cycle, which is evident in low-income averages as seen in subsequent censuses. However, the case may be different for African immigrants who are likely to settle in the US for higher education, under asylum, refugee, or on lottery visas. They may also be on student visas with scholarships; which put them in a better position than some native African Americans. Despite being foreigners, they may enjoy some privileges that may promote their personal, education, and professional achievements.

As reviewed earlier, spiritual individuals are more likely to be focused, disciplined, and committed to elements such as education and their careers. Even though spirituality may limit the scope of individuals, it has the potential to facilitate academic and professional achievement (Walker & Dixon, 2002). It gives individuals a purpose for life and a reason for engaging in different activities. They are, therefore, likely to engage in their interests with more zeal and passion. These traits are likely to be transferred from parents to children, who are also likely to achieve at similar or even higher levels. One advantage of spirituality is that it may require individuals to share their ways of life with others, and close family members are the most likely to experience the highest degree of influence. By learning from their parents, children are likely to acquire similar traits, which they can apply in their contexts of life, even though they may be different from those of their parents. This is further enhanced if the parents are part of larger groups that submit to the same spirituality. According to Wood and Hilton (2012), parents have an integral and primary role to play in determining the spirituality of their children. Even though children do not have to follow in the footsteps of the parents, parental involvement facilitates the learning of important life coping skills. Parents who engage their children in spirituality matters are likely being more involved in their lives where they can offer guidance on social skills and how to overcome life challenges (Karakas, 2010). This is important for the enhancement of skill

that facilitates academic and personal achievements. Children can learn from the experiences of their parents, who may also double as role models or life figures. Children who grow up in such environments have better cognitive skills, emotional intelligence, as well as coping skills, which help them achieve better in academics and generally in life.

Looking at some of the past studies on coping skills from childhood, one can see that adequate adjustment and coping in a new work or academic environment is the key to survival. Several studies have shown that teaching a child, stress coping techniques early in life, increases the chances of the child adjusting well to a stressful environment (Pincus & Friedman, 2004). So learning these coping skills should start from home and be spearheaded by parents to ensure success in stressful environments and should not just happen at the adult age. This assertion was much supported by Sakk (2013), who found that home and parents positively impact coping skills, which, in turn, influence academic success positively. Relatedly, Frydenberg, Deans, and Liang (2014) found that Parents with the right knowledge and application of learned and shared coping skills saw the stress management ability of both parents and children increase. As the parents learned the stress management techniques, they teach and assist the child in making adjustments during stress.

**English proficiency and accent barrier** Language proficiency is one of the fundamental tools required for communication and interaction between individuals. It determines the ability to express articulately and also share ideologies and concerns. It is vital in facilitating effective communication in different settings and contexts. English is one of the most widely spoken languages in the world today (Sahragard, Baharloo, & Soozandehfar, 2011). Multiple countries that do not use English as an official language are taking additional steps to learn the language in order to facilitate integration and interaction with English speaking countries. For foreigners

settling in the United States, English proficiency is one of the determining factors of the degree of interaction and communication and hence the level of achievement of personal goals. According to Sahragard et al. (2011), language proficiency is important as it gives users confidence when interacting with others, either on a social or professional perspective. Regardless of the knowledge or skills that one has, language proficiency helps in the creation of first impressions, networks, and professional relationships. For Africans born in the United States, language proficiency is usually not a problem. However, Africans who migrate to the United States are likely to face difficulties, especially with accents, which inhibit communication despite adequate knowledge of the English language. However, according to Okafor, Carter-Pokras, Picot, and Zhan (2013), the levels of achievement of academic success for Africans in the United States show that language proficiency is not a major problem. Their level of academic performance and achievement in higher education shows their ability to understand and use English as the primary language of instruction. However, there is a difference between spoken and written language proficiency. Both elements of language proficiency are essential in determining the nature of interactions and relationships built (Kong, Powers, Starr & Williams, 2012). This means that for some Africans in the United States, they may have distinct professional qualifications but may lack interpersonal skills that are boosted by spoken language proficiency. This means that such individuals may fail to achieve at their optimal levels where they are not able to utilize or use their professional skills to the fullest.

English language acculturation is directly linked to academic performance for higher education students with African or foreign descent. Students in the first year of learning seem to have difficulties adapting to the American language acculturation but get better with time. This means that the time of stay in the United States has a direct impact on language proficiency,



which in turn affected the ability to communicate and the eventual academic performance. For senior students who have been in the country for a more extended period, English proficiency is usually not a problem. Due to the multiple challenges that face Nigerians in the US, they are likely to put more effort in order to fit in the country, which includes language acculturation. In the long run, a majority of them end up achieving high levels of language proficiency even as EFL and ESL Americans (Kong et al., 2012). Another advantage that most Africans have is that a significant number of African countries use English as an official language; hence, communication is not a huge problem. They are only compelled to learn the different accents and the contexts of use in the areas of interest. The relationship between language proficiency and academic performance has been widely reviewed in multiple contexts. However, the degree that it contributes to academic performance remains unclear. This holds for ENL and ESL students. Every profession has its language, which is a combination of relevant elements and ideologies to the profession, proficiency in this language is critical to the ability to communicate effectively and to pass an academic evaluation in the same area. According to Aina, Ogundele, and Olanipekun (2013), there is a relationship between language proficiency and technical education where students who pass English proficiency perform better than those who fail in the proficiency tests. As mentioned earlier, even though there is a relationship between language proficiency and academic performance, the degree of impact is unclear. This has been proven by the fact that Africans studying in the United States, especially in higher education, are likely to excel, despite having lower language proficiency than their ENL speaking counterparts. According to Aina et al. (2013), Africans make up for these shortcomings through other traits such as resilience and acquisition of language skills that are just enough to facilitate and ensure

better academic performance. In addition to this, some of the courses or areas of study do not require in-depth language proficiency to excel.

In addition to this, multilingualism has been found to work to their advantage. Multilingual students are able to articulate issues more broadly, given their multicultural experience. Studies have found this to be advantageous, especially for children who grow up in a multicultural context by virtue of being immigrants from Africa or other parts of the world (Bleakley & Chin 2007). The chance to study in the United States is coveted by many Nigerians due to the quality and opportunities it brings forth. In this regard, language proficiency is usually the least of worries, and many are willing to learn and put more work in order to overcome the challenge (Ghenghesh, 2015). Language proficiency has also been found to help immigrants to integrate into the new environment. They can relate with natives in a better way that can facilitate the creation of networks that can help in the achievement of personal goals. This has been likened to elements such as wages and salaries and narrowing of the wage gaps that exist between American natives and immigrants (Liu & Carney, 2017). Likewise, poor English proficiency is considered as an impediment to assimilation, which further results in poor economic and social statuses of affected Africans. In order to improve language proficiency and skills, Africans are encouraged to be more interactive with native Americans and avoid ethnic enclaves that may work towards derailment of acquisition of language skills and proficiency. The age of arrival in the US is also significant for the acquisition of language proficiency (Ghenghesh, 2015). Children are better placed to acquire language proficiency and progressively improve towards adulthood (Bleakley & Chin, 2004). In some instances, intermarriage between Africans and native US citizens also provides opportunities for language proficiency

improvement as well as enlargement of social circles, which has an eventual significant impact on personal achievements (Bleakley & Chin, 2007).

Apart from the perceived gulf in educational standards and adaptation, most of the first-generation Nigerian Americans faced and continue to face language and accent barriers, especially for those that migrated to the United States at old age. Those born in America do not face such accent and language obstacles. Afolayan (2011), who examined the barriers to the socio-economic progress of Nigerian Americans found that despite the extended stay of most Nigerian immigrants, they still find it challenging to adapt and progress through the ladder due to cultural and language difficulties.

**Social media.** Unlike in the past, social media has revolutionized how interactions and socialization takes place between individuals of different walks of life. The impact of social media, especially on the younger generation, cannot be underestimated (Alwagait, Shahzad, & Alim, 2015). Social media sites like facebook, twitter, and YouTube, among others, are among the most used with billions of subscribers worldwide. Social media is multifaceted in terms of usage. This means that how it is used determines its impact on academic and life performance. There are both positive and negative aspects associated with social media. The scope of use determines whether positive or negative outcomes are experienced. For instance, students can use social media to connect with peers from different backgrounds with similar interests and aspirations where they can learn from each other on different educational concepts and interact on educative forums facilitated by social media usage. With the emergence of social media addiction, social media has been linked to negative academic performance in some instances.

According to Jacobsen and Forste (2011), female students are likely to be more affected by the negative consequences of overusing special media when compared to their male

counterparts. Social media addictiveness results in students spending too much time on social media that they lack time for real interactions. This eats away precious time that could have been used for studying or honing academic skills. It interferes with time management and jeopardizes the ability to prioritize essential aspects like school work (Othman & Musa, 2014). The wide scope and multifaceted nature of social media make it difficult to determine its specific impacts on academic performance, and different students will find diverse uses for social media, hence mixed results. Some use the platform for entertainment purposes, while others use it to complement their academic work. Others use it moderately and; hence, it has no impact on their academic performance. Studies have also shown that students are likely to spend more time on social media when in the junior years as opposed to senior years. The negative aspect of social media emanates from multitasking social media with important academic work; which ends up compromising the quality of academic work done (Lau, 2017).

However, Social media can be tailor-made to have specific benefits and enhance academic performance. Students can form interactive learning forums where they engage with each other on new developments and how they can help each other with coursework (Othman & Musa, 2014). In addition to this, students can also interact with professionals and mentors in their areas of interest regardless of geographical location. Social media can keep students updated on academic areas of interest where they can also build interest and hobbies that can later be influential in their careers. According to Donelan (2016), the younger generations need to use social media platforms with caution and not only for entertainment but to also gain social, academic, and career mileage. The scope of social media is significantly broad with platforms such as social networking sites (SNSs) are being used to expand virtual networks with likeminded people from all over the world. This enables users to build online presence

professionally and even attract the attention of other high-ranking professionals or employers who may be interested in their services (Utz, 2016). This translates into better career success as networking, which is fundamental for career growth, which is well facilitated through social media. Professional social networks such as LinkedIn provide excellent opportunities for career growth and recognition in different fields and professions. Nigerian Americans fall into the category of immigrants or foreigners in the United States (McCabe, 2017). A majority of them yearn to have stable professions that they can use to achieve personal goals and uplift the livelihoods of close family members. Due to this pressure and societal expectations, they are more likely to use social media platforms diligently, and, even to further their educational and professional achievements

**Globalization and the impact of social media.** With the advent of technology and the ease of doing things, migration to the United States has changed a bit. It has been a mixed bag of situations. Some people that would usually jump at any opportunity to come to America to study or engage in one form of business or another, have had to shelve such plans due to globalization. Online learning and business have made things much more comfortable now than it was in the earlier decades. Abdi, Pupilampua, and Sefa (2006) explained how globalization had impacted the educational and cultural atmosphere of the people as a result of the erosion of African culture with western culture. According to the authors, it has become commonplace to see Africans copying the lifestyles of the west in a faster manner due to social media. It is faster these days as a result of social media which did not exist decades ago. Learning has become faster and more accessible through the internet and technology (Shapley, Sheehan, Maloney, & Caranikas-Walker, 2011).

In conclusion, social media has added and continues to add new dimensions to the businesses, academic and social lives of the people especially in the academic world (Jaffer, Ng'ambi, & Czerniewiez, 2007). There is an increased excitement about social media and seems to be the trend today in education, according to Mellett (2013). This position was corroborated by a study by Oladejo, Adelua, and Ige (2013), which sought to determine how social media has affected the achievement of Nigerian Americans. The study found that that the effect has not been significantly different for other groups: Social media heavily influence the Nigerian American groups in such a way that it significantly impacts their personal life decisions.

**Choice of career path.** It is a well-proven fact that some careers are better paying than others. For instance, technical and medical science careers such as engineering, and medicine are deemed to be the best careers, hence coveted by many as well. The technical nature of these careers has resulted in some deficits in qualified professionals, hence the huge demand and better remuneration (Autor, 2010). The huge demand for these professionals is driven by societal expectations as well as the quality of the essential services they provide. Besides, educational institutions also play essential roles in determining the quality of these professionals. The United States is well renowned for its many highly ranked institutions for a variety of professional degrees. Many students from different parts of the world, including Nigeria, aspire to be part of these institutions where only a few get the rare opportunity (Conley, 2010). It is also worth noting that regardless of the course of study in any American institution, the quality is likely to be higher than most institutions in Nigeria. This makes the competitiveness of such graduates in Nigeria high and sought after when compared to those who graduated from local institutions in Nigeria.

As reviewed earlier, immigrants including Nigerian Americans are highly likely to strive to attain the highest levels of education possible; hence the likelihood of being absorbed into formal employment is high as well (Fairlie & Lofstrom, 2015). This means that the level of success achieved by Nigerian Americans, as well as other foreigners, is determined by the type of degree acquired. For instance, studies show that architecture and engineering are the most highly paying jobs for Americans with African descent, both locals and non-locals. Other well-paying careers are in medicine, computer science, information science and pharmaceutical. These jobs earn an average of \$50000 annually with some earning more than \$70000 (Dill, 2016). However, securing such lucrative employment, which is a challenge for most Americans with foreign descent, has rendered Nigerian Americans and others to earn less than the industry average. Even though they still earn decent amounts than other careers such as business and management, they earn below the market average in their line of work. Even though the career paths taken by individuals determine personal success through their average earnings; the modern scope is significantly dynamic (Conley, 2010). There is a new crop of entrepreneurship and business which has seen some individuals earn more than those employed in prestigious jobs. This is especially startups, which have seen foreigners emerging significantly more successful than their employed counterparts (Fairlie & Lofstrom, 2015). Even though some graduates earn more than others based on courses studied, multiple opportunities are emerging and breaking the status quo of highly and lowly paying jobs. Some foreigners have been able to break away from survival employment and have built stable business ventures and even become employers

**Adaptation, education, and curriculum issues.** For the first-generation Nigerian Americans, adapting to their new home is always harder than it is for the later generations, who

are usually born in America and face less challenges than their first-generation fathers.

Transiting from the African cultural and educational curriculum and environment are some of the obstacles that these first-generation Nigerian Americans faced and continue to face. Adeyemi (2002) believes that the pollution of the traditional African educational curriculum makes it harder for these set of Nigerian Americans to transit smoothly to the American system on arrival. This matter is not helped by the belief, rightly or wrongly, in the western world, that the Nigerian education standards are not good enough, making the transition even harder for the immigrants so much so that some authors have decried this position. Kaputa (2011), frowned at the negative perception and labeling of African education. The author believes that this negative perception and views help compound the problems of Nigerian immigrants wanting to get a better education in America.

Lack of evolution in African educational standards and curriculum has also added to this negative perception and by extension, the effects on most Nigerian immigrants (Shizha, 2013). It is believed that not much has changed in the way learning occurs in a traditional Nigerian education system. Just like in most African countries, most of the learning is still based on the curriculum bequeathed to the society by the colonial masters. Due to a lack of foresight and creativity, not much has changed to tailor the curriculum to suit the Nigerian culture and by extension, the unique African culture. According to Mosweunyane (2013) and Shizha (2013), not much has been gained through globalization. He argues that there is not much difference in the way Africans learn today relative to the pre-colonial era.

**Family size.** This is one of the variables that will be used to examine the effects of the independent variables on the dependent variables. This is a big issue in the Nigerian context, considering the relative importance that the unusually large size of the family is to a typical



Nigerian home. Family size can range from two to as many as fifteen for a single household. As observed by Benerjee, Harrell, and Johnson (2011), parental involvement in education, as well as greater cultural exposure, significantly predicts academic achievement for African American kids. It will be interesting to see if such the situation can be replicated with the first-generation Nigerian-American population, especially with the family size differences.

### **Summary and Conclusion**

It has become imperative for Nigerian Americans to live their dreams in America. The first goal of this study was to establish the variables that significantly affected the overall achievement of Nigerian Americans in Texas. The second goal was to examine the degree and direction of the linear association between pairs of critical variables chosen for this study. It is evident from the review of related literature that previous research did not have quantitative studies that examined the effect of the predicted variables on the overall achievement of Nigerian Americans in Texas. Where quantitative studies existed, they were not specifically targeted at Nigerian Americans. The highlights of the available studies confirmed that most of the Nigerian Americans were not living their economic dreams as a result of poor remuneration despite high academic degree acquisitions (Anekwe, 2009). This poor pay affects the overall financial performance of the Nigerian American groups when compared to other groups (MPI, 2015). The related literature also revealed that larger minority immigrant groups to which the Nigerian Americans belong, see themselves as superior to their white counterparts in spiritual matters. These immigrants also believe that holding on firmly to their spirituality is key to coping successfully with life's challenges (Constantine et al., 2005). However, there is a lack of definitive or conclusive quantitative study that examined the effect of spirituality on the overall achievement of Nigerian Americans in Texas.

Another highlight of the review of related literature is the revelation that Nigerians who have been in the United States for more extended periods fare better in the areas of adaptability and coping skills than other African students who experience high levels of psychological stress and depression (Boafo-Arthur, 2014). The extent to which this coping ability has affected the overall achievement of Nigerian Americans is yet to be determined by any quantitative method. It was difficult getting literature that specifically addressed these issues quantitatively concerning the Nigerian-American community in Texas. Therefore, a gap exists in the literature resulting in a lack of adequacy in addressing and examining the effects and relationships between the variables of interest in this study. This study will address some of the issues that have not been addressed previously in past studies to provide platforms for critical stakeholders to address any discovered systemic imbalances.

## Chapter 3: Methodology

### Purpose of the Study

The purpose of this correlational study was to examine the variables that significantly predicted the overall achievements of the Nigerian American graduates in four Texas cities. The use of correlational design was deemed appropriate here because of the goal of establishing relationships between the variables in the study. The correlational design was also relevant and appropriate in this case because the study sought to establish the magnitude and direction of the linear relationships or associations between the variables (Creswell, 2012). Specifically, this study determined the level of association that existed between each pair of spirituality, coping skills, academic success, financial success, social media use, and proficiency in English among Nigerian American graduates in Texas. In addition, this study investigated the effects of field of study and gender on the overall achievements of Nigerian graduates in Texas and finally, determined the effects of parental influence and spirituality on the chances of obtaining a graduate degree.

Data collected using the validated Nigerian American Questionnaire (NAQ) was used to address the research questions as well as to meet the purpose of the study (Fowler, 2014). In this type of design, the questionnaire was used to collect quantitative, numbered data from members of the target population and the data collected was analyzed and used to investigate the linear and predictive relationships between the variables (Creswell, 2012). The statistical methods used to address the research questions included hierarchical simple and multiple regression, Pearson correlation, and logistic regression. A 2-way multivariate analysis of variance (MANOVA) was to be used to address one of the research questions but as a result of the violation of one of the

assumptions (normality), the non-parametric equivalent (Kruskal Wallis) and Mann-Whitney U tests were used instead.

### **Research Questions**

1. Is there a linear association between each pair of spirituality, coping skills, academic success, financial success, social media use and English proficiency levels of Nigerian American graduates in Texas?
2. What is the effect of parental influence on the overall achievement among Nigerian American graduates living in Texas?
3. How well do coping skills, spirituality, social media use, English proficiency, predict Overall achievement of Nigerian Americans in Texas?
4. Do coping levels and social media use differ by field of study and gender among Nigerian Americans living in Texas?
5. Do parental level of education and level of spirituality have an influence on the probability of obtaining a graduate degree? (Yes or No)

### **Research Design**

Many of the previous studies on Nigerian Americans were purely qualitative. Similarly, a review of some of the related studies from the past did not quantitatively analyze the factors responsible for some Nigerians doing better than others, despite having comparable academic qualifications. There was a lack of conclusive and definitive significant findings that showed the exact relationships between the variables of interest in this study. As an example, it was discovered that holding on to culturally oriented spirituality was seen by most minority groups as a way to cope with life challenges (Constantine et al., 2005). However, there was no quantitative study that investigated the true effect of spirituality on coping skills and personal achievements.

Similarly, Capps et al. (2011) reported that the level of coping skills and adaptability helped equip Africans and other immigrants with the required survival skills in their new American environment. There was no conclusive quantitative study that supported this position, mainly as it concerned the Nigerian Americans. Similar work on other related variables for this study, including English proficiency and parental influence, have also fallen short of quantitatively addressing the effect of these variables on the overall achievement of Nigerian Americans in Texas.

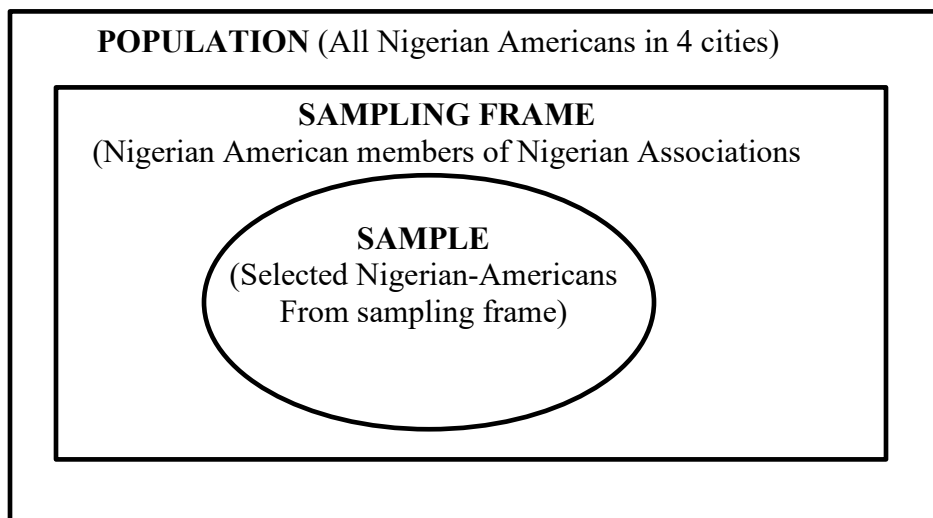
Since the purpose of this study was to find the linear relationship between variables and to examine the effects of some variables on others, a quantitative approach was deemed appropriate. In addition to the purpose statements above, Creswell (2012) advises that quantitative designs should contain “research questions and hypotheses that are specific, narrow, measurable, and observable” (p. 13). Unlike the qualitative approach adopted in most of the reviewed literature, this study’s report used “standard fixed structures and evaluation criteria” as the unbiased and objective approach (Creswell, 2012, p. 13). Examining the factors or variables affecting overall achievement, the quantitative approach will add to the already existing body of research using previous studies as a guide.

A correlational research design was adopted for this study. This design was chosen because data from the participants were collected using the NAQ survey instrument (Creswell, 2012). Ultimately, this study was observational since there was no random assignment of subjects to groups due to the absence of an intervention or treatment. The first phase of the study was the review of related literature, which led to the formation of research questions that this study sought to address.

**Population and sample selection.** The population of the study is the Nigerian American graduates in four Texas cities. The cities are Austin, Dallas, Houston, and San Antonio. This type of design desired a selection and study of a sample from the population to generalize the sample to the population (Creswell, 2012). According to Fricker (2008), this correlational design required a list of names in the population for a probability-based sampling. Since such a list for all Nigerian Americans in these four cities was unavailable, a more specific target population or the sampling frame of a segment of the Nigerian American population in these cities was obtained and used. The sampling frame for this study comprised Nigerians that were members of Nigerian groups or associations in these cities.

The use of this sampling frame was necessitated by the fact that the lists of names and emails of members of these groups were available and could easily be obtained. All members on the list from the target population (sampling frame) were invited to participate in the study. At the late stages of data collection, nonmembers of the organizations or groups were also invited to participate. Therefore, the sample for this study was this group of participants selected from the sampling frame (Creswell, 2012). It was initially estimated that at least 120 participants from each of the four cities, for a total of at least 480 participants would be invited to participate in the study. Through the help of volunteer recruiters, this number increased to 952, out of which 505 completed the survey using both the online and paper forms.

**Sampling techniques.** Multi-stage sampling was used to select the sample from the target population for the different analyses. The first sampling technique was the non-probability sampling technique known as convenience sampling. This convenience sampling was used to pick the four cities as well as other participants at the later stages of the data collection due to easy accessibility. The simple random sampling technique was used to pick four national



*Figure 2.* Population, sampling frame and sample of the study.

associations or groups from each city. All members from each of the randomly selected groups from each city were invited to participate in the study using electronic and paper methods. To ensure reliability of results, careful consideration was given to the distribution and diversity of the participants in the study. Care was however taken in making sure that there was not a deliberate disproportionate representation of segments in the population.

**Data collection and instrumentation.** The purpose of this study was to examine the variables that significantly predicted the overall achievements of Nigerian Americans in Texas. It was also designed to investigate the degree and direction of any linear associations between the variables. The NAQ survey instrument, created with multiple items, covering a wide range of variables, was prepared by the author. At the development stage of the questionnaire, attention was paid to the purpose of the study, as well as the research questions, so that vital information required to answer the research questions was collected (Fowler, 2014). In considering variables to be included in the questionnaire, the researcher focused on variables that were most cited in Literature. These variables included spirituality, coping skills, academic success, financial success, social media use, English proficiency, parental influence, and parental level of

education. As suggested by Creswell (2012, p. 385), this questionnaire contained different types of questions which included personal, attitudinal, behavioral, multiple-choice, open-ended, and Likert-type scale. It included unambiguous questions which were pilot-tested to ensure the suitability of the questionnaire in addressing the research questions. The 4-point Likert scale was mostly used in this study. The usual middle scale (undecided) was removed to pave the way for a more meaningful statistical analysis and a better result interpretation.

**Survey development.** The questionnaire was developed in such a way that it addressed and aligned with all the research questions as well as factors identified from previous studies (Fowler, 2014). These factors (variables) included income, satisfaction, level of education, English proficiency and barriers, spirituality, parental influence, coping skills, social media, and parental education. The questionnaire had 23 items representing the variables for the study. Items one to six was used to collect demographic and personal information data such as gender, marital status, residence, level of education, and place of birth. Data for the educational level, income, and career was collected using items seven, nine, and 10, respectively. Items 14, 15, 17, 20, 21, 22, and 23 were in matrix form with 4-point Likert-type scale questions. These were used to collect data for job satisfaction, (nine questions), life satisfaction (five questions), spirituality (13 questions), parental influence (10 questions), coping skills (12 questions), social media use (16 questions), and English proficiency (10 questions).

Fowler (2014) explains that a good survey instrument contains questions that help meet research goals and objectives. Such questions were tested to ensure that they could effectively be asked and answered as planned. In line with this expectation, and to ensure the reliability and validity of the items in the survey, various steps were taken to ensure that the purpose of the study, the research questions and the questions on the questionnaire were linked, aligned, and



validated (Creswell, 2012). For non-demographic variables such as spirituality, coping skills, social media use, English proficiency level, and parental influence, a set of questions from previously validated survey instruments were used. For example, the Daily Spiritual Experience scale developed by Underwood and Teresi (2002) was used to extract spiritual questions for the present study. Similarly, the COPE inventory measurement scale was used to extract already validated items for the coping variables for this study. The COPE Inventory is a multidimensional coping inventory developed for assessing the various ways that people respond to stress (Carver, Scheier, & Weintraub, 1989). The average scale reliability score (Cronbach's alpha) for these coping items was 0.77, signifying a relatively strong internal consistency of the items. The reliability score for most of the variables equally showed relatively strong internal consistency.

The Council for Advancement and Support of Education (CASE), 2015 social media survey developed to assess the frequency of use of social media by schools, colleges, and universities, was used to extract items for the social media variable. This validated survey instrument contained relevant items suitable for use in this study, and as a result, 16 questions were randomly picked to be included in this very study.

The Satisfaction with Life Scale (SWLS) was used to extract questions for the life satisfaction variable. SWLS was developed by Diener and Larson (1985) to assess the totality of the respondent's life satisfaction. This was modified from a 7-point scale to a 5-point scale with five items. Also, already validated questions from the Job Satisfaction Survey (JSS), developed by Spector (1994) were used to extract data for the job satisfaction variable used in this study. JSS is a questionnaire primarily designed to collect data relating to dimensions of job satisfaction. Nine questions with a 4-point scale were used in this study. For the parental

influence variable, questions from the parent questionnaire developed by the Program for International Student Assessment (PISA) in 2012 were used. Ten questions with 5-point scales were extracted and used for this study. Finally, the Language Experience and Proficiency Questionnaire (LEAP-Q) instrument developed by Marian, Blumenfeld, and Kaushanskaya in 2007 for assessing language profiles in bilinguals and multilingual were used to extract questions for the English proficiency variable. Ten 5-point scale questions were used for this variable.

Before seeking the approval of the Institutional Review Board (IRB), the entire survey was subjected to further validation using a three-step process. First, the face validity was achieved by giving the questionnaire to three Nigerians familiar with the topic to examine if the questions reflected and captured the topic and intended purpose. The survey was also reviewed by an expert in question construction to make sure that the questions did not contain errors such as leading, confusing, self-interest, and double-barreled questions as prescribed by Creswell (2012). Finally, the questionnaire was test-piloted to assess whether the individuals in the sample could understand the questions and were able to answer independently with ease (Creswell, 2012, p. 390). The test-piloting also served the purpose of gathering feedback from some of the individuals. After this step, the questionnaire was submitted to the IRB for approval.

**Survey administration.** After the approval, the questionnaire was administered to the participants using the online platform; electronic (WhatsApp, text messages, Facebook, and email), and physical paper completion methods. For the electronic group, all members of the selected groups were invited to participate in the study using the emails attached to their anonymous member lists. Surveys were also sent through text messages with links to visit the survey site to participate.

Since all members of the randomly selected clusters were invited to take part in the study, every returned response formed part of the data for the analysis. To ensure a high response rate, follow up reminders through emails were sent to participants about four times with an incentive to participate in a draw to win a prize. The goal was to increase the response rate and encourage more people to participate and respond adequately to the questions in the questionnaire. Additional visitations to meetings and gatherings of these potential participants were undertaken by the researcher and volunteers. At these venues, the paper form of the questionnaire was given to the participants with a contact person elected to collect the responses later. Options were provided to send back the survey anonymously to a provided address. This method did not prove to be successful as potential participants did not feel comfortable mailing such documents to the provided address. The multiple item questionnaire was distributed at the meetings and collected at the end of the next scheduled meeting to maintain anonymity. For the visitations, drinks were provided as incentives to participate in the survey.

**Sample size determination.** With an estimated Nigerian American population of about 40,000 in Texas and with about 37% holding a minimum of bachelor's degree (MPI, 2015), it was estimated that the population for this study was approximately 10,000. Therefore, with an estimated population of 10,000 Nigerian Americans, a chosen confidence level of 95% and a margin of error of 5%, the sample size is determined to be 370 using the sample size calculator provided online by [www.qualtrics.com](http://www.qualtrics.com). The returned questionnaire was 520, and all were used for the preliminary analysis.

### **Protection of Human Subjects: Ethical Considerations**

The Questionnaire was developed containing question items covering all the intended variables to be used in the analysis. Before data collection, approval was sought for and obtained

from the IRB, to ensure the protection of human subjects. According to the regulations published on the United States Food and Drug Administration's website, the IRB is an appropriately constituted group that is formally designated to review and monitor biomedical research involving human subjects and has the authority to approve, require modifications or disapprove research. This group review serves a vital role in the protection of the rights and welfare of human research subjects (FDA, 2016).

The research protocol was approved after careful review of the entire research design to ensure strict adherence to research standards. To ensure the privacy and confidentiality of the participants' responses, submissions of all paper and online surveys were kept anonymous. This also helped the participants to respond freely to questions that they would ordinarily not divulge if the participants' identities were revealed or requested. This also ensured a higher response rate as concerns for anonymity had become one of the main reasons for low response rate or inaccurate data. This would also enhance the credibility and reliability of the data collected.

### **Data Analysis**

After data collation, preliminary data exploration was carried out to detect and solve missing data issues and other pre-analysis issues. Out of 952 questionnaires sent to potential participants, 505 were returned for a response rate of 53%. Cases with more than two missing items for each variable were removed. This further reduced the size to 448 after the removal of 57 such cases. Twenty-seven cases that did not meet the educational requirements were also excluded from the analysis bringing the final sample size to 421.

**Variable scores.** The next step was to determine the scores or values to be used for each variable. Since the data from the NAQ survey instrument contained multiple items and questions that were linked to both, the independent and dependent variables, one or more of the items

served as the score for each variable. Where a variable is represented by only one item, the score or value for that item was used as the variable value. Where two or more items represented a variable, the sum of the item scores represented the variable values. Some variable scores were combined to produce another variable score. For example, the formula for overall personal achievement, which is the main dependent variable, was derived from the combination of the score of three other variables—household income (financial success), life satisfaction and academic success.

$$\text{Overall Achievement} = (\text{Income} / 112500) \cdot 20 + \text{Academic Success} + \text{Life Satisfaction} \quad (1)$$

The formula for Academic Success was also derived from the combined scores highest degree and the number of years acquiring that degree such that the lower number of years spent for the same degree attract a higher success score.

$$\text{Academic Success} = \text{Highest Degree} \cdot (1 + \text{EXP}(0.8 - 0.1 \cdot \text{Years in Education})) \quad (2)$$

Scores for the remaining Likert-type variables were obtained by adding the scores of the individual items that make up the variable. Table 2 gives a breakdown of the number of items for each variable, the minimum, maximum and how the overall score for that variable was obtained for use in the analysis.

### **Research Questions, Tests, and Assumptions**

**Research question one.** Variables used included spirituality, coping skills, academic success, financial success, social media, and English proficiency and were measured on continues scales.

**Statistical test.** Correlational analysis was performed to ascertain if there was a significant linear relationship between pairs of the variables. The strength and direction of such

relationships were also determined. The SPSS software was used to conduct the correlation analysis.

Table 2

*Minimum, Maximum, and Overall Scores for Each Variable Used in the Study*

Variable	Type	Number of items	Minimum value	Maximum value	Overall Score
<i>Demographic Data</i>					
Gender	Categorical	1			
Residence	Categorical	1			
Highest Education	Ordinal	1	1	7	Selected Value
Birth Country	Categorical	1			
Parent Education	Ordinal	1	1	7	Selected Value
Household Income	Ordinal	1	12500	162500	Selected value
	Continuous				
Job level	Categorical	1	1	6	Selected value
Years in school	Ordinal/Discrete	1	1	6	Selected value
Field of Study	Categorical	1			Selected Value
<i>Scale Questions</i>					
Job Satisfaction	Continuous	9	9	36	Sum of item scores
Life Satisfaction	Continuous	5	5	25	Sum of item scores
Spirituality	Continuous	13	13	52	Sum of item scores
Parental Influence	Continuous	10	10	50	Sum of item scores
Coping Skills	Continuous	12	12	48	Sum of Item Scores
Social Media use	Continuous	16	16	80	Sum of Item Scores
English Proficiency	Continuous	10	10	50	Sum of item Scores

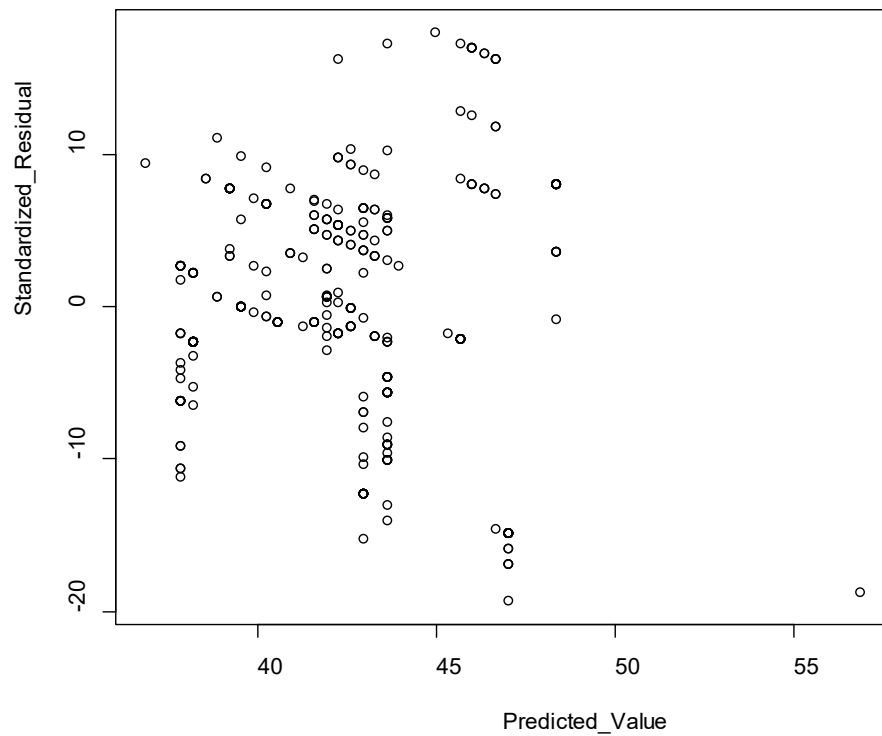
*Note.* Income was converted from ordinal to continuous.

**Research question two.** Variables used were parental influence was used as the predictor variable. This is measured on a continuous scale. The Response variable was overall achievement which was equally measured on a continuous scale.

**Statistical test.** A simple linear regression was performed to determine if parental influence was a significant predictor of overall achievement. Control variables (city of residence, place of birth, and gender) were introduced to investigate the effect of the added covariates on the ability of parental influence to significantly predict achievement. This analysis was conducted using SPSS.

**Tested assumptions.** The four assumptions for the Linear regression test are: the linearity of residuals, independence of residuals, normal distribution of residuals, and equal variance of residuals.

**Checks for violations of assumptions.** The SPSS software was used to conduct the tests for most of the assumptions. The linearity of the residuals was tested by plotting the standardized residuals against the predicted values. The graph showed that this assumption was met since the residuals appeared to be randomly scattered around zero. The same graph was also used to show that the assumption of homogeneity of variance was met. The residuals have fairly the same distance across all levels of the predicted values.



*Figure 3.* Scatterplot of predicted values and residuals for simple regression.

The test for the normality of the residuals shows that this assumption was met. The normal p-p plot which compares the observed cumulative distribution function (CDF) of the standardized residual to the expected CDF of the normal distribution. The dots were observed to cluster around the straight line.



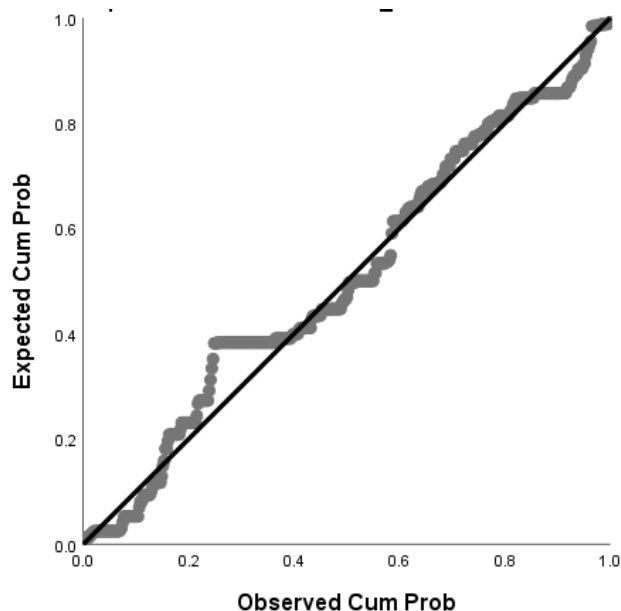


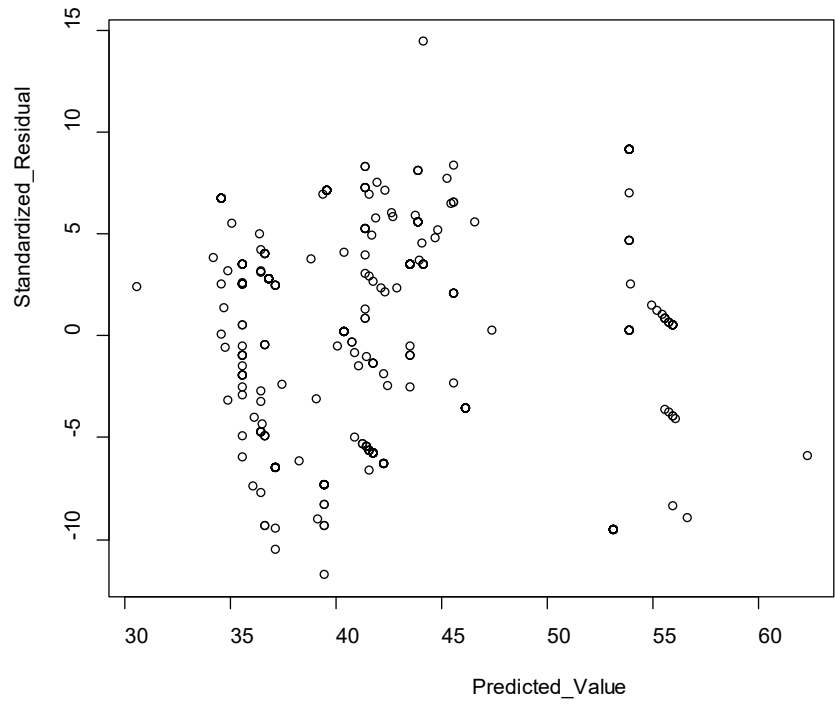
Figure 4. Normal P-P plot of standardized residuals for simple regression.

**Research question three.** Coping Skills, Spirituality, social media use, and English proficiency were used as the predictor variables while overall achievement was the Dependent variable. The objective was to determine if any of the predictor variables could significantly predict overall achievement. All variables were treated as continuous variables.

**Statistical test.** A hierarchical multiple regression analysis was conducted to determine if Spirituality, coping skills, social media use, and English proficiency were significant predictors of overall achievement. Like the simple linear regression performed previously, control variables (City of residence, place of birth and gender) were introduced to investigate the effect of the added covariates on the ability of these predictors to significantly predict achievement. This analysis was conducted using SPSS.

**Tested assumptions.** Again, the four assumptions for the Linear regression test are: Linearity of residuals, independence of residuals, normal distribution of residuals, equal variance of residuals

*Checks for violations of assumptions.* The SPSS software was also used to check for assumption violations. The linearity of residuals assumption was tested by plotting the standardized residuals against the predicted value the predicted. From the graph that this assumption was met since the residuals seem to be randomly scattered around zero. The same graph was also used to show that the assumption of homogeneity of variance was met. The residuals have fairly the same distance across all levels of the predicted values



*Figure 5.* Scatterplot predicted values and residuals for multiple regression.

The test for the normality of the residuals also shows that this assumption was met. The normal p-p plot has the dots clustered around the straight line.

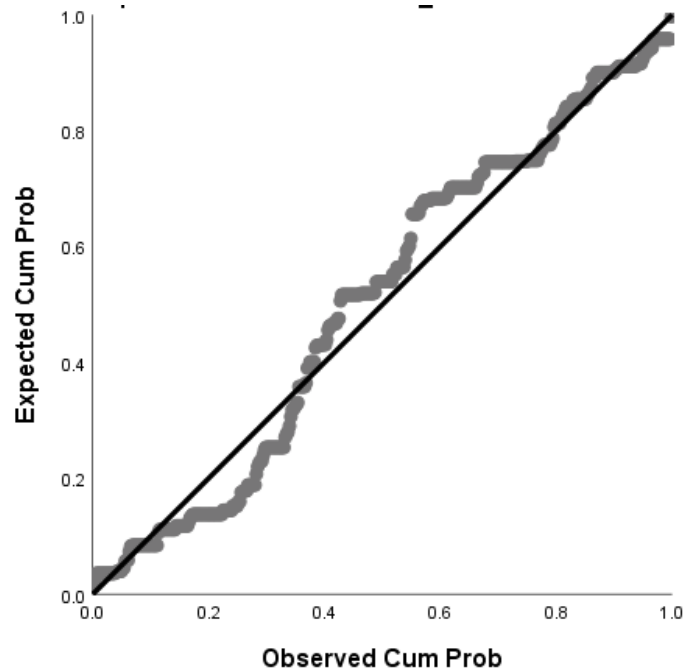


Figure 6. Normal P-P plot of standardized residuals for multiple regression.

**Research question four.** Coping Skills and social media use were the dependent variables while gender and field of study were used as the predictor variables. The research goal was to determine if any coping levels and social media use differ by gender and field of study. Coping skills and social media use treated as continuous variables while gender and field of study were categorical variables.

**Statistical test.** Because the normality assumption for the analysis of variance was violated, the non-parametric equivalent, both the Kruskal-Wallis and Mann-Whitney U tests were conducted. The goal was to examine the gender and field of study effects on Coping levels and Social media Use. This analysis was conducted with SPSS.

**Tested assumptions.** Some of the key assumptions are that; observations are randomly and independently sampled from the population; each dependent variable is measured on an interval scale, dependent variables are normally distributed within each group of the categorical

independent variables, the population covariance matrices of each group are equal, and there must not be multivariate outliers.

*Checks for violation of assumptions.* The assumption of normality and multivariate outliers were violated. The Q-Q plot (figure 7) shows the points significantly deviated from the line. There were several outliers in the data that could affect the results of the analysis. The mahalanobis distance was used to calculate the distances of data values. The result showed that most of the data values exceeded the allowed value of three.

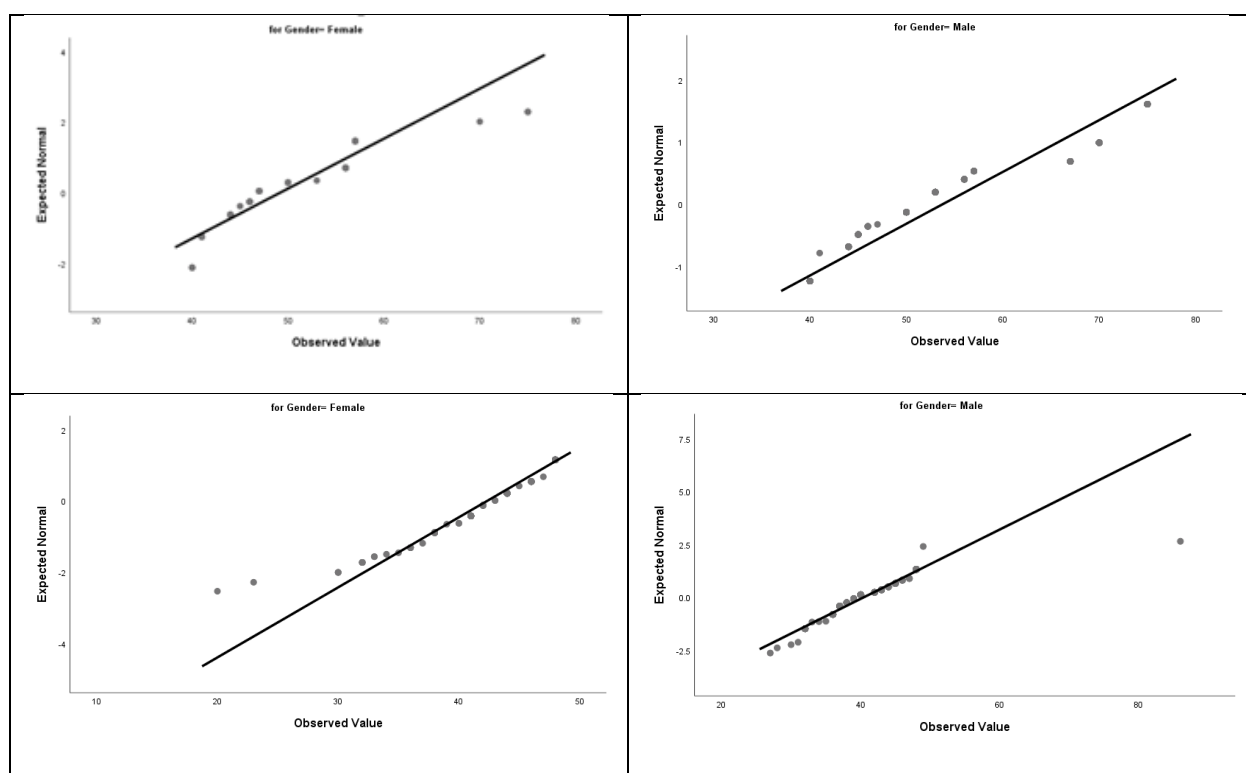


Figure 7. Normal q-q plot of coping skills and social media by gender.

**Research question five.** The variables used in this study were parental level of education, spirituality as the independent variable while obtaining a graduate degree was the dependent variable.

***Statistical test.*** A logistic regression analysis was conducted to investigate if levels of education and spirituality could significantly predict the probability of obtaining a graduate degree. Logistic regression was preferred because the response variable was binary (Agresti, 2018)

***Tested assumptions.*** Some of the assumptions is that binary logistic regression requires the dependent variable to be binary, to have independent, no multicollinearity among the independent variables and lastly, linearity of independent variables, and log odds.

*Checks for violation of assumptions:* All assumptions were met for this analysis.

## **Chapter Summary**

This chapter focused primarily on the design of the study with emphasis on the population and the techniques adopted to ensure that truly representative and unbiased samples were obtained. It discussed the reasons for the adoption of the chosen sampling techniques; cluster sampling and stratified sampling, which are to ensure that this important aspect of the design was conducted with minimal error. Adequate sample size was obtained using the sample size calculator that took into consideration, the confidence level, confidence interval, margin of error, and the population size. It discussed the assumptions of the selected statistical analysis, checking for such assumptions and the alternative methods used when assumptions were violated

## Chapter 4: Results

The purpose of this study was to determine if coping skills, parental influence, spirituality, social media use, and English proficiency could significantly predict or affect the overall personal achievements of Nigerian Americans living in Texas. This study was also designed to investigate the nature of any linear relationship between pairs of spirituality, coping levels or skills, academic achievement, financial success, frequency of social media use and English proficiency among Nigerian Americans as measured by the Nigerian American Questionnaire (NAQ). This chapter presents the findings of the study which sought to address the following five research questions:

1. Is there a linear association between each pair of spirituality, coping skills, academic success, financial success, social media use and English proficiency levels of Nigerian American graduates in Texas?
2. What is the effect of parental influence on the overall achievement among Nigerian American graduates living in Texas?
3. How well do coping skills, spirituality, social media use, and English proficiency, predict overall achievement among Nigerian Americans?
4. Do coping levels and social media use differ by field of study and gender among Nigerian Americans living in Texas?
5. Do parental level of education and level of spirituality have any influence on the probability of obtaining a graduate degree?

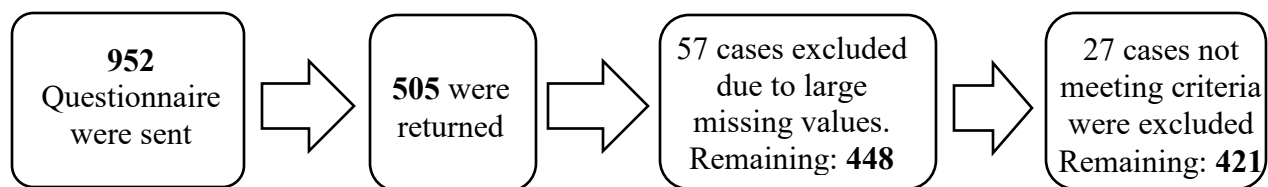
### Research Hypotheses

The research hypotheses were:

1. Research Hypothesis (H<sub>1</sub>): There is a significant linear association between pairs of spirituality, coping skills, academic success, financial success, social media use and English proficiency levels of Nigerian American graduates in Texas.
2. Research Hypothesis (H<sub>2</sub>): Parental influence has significant effect on the overall achievement of Nigerian American graduates living in Texas
3. Research Hypothesis (H<sub>3</sub>): At least one of Coping skills, Spirituality, social media use and English Proficiency, will significantly predict overall achievement of Nigerian Americans in Texas
4. Research Hypothesis (H<sub>4</sub>): Coping levels and social media use differ by gender and field of study.
5. Research Hypothesis (H<sub>5</sub>): Parental level of education or level of spirituality have significant influence on the probability of obtaining a graduate degree.

### **Description of Sample**

The questionnaire for this study was sent to at least 950 Nigerian Americans living in four Texas cities: Austin, Dallas, Houston, and San Antonio using both the electronic and paper forms. A total of 505 completed or partially completed surveys were returned (online-325, Paper-180). About 57 Cases with a large proportion of missing data values were deleted, leaving a study sample of 448. During the data exploration and preparation stage, an additional 27 cases that did not meet the educational criteria were identified and excluded from the analysis. This resulted in the final study sample of 421 which was used as the final sample size for the analysis. Though the estimated sample size for this study was put at 370, a decision was reached before the commencement of the data collection process, that any number of questionnaires returned would be used as the final sample size provided that such number was greater than 370.



*Figure 8.* Final sample size selection procedure.

### **Demographic Characteristics of the Qualitative Variables**

The demographic distribution of the sample showed that there were more males (57.0%) than females (43.0%) in the gender category. The higher percentage of the participants live in San Antonio (43.9%). Other participants came from Austin (28.7%), Houston (13.1%) and Dallas (14.3%). The distribution also shows, among others, that the majority of the participants had at least a bachelor's degree (59.9%) leaving the rest of the participants (40.1%) with lower degrees. In the field of study variable, Nursing was the most preferred category (42.5%), followed by health and medical sciences (25.2%). The least preferred is Arts (1.2%). Table 3 below displays the demographic characteristics of the study's participants.

### **Descriptive Statistics**

This section contains the results of the descriptive statistics of some of the discrete and continuous variables used in the analysis. Table 4 shows the means and the standard deviations of these variables.



Table 3

*Demographic Distribution of the Sample of Nigerian Americans in Texas Cities*

Categorical Variable		<i>n</i>	%
Gender	Female	179	42.5
	Male	242	57.5
Residence	Greater San Antonio	185	43.9
	Austin	121	28.7
	Houston	55	13.1
	Dallas	60	14.3
Highest Degree	Some College but no degree	113	26.8
	Associate	56	13.3
	Bachelors	122	29.0
	Masters	86	20.4
	Doctoral	44	10.5
Country of Birth	America	184	43.7
	Elsewhere	237	56.3
Parent's Highest Education	Less than High School	67	15.9
	High School	7	1.7
	Some College but no degree	28	6.7
	Associate	68	16.2
	OND/HND	5	1.2
	Bachelor's	217	51.5
	Graduate	29	6.9
Income Level	\$0- \$24999	20	4.8
	\$25000 - \$49999	98	23.3
	\$50000 - \$74999	126	29.9
	\$75000 - \$99999	93	22.1
	\$100000 - \$124000	56	13.3
	\$150000 - \$174999	28	6.7
Job Level	Entry Level	50	11.9
	Intermediate	177	42.0
	Middle Management	103	24.5
	Senior Management	44	10.5
	Owner	42	10.0
	Other	5	1.2
Field of Study			

Health and Medical Sciences	106	25.2
Engineering or Mathematics	49	11.6
Architecture	34	8.1
Education	6	1.4
Nursing	179	42.5
Law	15	3.6
Computer Science and Information Technology	15	3.6
Human Resources	7	1.7
Arts	5	1.2
Other	5	1.2

Table 4

*Means and Standard Deviations Overall Achievement and the Predictor Variables*

Measure	<i>M</i>	<i>SD</i>
Years in Education	3.79	1.46
Academic Success	11.88	2.91
Life Satisfaction	18.16	1.42
Parental Influence	32.29	9.68
Job Satisfaction	32.36	2.74
Spirituality	34.51	8.96
English Proficiency	38.97	7.87
Coping levels	41.28	5.75
Overall Achievement	42.38	8.25
Social Media frequency	51.82	10.41
Income	69388.36	31670.69

*Note.* All scales: Total  $N = 421$ , Likert Scales for Life Satisfaction, Job Satisfaction, Spirituality, Coping Levels: 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly Agree*. Parental Influence Scale: 1 = *None*, 2 = *1-3 times*, 3 = *4-6 times*, 4 = *7-9 times*, 5 = *More than 9 times*. English proficiency Scale: 1 = *Very Poor*, 2 = *Poor*, 3 = *Fair*, 4 = *Good*, 5 = *Very Good*. Social Media Scale: 1 = *Zero Times*, 2 = *1-5 times*, 3 = *6-10 times*, 4 = *11-15 times*, 5 = *More than 15 times*. Total: *Aggregate score of subscales*

For life satisfaction, parental influence, job satisfaction, spirituality, English proficiency, coping levels, social media variables, the aggregate scores for the Likert-type questions for each scale was used as the variable score for the analysis. For example, there were 13 Likert questions that measured spirituality, and all 13 scores were added to produce a final score for Spirituality.

Therefore, the minimum value for the 4-point Likert scale for spirituality is 13 (1 x 13), and the maximum is 52 (4 x 13). Table 5 shows the mean score for spirituality to be 34.51 and the standard deviation, 8.96. Life Satisfaction has the lowest mean score due to the lowest number of 4-point Likert questions (5). Social Media frequency has the highest average score as a result of the high number of questions (16) with a 5-point scale.

### Reliability Analysis

Since multiple items were used to measure each variable, a reliability analysis was conducted to evaluate and measure the internal consistency of the scale using the Cronbach's alpha. Table 5 shows the Cronbach's alpha values and the number of questions in each subscale. Both the social media and spirituality subscales have the highest internal consistency measure. The social media subscale consisted of 16 items ( $\alpha = .94$ ), the Spirituality subscale consisted of 13 items ( $\alpha = .94$ ). Life Satisfaction consisted of 5 items, has the least reliability measure ( $\alpha = 0.50$ ).

Table 5

#### *Measure of Internal Consistency for the Predictor Variables*

Measure	$n^*$	$\alpha$
Social Media frequency	16	0.94
Parental Influence	10	0.88
Spirituality	13	0.94
Life Satisfaction	5	0.50
Job Satisfaction	9	0.73
English Proficiency	10	0.87
Coping levels	12	0.77

Note.  $n^*$  = number of items,  $\alpha$  = Cronbach's alpha

### Statistical Tests

**Correlation analysis.** The research question, "Is there a linear association between each pair of spirituality, coping skills, academic success, financial success, social media use and

English proficiency levels of Nigerian American graduates in Texas?” was addressed by conducting the Pearson correlation to examine the significance, strength and direction of any linear relationship between the pairs of the variables. Table 6 shows the Pearson correlation coefficients for the variables.

Table 6

*Means, Standard Deviation, and Pearson Correlations of the Predictor Variables*

<b>Variables</b>	<b>M</b>	<b>SD</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Spirituality	34.51	8.96	-					
Coping levels	41.28	5.75	-0.22**	-				
Academic Success	11.88	2.91	-0.47**	0.43**	-			
Financial Success	69388.36	31670.69	-0.32**	0.43**	0.60**	-		
Social Media Use	51.82	10.41	0.07	0.52**	0.41**	0.52**	-	
English Proficiency	38.97	7.87	-0.10*	0.49**	0.56**	0.48**	0.70**	-

Note. \* $p < .05$ , \*\* $p < .01$

The null hypothesis was tested against the alternative hypothesis:

H<sub>0</sub>1: There is no significant linear association for any pair of spirituality, coping skills, academic success, financial success, social media use and English proficiency levels of Nigerian American graduates in Texas.

H<sub>1</sub>: At least one of the pairs of spirituality, coping skills, academic success, financial success, social media use and English proficiency levels has a significant linear association.

The correlation results from table 6 showed that there are 14 significant linear associations out of 15 total possible measures of association. There were 10 significant positive associations and three significant negative associations. From the Pearson correlation

coefficients displayed in the correlation matrix table (Table 6), a significant weak negative association was found between spirituality and coping levels,  $r = -.22$ ,  $N = 421$ ,  $p < .001$ . This suggested that people that were more spiritual tend to have lower coping skills. Spirituality also had similar negative linear relationship with academic success,  $r = -.47$ ,  $N = 421$ ,  $p < .001$  and English proficiency,  $r = -.10$ ,  $N = 421$ ,  $p = .033$ . These also suggested that participants with higher levels of spirituality achieved less in both academics and English proficiency. Coping level was found to be positively and significantly correlated with academic success,  $r = .43$ ,  $N = 421$ ,  $p < .001$ , financial Success,  $r = .429$ ,  $N = 421$ ,  $p < .001$ , Social media use,  $r = .520$ ,  $N = 421$ ,  $p < .001$  and English proficiency,  $r = .49$ ,  $N = 421$ ,  $p < .001$ . These positive Pearson correlation values indicate that as coping level increased, financial success (income), social media use and English proficiency decreased.

The rest of the variables were significantly correlated with each other; Academic success and financial success,  $r = .60$ ,  $N = 421$ ,  $p < .001$ , suggesting that as academic success increased, financial success also went up, academic success and social media use,  $r = .41$ ,  $N = 421$ ,  $p < .001$ , indicating that social media use increased as academic success increased, academic success and English proficiency,  $r = .56$ ,  $N = 421$ ,  $p < .001$ , also indicating that academic success increased as English proficiency increased. Income and social media use were significantly positively correlated,  $r = .52$ ,  $N = 421$ ,  $p < .001$ , indicating that social media use increased as income increased. Similarly, income and English proficiency were also similarly correlated,  $r = .475$ ,  $N = 421$ ,  $p < .001$ , also suggesting that income grew up with an increase in English proficiency. There is a relatively strong significant positive relationship between social media and English proficiency,  $r = .70$ ,  $N = 421$ ,  $p < .001$ . This suggests also that Nigerian Americans with high English proficiency level use the Social media more.

Relating the dependent variable (overall achievement) with the variables in Table 7, it was observed that all the independent variables were significantly correlated with overall achievement. Except for spirituality, all other variables were positively correlated with the dependent variable. Table 7 displays the Pearson correlation coefficients for these relationships.

Table 7

*Correlation Coefficients of the Independent and Dependent Variables*

Independent Variable	Dependent Variable (Overall Achievement)
Spirituality	-0.42**
Coping Skills	0.52**
Academic Success	0.79**
Financial Success (Income)	0.94**
Social Media Use	0.59**
English Proficiency	0.58**
Parental Influence	0.398**
Parent Education	0.187**

*Note.* \*\* $p < .001$

The positive Pearson correlation values from table 7 indicated that overall achievement is positively and significantly correlated with the following variables variable: coping skills,  $r = .52$ ,  $N = 421$ ,  $p < .001$ , academic success,  $r = .79$ ,  $N = 421$ ,  $p < .001$ , income,  $r = .94$ ,  $N = 421$ ,  $p < .001$ , Social media use,  $r = .59$ ,  $N = 421$ ,  $p < .001$ , English proficiency,  $r = .58$ ,  $N = 421$ ,  $p < .001$ , parental Influence,  $r = .40$ ,  $N = 421$ ,  $p < .001$  and parent education,  $r = .19$ ,  $N = 421$ ,  $p < .001$ . These suggest that Nigerian Americans with higher overall achievement, tend to have higher coping skills, higher academic success, higher income, higher social media usage and better English proficiency level. However, overall achievement was negatively correlated with

spirituality,  $r = -.42$ ,  $N = 421$ ,  $p < .001$ . This showed that participants with higher levels of spirituality were more likely to have lower achievement levels.

Based on the results from the correlation analysis in Tables 6 and 7 the first null hypothesis that “there is no significant linear association among the pairs of spirituality, coping skills, academic success, financial success, social media use and English proficiency levels of Nigerian American graduates in Texas” was rejected in favor of the alternative hypothesis that there are significant linear relationships. There is enough evidence to conclude that the variables were significantly correlated with each other.

**Simple linear regression.** The research question, “*What is the effect of parental influence on the overall achievement among Nigerian American graduates living in Texas?*” was answered by conducting a simple linear regression to examine the effect of parental influence on overall Achievement.

The null hypothesis was tested against the alternative hypothesis:

H<sub>0</sub>2: Parental influence has no effect on overall achievement among Nigerian American graduates living in Texas;  $\beta = 0$ .

H<sub>2</sub>: There is parental influence on achievement levels of Nigerian American graduates living in Texas;  $\beta \neq 0$

A simple linear regression was performed to examine the effect of the predictor variable (parental influence) on the dependent variable (overall achievement). Table 8 shows the results of the regression analysis.

Table 8

*Simple Linear Regression of Parental Influence and the Overall Achievement*

Predictor Variable	$\beta$	$t$	$p$	$R^2$	$F^*(1,419)$
Constant	31.427	24.395	<.001**		
Parental Influence	0.339	8.873	<.001**	0.158	78.725

Note. \*\* $p < .001$ , Model equation: Overall achievement = 31.427 + 0.339 • parental Influence

The simple linear regression output (Table 8) displays the result of the simple linear regression analysis that was used to investigate if parental influence significantly predicted overall achievement. The results of the regression analysis indicated that the predictor variable, parental influence explained 15.8% of the variance in the dependent variable ( $R^2=0.158$ ,  $F(1, 419) = 78.725$ ,  $p < .001$ ). It was found that parental Influence significantly predicted overall achievement ( $\beta = 0.339$ ,  $t = 8.873$ ,  $p < .001$ ). This indicated that a unit increase in the parental influence, increased overall achievement by 0.339 units.

To further examine the effect of parental influence on overall achievement, a hierarchical regression analysis was performed, controlling for the effects of city of residence, place of birth and gender. Both gender (0 for female 1 for Male) and place of birth (0 for Non-United States and 1 for United States) were dichotomous. Dummy variables were created for the city of residence variable with Dallas serving as the reference city. The results of the hierarchical regression are shown in Table 9

After controlling for the variables in block 1 (gender, place of birth and city of residence), parental influence was still a significant predictor of overall achievement ( $\beta = 0.092$ ,  $t = 2.24$ ,  $p = .025$ ). However, the effect had reduced ( $R^2\text{change} = .008$ ,  $F(6, 414) = 42.877$ ,  $p < .001$ ). The addition of parental influence only accounted for 0.8% of the variance in overall achievement after controlling for gender, city of residence and place of birth which is significantly different from the initial value obtained (15.8%) before controlling for the variables.



Table 9

*Hierarchical Regression Analysis of Parental Influence as the Predictor of Achievement*

	$\beta$	Standard Error	Beta	$t$	$p$	$R^2$ Change
Block 1						.378
Gender (Male)	1.18	.69	.07	1.72	.086	
BirthPlace(U.S)	5.64	.74	.34	7.63	.000**	
City SA	-10.21	.98	-.62	-10.44	.000**	
City Austin	-1.17	1.06	-.06	-1.10	.272	
City Houston	-3.61	1.31	-.148	-2.77	.006**	
Block 2						.008
Parental Influence	.092	.04	.11	2.24	.025	

\*\* $p < .01$

Based on the results from the simple linear regression (Table 8) and the hierarchical regression (Table 9), the second null hypothesis of no parental influence effect on overall achievement was rejected in favor of the alternative hypothesis. There is sufficient evidence to conclude that parental influence had a significant effect on the overall achievement of Nigerian Americans in Texas.

**Multiple regression.** The research question, “*How well do coping skills, Spirituality, Social media use, and English proficiency, predict overall achievement among Nigerian Americans?*” was answered by conducting a multiple linear regression to examine the effect of coping skills, social media use and English proficiency on overall achievement.

The null hypothesis was tested against the alternative hypothesis:

H<sub>03</sub>: Coping skills, spirituality, social media use and English proficiency are not significant predictors of overall individual achievement of Nigerian Americans in Texas.

H<sub>3</sub>: At least one of coping skills, spirituality, social media use and English proficiency, would significantly predict overall individual achievement of Nigerian Americans in Texas.

A multiple linear regression was carried out to investigate the linear effects of spirituality, social media use, coping skills, and English proficiency on overall achievement.

The results (Table 10) showed that the model with the variables fits significantly better than the null model. The model accounts for 59.3% of the variance in the overall achievement ( $R^2=0.593$ ,  $F(4, 415) = 78.725$ ,  $p < .001$ ). It was found that each of the predictor variables significantly predicted overall achievement; Spirituality ( $\beta = -0.378$ ,  $t = 9.710$ ,  $p < .001$ ), indicating that a unit increase in spirituality level, decreased overall achievement by 0.378 unit, Social media use ( $\beta = 0.337$ ,  $t = 8.989$ ,  $p < .001$ ), indicating that a unit increase in the frequency of social media use, increased overall achievement by 0.337 unit, coping skills ( $\beta = 0.168$ ,  $t = 3.008$ ,  $p < .001$ ), indicating that a unit increase in coping skills, increased overall achievement by 0.168 unit, English proficiency ( $\beta = 0.196$ ,  $t = 4.133$ ,  $p = .003$ ), suggesting that a unit increase in English proficiency level increased overall achievement by 0.168 unit.

Table 10

*Predicting the Overall Achievement of Nigerian Americans with Multiple Regression*

Predictor Variable	$\beta$	$t$	$p$	$R^2$	$F^*(4,415)$
Constant	23.36	9.710	0.000**	0.593	151.068
Spirituality	-0.378	-12.282	0.000**		
Social media use	0.337	8.989	0.000**		
Coping skills	0.168	3.008	0.003**		
English proficiency	0.196	4.133	0.000**		

*Note.* \*\* $p < .01$ . Dependent variable: Overall Achievement.

Model Equation: Overall Achievement = 23.36 - 0.378•spirituality + 0.337•social media + 0.168•coping skills + 0.196•English proficiency

To further examine the effects of coping skills, spirituality, English proficiency, and social media use on overall achievement, a hierarchical multiple regression was carried out, controlling for the effects of gender, place of birth and city of residence. Table 11 shows the results of the analysis.

Table 11

*Hierarchical Multiple Regression, Controlling for Gender, Place of Birth and City*

	$\beta$	Standard Error	Beta	$t$	$p$	$R^2$ Change
<i>Block 1</i>						.376
Gender (Male)	1.21	.69	.07	1.75	.081	
Birth Place (U.S)	5.59	.74	.34	7.54	.000**	
City SA	-10.28	.99	-.62	-10.44	.000**	
City Austin	-1.25	1.07	-.07	-1.17	.245	
City Houston	-3.70	1.32	-.15	-2.82	.005**	
<i>Block 2</i>						.150
Coping Skills	.55	.06	.38	9.67	.000**	
Spirituality	-.22	.04	-.24	-5.67	.000**	
<i>Block 3</i>						.078
English proficiency	.15	.05	.15	3.07	.002**	
Social Media	.32	.51	.40	6.29	.000**	

\*\* $p < .01$

After controlling for the variables in block 1 (gender, place of birth, and city of residence), coping skills ( $\beta = 0.55$ ,  $t = 9.67$ ,  $p < .01$ ) and Spirituality ( $\beta = -0.22$ ,  $t = -5.67$ ,  $p < .01$ ) were found to be significant predictors of Overall achievement. However, the effect had reduced ( $R^2$  change = 0.15,  $F(7, 412) = 65.49$ ,  $p < .01$ ). Only 15% of the variance in overall achievement was accounted for by coping skills and spirituality. Similarly, when added to the model, both English proficiency ( $\beta = 0.78$ ,  $t = 3.572$ ,  $p < .01$ ) and Social media use ( $\beta = 0.28$ ,  $t = 5.76$ ,  $p < .01$ ) were found to be significant predictors of overall achievement after controlling for the variables in blocks 1 and 2. Only 7.8% of the variance in overall achievement was accounted for by a combination of English proficiency and Social Media use.

Based on the results from the multiple linear regression (Table 10) and the hierarchical multiple regression (Table 11) the third null hypothesis that none of coping skills, spirituality, social media use, and English proficiency, is a significant predictor of overall achievement

among Nigerian Americans was rejected in favor of the alternative hypothesis. There is enough evidence to conclude that coping skills, spirituality, social media use, and English proficiency are significant predictors of the overall achievement of Nigerian Americans in Texas.

**Non-Parametric tests.** The research question, “*Do coping levels and social media use differ by field of study and gender among Nigerian Americans living in Texas?*” was to be answered by conducting a 2-way multivariate analysis of Variance (MANOVA) to investigate if coping levels and social media use differ by field of study and gender among Nigerian Americans living in Texas.

The null hypothesis was tested against the alternative hypothesis:

H<sub>0</sub>4: Field of study and gender make no difference on coping levels and social media use

H<sub>4</sub>: Coping levels and social media use differ by field of study and gender among Nigerian Americans living in Texas

To perform a 2-way Multivariate analysis of variance, certain assumptions had to be met before proceeding with the parametric analysis (Agresti, 2018). Some of the key assumptions stipulated that: the dependent variables should be measured at the continuous level, the independent variables should consist of 2 or more categories, the observations should be independent of each other, there should be no significant outliers and each dependent variable should be normally distributed for each combination of the levels of the independent variables.

All of the key assumptions were met except the last assumption on normality which expected the dependent variables (coping levels and social media use) to be normally distributed for each level of the independent variables (gender and field of study). The Shapiro-Wilk test for normality ( $n < 2,000$ ) showed that neither coping levels nor social media use was normally distributed for every category of gender and field of study ( $p < .001$ )

Most of the probability values (Table 12) were less than the chosen alpha level of .05, and as a result, the null hypothesis was rejected leading to the conclusion that there was enough evidence that the data were not normally distributed. Since the null hypothesis was rejected in favor of the alternative hypothesis of non-normality, attempts were made to transform the data using log and other transformation techniques, but this did not yield the desired result of normalizing the data. Consequently, two equivalent non-parametric tests were used to test for the significant differences between and among the groups. The Mann-Whitney U test was used to compare the means of Males and females for both coping skills and social media use. The Kruskal-Wallis test was used to test if the ten fields of study have the same median scores for coping skills and social media use. Ultimately, these tests, in place of the parametric tests, were used to determine if there were statistically significant differences between levels of the independent variables (gender and field of Study) on each of the continuous dependent variables (social media use and coping skills). The Kruskal-Wallis test is the non-parametric equivalent of ANOVA whereas the Mann-Whitney U is the non-parametric version of the independent sample t-test for 2 groups. All basic assumptions including the continuous nature of the dependent variable, number of levels of each independent variable, independence of observations of these tests were met.

For the Kruskal-Wallis test using social media, the null hypothesis,  $H_0$ : All ten Social media median for the fields of study are the same, was tested against the alternative hypotheses,  $H_1$ : Not all social media medians are the same. The null and alternative hypothesis were the same for the coping skills variable. For the Mann Whitney U test for the Social media, the null hypothesis,  $H_0$ : Males and females have the same Social media scores, was tested against the

Table 12

*Shapiro-Wilk Test for Normality*

Dependent Variable	Independent Variable	Shapiro-Wilk Statistic	<i>p value</i>
Social Media	Gender	Female	<.001
		Male	<.001
Coping Skills	Gender	Female	<.001
		Male	<.001
Social Media	Field of Study	Health and Medical Science	<.001
		Engineering/Math	<.001
		Architecture	<.001
		Education	<.001
		Nursing	<.001
		Law	<.001
		Computer Science and Info. Tech	<.001
		Human Resources	.112
		Arts	.324
		Other	<.001
Coping Skills	Field of Study	Health and Medical Science	<.001
		Engineering/Math	<.001
		Architecture	<.001
		Education	.138
		Nursing	<.001
		Law	<.001
		Computer Science and Info. Tech	<.001
		Human Resources	.062
		Arts	.185
		Other	.061

*Notes.* H<sub>0</sub>: Data are normally distributed, H<sub>1</sub>: Data are not normally distributed. If  $p < .05$ , H<sub>0</sub> is rejected; data are not normally distributed.

alternative hypothesis, H<sub>1</sub>: Males and female social media scores are the same. The same null and alternative hypothesis held for the coping Skills variable.

Table 13

*Testing Group Median Differences in Coping Skills and Social Media Use*

Independent Variable	Dependent Variable	$\chi^2(9)$	$p$
Field of Study	Coping Skills	160.22	< .001
	Social Media Use	140.99	< .001
		$U$	
Gender	Coping Skills	16528.5	< .001
	Social Media Use	24359.0	.023

*Notes.* Mann-Whitney U was used to test the gender differences in social media and coping skills. Kruskal-Wallis test was used to test the effect of field of study on coping skills and social media use.

The Kruskal-Wallis test provided a very strong evidence of a difference ( $p < .001$ ) in coping skills among the different fields of study,  $\chi^2(9) = 160.22$ ,  $p < .001$  with a mean rank social media score of 308.03 for Health and Medical Sciences, 124.80 for Engineering and Mathematics, 290.99 for Architecture, 175.67 for Education, 172.65 for Nursing, 166.17 for Law, 172.00 for Computer Science and Information technology, 251.64 for Human Resources, 76.00 for Arts, 199.70 for other. A post hoc Dunn's test of multiple comparison showed that the following pairs were significant: Arts and Architecture ( $p = .009$ ), Arts and Health/Medical Sciences ( $p = .001$ ), Engineering/Math and Architecture ( $p < .001$ ), Engineering/Math and Medical Sciences ( $p < .001$ ), Law and Architecture ( $p = .039$ ), Law and Health/Medical Sciences ( $p = .001$ ), Computer Science and Health ( $p = .002$ ), Nursing and Architecture ( $p < .001$ ), Nursing and Health/Medical Sciences ( $p < .001$ ). The rest of the pairwise combinations were not significant.

The Kruskal-Wallis test equally provided a similar strong statistically significant evidence of a difference in social media scores between the different fields of study,  $\chi^2(9) =$

140.99,  $p < .001$ , with a mean rank social media score of 303.92 for Health and medical Sciences, 255.72 for Engineering and Mathematics, 149.59 for Architecture, 186.90 for Education, 160.29 for Nursing, 263.23 for Law, 113.93 for Computer Science and Information technology, 161.57 for Human Resources, 209.30 for Arts, 223.50 for other. A post hoc Dunn's test of multiple comparison was also carried out for the Social Media variable. The result showed that the following group pairs were significant: Engineering/Math and Architecture ( $p = .004$ ), Engineering/Math and Nursing ( $p < .001$ ), Computer Science and Health/Medical Sciences ( $p < .001$ ), Computer Science and Engineering/Math ( $p = .003$ ), Computer Science and Law ( $p = .032$ ), Architecture and Health/Medical ( $p < 0.001$ ), Nursing and Engineering/Math ( $p < .001$ ). The rest of the pairwise combinations were not significant.

A Mann-Whitney test results indicated that women had greater coping levels ( $Mdn = 43.0$ , mean rank =239.66) than men ( $Mdn= 41.0$ , Mean rank =189.80 )  $U = 16528.5$ ,  $p < .001$ ,  $r = -.20$ . For the Social Media, the Mann-Whitney test indicated that men ( $Mdn = 50.0$ , mean rank =222.07) had higher social media use than women ( $Mdn = 47.0$ , Mean rank =194.92),  $U = 245359$ ,  $p = .023$ ,  $r = -.11$ .

Based on the results from the non-parametric test (Table 14), the fourth null hypothesis that Field of study and Gender made no difference on coping levels and social media use was rejected in favor of the alternative hypothesis. There is enough evidence to conclude that field of study and gender made differences on social media and on the coping levels of the Nigerian Americans in Texas.



Table 14

*Significant Pairs From Non-Parametric Tests*

Dependent	Independent	Test	Null Hypothesis	<i>p</i> -value	Decision	Number Significant Pairs
Social media	Field of Study	Kruskal-Wallis	Mean ranks for all levels are the same	$p < .001^*$	Reject $H_0$	7
Coping skills	Field of Study	Kruskal-Wallis	Mean ranks for all levels are the same	$p < .001^*$	Reject $H_0$	9
Social media	Gender	Mann-Whitney U	The distribution of males and females are the same	$p < .001^*$	Reject $H_0$	
Coping skills	Gender	Mann-Whitney U	The distribution of males and females are the same	.023**	Reject $H_0$	

Note. \* $p < .01$ , \*\* $p < .05$

**Logistic regression.** The research question, “Do parental level of education and level of spirituality have an influence on the probability of obtaining a graduate degree?” was answered using logistic regression to investigate if parental level of education and level of spirituality could significantly predict the probability of obtaining a graduate degree among Nigerian Americans living in Texas.

The null hypothesis was tested against the alternative hypothesis:

$H_05$ : Parental level of education and level of spirituality do not have any significant influence on the probability of obtaining a graduate degree among Nigerian Americans living in Texas.

H<sub>5</sub>: Parental level of education and level of spirituality can significantly predict the probability of obtaining a graduate degree among Nigerian Americans living in Texas.

To prepare for the regression analysis, the highest education variable was recoded into a binary variable (Graduate) to meet the requirement of a logistic regression analysis that the dependent variable should be binary (Agresti, 2018). For the new Graduate variable, doctoral and master's degrees were coded as 1 while the rest of the lower degrees were coded as 0. The independent variables, level of education (ordinal) and level of spirituality (continuous), which are both quantitative were used to predict the probability of obtaining a graduate degree (binary). Therefore, Graduate is a binary response variable.

Table 15

*Recategorization and Display of Values for new Graduate Variable*

Old Variable Category	Old Variable Value	New Variable Category	New Variable Value
Some College	3	No	0
Associate Degree	4	No	0
Bachelor's Degree	5	No	0
Master's Degree	6	Yes	1
Doctoral Degree	7	Yes	1

*Note.* Old variable = Highest degree, New variable = Graduate

***Test for multicollinearity.*** Multicollinearity is one of the common issues encountered when estimating linear or generalized linear models including the logistic regression (Allison, 2012). As a result, before the start of the analysis, collinearity test was performed for the 2 independent variables. A variance inflation factor (VIF) of more than 3 usually raises concerns about the reliability of results obtained from such estimation. But with a VIF of 1.0 obtained, multicollinearity was not considered a problem in this case.

**The logistic regression form.** The logistic regression has a general linear form for the logit of the success of probability (probability of getting graduate degree) written as

$$\text{logit}[\pi(x)] = \log[\pi(x)/(1 - \pi(x))] \quad (1)$$

$$\log[\pi(x)/(1 - \pi(x))] = \alpha + \beta x \quad (2)$$

*Equation 1* represents the log of odds (log odds) of success whereas *Equation 2* shows the relationship between the log odds and the coefficients of the model equation.  $p(Y=1) = \pi(x)$  denotes the probability of getting a graduate degree given a value of the independent variable,  $x$  whereas  $p(Y=0)$  is the probability of not getting a graduate degree—the probability of getting at most a bachelor's degree. Therefore, given fixed values of spirituality and parental level of education, the probability of getting a graduate degree (rather than lower degrees) is given by,  $P(Y = 1) = \pi(x) = (e^{\alpha + \beta_1 x_1 + \beta_2 x_2}) / (1 + e^{\alpha + \beta_1 x_1 + \beta_2 x_2})$ , where  $\beta_1$  and  $\beta_2$  are the coefficients of spirituality and parental level of education. They estimate the main effects and indicate the amount by which the logit increased as each corresponding independent variable,  $x$  increased by a unit. Exponentiating each  $\beta_i$  provides an estimate of the amount by which the odds is multiplied by with a unit increase in the independent variable. This produces *Equation 3* below.

$$\text{odds}(x+1) = \text{odds}(x) * e^{\beta} \quad (3)$$

The term  $e^{\beta}$  is also referred to as the odds ratio (OR). The computation of the odd ratios was done using the SPSS software. The results of the logistic regression showing the odds ratio, the coefficients, the confidence intervals and the Wald statistics are displayed in table 16.

Table 16

*Logistic Regression of Parent Education and Spirituality on Graduate Variable*

Variable	$\beta$	SE	OR	Wald	95% CI		<i>p</i>
					LL	UL	
Spirituality	-.048	.015	.953	10.762	.962	.981	.001
Parent Education	.178	.067	1.195	7.014	1.047	1.364	.008
Constant	-.075	.694	.953	.012			.914

*Note.* \* $p < .01$ ; OR = odds ratio; CI = confidence interval; LL=lower limit; UL = upper limit. Statistically significant values are indicated by  $p$  values  $< .01$ , Non-significant values:  $p > .01$ , Dependent variable = Graduation; SE = standard error

The purpose of the logistic regression was to test the predictive effects of spirituality and parent education on the binary dependent variable- Graduation. Both independent variables were measured on a continuous scale. Table 16 presents the results of the logistic regression analysis. Both independent variables; Spirituality ( $p = .001$ ) and parent education ( $p = .008$ ), were found to be statistically significant predictors of the probability of getting a graduate degree. Since both  $p$  values are small ( $p < .05$ ), the null hypothesis was rejected for each variable, and the conclusion was made that both spirituality and parent education are significant predictors of the probability of getting a graduate degree. Another method used to test the hypothesis was to look at the confidence intervals produced in table 16. Since both intervals [.962, .981] for spirituality and [1.047, 1.364] for parent education did not include 1, the same conclusion was reached to reject the null hypothesis of no predictive effects for both variables.

For the spirituality variable, the coefficient ( $\beta = -.048$ ) indicated that the log odds (logit) of getting a graduate degree decreases by .048 with a unit increase in spirituality. For the second independent variable, Parent education ( $\beta = .178$ ), the coefficient indicates that the log odds (logit) increases by .178 with a unit increase in the parent's level of education.

The odds ratio (OR) can also be used to reach a similar conclusion. The OR for Spirituality is 0.953 and this means that when spirituality increases by a unit, the odds of getting a graduate degree rather than a bachelor's degree or lower, increases by a multiplicative factor of 0.953, also indicating that the odds of getting a graduate degree is 0.953 times the odds of getting at most, a bachelor's degree. Similarly, the odds ratio for the Parent education is 1.195, meaning that the odds of getting a graduate degree is 1.195 times the odds of getting a lower degree. The Wald statistic, obtained by squaring the ratio of  $\beta$  and SE, is an alternative test measure when the use of critical value became necessary.

Table 17

*Logistic Model and Variable Selection Using AIC, Deviance and Likelihood Test.*

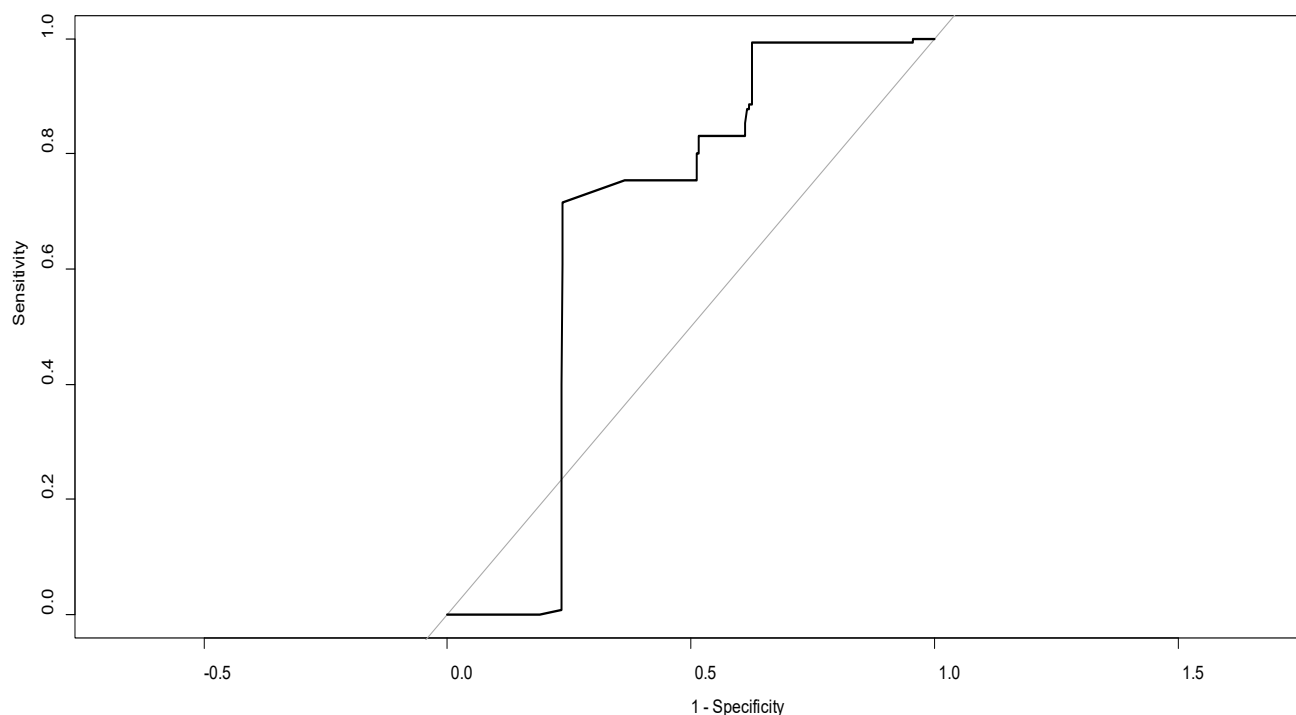
Model	Dependent Variables	Deviance	<i>df</i>	AIC	Models Compared	Deviance Difference
1	None	520.46	420	522.46		
2	S	498.88	419	498.88	(2) – (1)	21.58
3	P	498.22	419	502.22	(3) – (1)	22.24
4	S + P	487.23	418	493.23	(4) – (2)	11.65
					(4) – (3)	10.99
5	S + P + S*P	479.18	420	487.18	(5) - (4)	8.05

*Note.* S = Spirituality, P =Parent Education, *df*= degrees of freedom, AIC = Akaike information criterion

Another method used to select significant variables and best-fit models was by comparing the models with predictors with the null model using the likelihood ratios and the Akaike information criterion (AIC, see Table 17) and Deviances (Agresti, 2018). This purposeful selection technique involved constructing different models, starting with the null model. With this method, explanatory variables were progressively added to the model to examine the differences in effect. The difference obtained by subtracting the deviance of the model with

predictors from the null model served as the likelihood-ratio statistic. This statistic was compared with the critical value from the chi-square table. The difference in the degrees of freedom of the models was used as the table degrees of freedom. A large likelihood-ratio statistic was desired to reject a null hypothesis of no effect. From table 17, models 2 (*Deviance difference* = 21.58, *df* = 1), and 3 (*Deviance difference* = 22.24, *df* = 1) with the dependent variables, Spirituality and Parent education were found to be significant with large Deviance differences. When both were added (model 4), significance was also recorded (*Deviance difference* = 11.65, *df* = 1) when compared with both the null model and the model with only one explanatory variable. The model with an interaction term (model 5) was also found to be significant (*Deviance difference* = 8.05 on *df* = 2)

The predictive power of the logistic model can be determined by using the receiver operating characteristics (ROC) curve. This plot shows the proportion of correct predictions for success (attaining graduate school level) and the proportions for the correct prediction of failure (not attaining graduate degree) for all possible values of a chosen probability of success. The area under this curve measures the overall predictive power of the model and this is called the concordance index. The concordance index for this model with spirituality and parent education as predictors, was calculated to be 0.6735. Since this value is bigger than 0.5, it suggests that the predictions were better than random guessing or the model with only the intercept term (Agresti, 2018). Figure 9 shows the ROC curve for the model.



*Figure 9.* ROC plot for logistic regression model with the Nigerian Americans with Spirituality and Parent Education as predictors of Graduate degree attainment.

The fifth null hypothesis was that parental level of education and spirituality were not significant predictors of the probability of having a graduate degree. Based on the results from the logistic regression analysis shown in Table 17, this hypothesis was rejected in favor of the alternative hypothesis. There is enough evidence to conclude that parental level of education and spirituality are significant predictors of the probability of obtaining a graduate degree among the Nigerian Americans in Texas. For the parental level of education ( $p = .008$ ), the odds of having a graduate degree was 1.195 times the odds of not obtaining a graduate degree. Because the odds ratio is greater than 1, the odds increase with a unit increase in parental education. In contrast, the odds of having a graduate degree has a common multiplier of less than 1 ( $OR = 0.953$ ) for a unit increase in spirituality ( $p = .001$ ), signifying that the odds decrease with a unit increase in spirituality for Nigerian Americans in Texas.

## Chapter Summary

This chapter presented the results of the analysis of the data. The results indicated that spirituality, coping skills, academic and financial success, social media frequency of use, and English proficiency were significantly correlated with each other. The results also showed that parental influence, coping skills, spirituality, social media use, and English proficiency significantly predicted overall achievement of Nigerians in America. It was also found that coping skills and social media differed by gender and field of studies—some fields of study did significantly better than others in the areas of coping skills and social media use. The result also that Nigerian American females had higher coping skills than their male counterparts. Finally, the probability of getting a graduate degree was significantly predicted by parent level of education and spirituality- higher spiritual Nigerian Americans had lower chances of getting a graduate degree.



## **Chapter 5: Discussion, Conclusion and Recommendations**

This chapter will review the major findings, discuss the results with respect to the existing literature, make recommendations for future research and discuss the limitations of the study

### **Review of the Research Goals**

This study had four main purposes: to examine the factors that significantly predicted the overall personal achievements of the Nigerian American graduates in Texas, to determine the level of association between each pair of spirituality, coping skills, academic success, financial success, social media use, proficiency in English, to examine the effects the demographic variables; field of study and gender on the overall achievements of Nigerian Graduates in Texas, and finally to determine the effects of parental influence and spirituality on the chance of obtaining a graduate degree. The following research questions guided the study in achieving these study objectives:

1. Is there a linear association between each pair of spirituality, coping skills, academic success, financial success, social media use and English proficiency levels of Nigerian American graduates in Texas?
2. What is the effect of parental influence on the overall achievement among Nigerian American graduates living in Texas?
3. How well do coping skills, spirituality, social media use, and English proficiency, predict overall achievement among Nigerian Americans?
4. Do coping levels and social media use differ by field of study and gender among Nigerian Americans living in Texas?

5. Do parental level of education and level of spirituality have any influence on the probability of obtaining a graduate degree?

## Review of Results

**Research question one.** A correlational analysis was performed to investigate the size and direction of the linear relationship between pairs of the quantitative variables used in the study. The result showed that overall achievement was positively and significantly correlated with the following variables; coping skills,  $r = .52$ ,  $N = 421$ ,  $p < .001$ , Academic success,  $r = .79$ ,  $N = 421$ ,  $p < .001$ , Income,  $r = .94$ ,  $N = 421$ ,  $p < .001$ , Social media use,  $r = .59$ ,  $N = 421$ ,  $p < .001$ , and English Proficiency,  $r = .58$ ,  $N = 421$ ,  $p < .001$ , suggesting that Nigerian Americans with higher overall achievement, tend to have higher coping skills, higher academic success, higher income, higher social media usage and better English proficiency level. Only spirituality, was found to be negatively correlated with overall achievement,  $r = -.42$ ,  $N = 421$ ,  $p < .001$ . This indicated that Nigerian Americans with higher levels of spirituality achieved less overall.

**Research question two.** A simple linear regression and hierarchical regression analyses were performed to determine if parental influence had a significant effect on overall achievement. Parental influence was one of the variables selected for the regression analysis based on existing literature. The results of the regression indicated that parental influence explained 15.8% of the variance in the dependent variable ( $R^2=0.158$ ,  $F(1, 419) = 78.725$ ,  $p < .001$ ). It was found that parental influence significantly predicted overall achievement ( $\beta = 0.339$ ,  $t = 8.873$ ,  $p < .001$ ), indicating that a unit increase in the parental influence level, increase overall achievement by 0.339 units.

Further regression analysis was performed to further examine the effect of parental influence while controlling for gender, place of birth, and city of residence. The result of the

hierarchical showed that parental influence was still a significant predictor of Overall achievement ( $\beta = 0.092, t = 2.24, p < .001$ ) with a reduced ( $R^2\text{change} = .008, F(6, 414) = 42.877, p < .001$ ). The addition of parental influence only accounted for 0.8% of the variance in Overall achievement after controlling for gender, city of residence and place of birth which is significantly different from the value obtained (15.8%) before controlling for the variables.

These results summarized in Table 8 and Table 9 led to the rejection of the second null hypothesis of no parental Influence effect on overall achievement in favor of the alternative hypothesis. There was enough evidence to conclude that parental influence was a significant predictor of overall Achievement among Nigerian Americans in Texas.

**Research question three.** A multiple regression analysis was conducted to examine the linear effects of spirituality, social media use, coping skills and English proficiency on overall achievement. The initial multiple regression results showed that the model with predictors fit significantly better than the null model. Each of the predictor variables significantly predicted overall achievement.

A hierarchical regression analysis was also conducted to further examine the effects of the same variables on achievement, while controlling for the effects of gender, place of birth and city of residence. Upon addition to the model, coping skills ( $\beta = 0.55, t = 9.67, p < .001$ ) and spirituality ( $\beta = -0.22, t = -5.67, p < .001$ ) were found to be significant predictors of overall achievement with a reduced ( $R^2\text{change} = 0.15, F(7, 412) = 65.49, p < .001$ ). Similarly, when added to the model, both English proficiency ( $\beta = 0.78, t = 3.572, p < .001$ ) and Social media use ( $\beta = 0.28, t = 5.76, p < .001$ ) were found to be significant predictors of overall achievement after controlling for the variables in blocks 1 and 2.

As a result of the multiple linear regression results (Table 10), and the hierarchical multiple regression results (Table 11), the third null hypothesis that none of coping skills, spirituality, social media use, and English proficiency was a significant predictor of overall achievement among Nigerian Americans was rejected in favor of the alternative hypothesis. It was concluded that coping skills, spirituality, social media use, and English proficiency are significant predictors of overall Achievement among Nigerian Americans in Texas.

**Research question four.** The Kruskal-Wallis and Mann-Whitney non-parametric tests were performed to determine if coping skills and Social Media use differ significantly by field of study and gender. The Kruskal-Wallis test provided very strong evidence of a difference ( $p < 0.001$ ) in coping skills among the different fields of study,  $\chi^2(9) = 160.22, p < .001$ . A post hoc Dunn's test of multiple comparisons was conducted to examine the significant pairs. The test showed that the following group pairs were significant: Arts and Architecture, Arts and Health/Medical Sciences, Engineering/Math and Architecture, Engineering/Math and Medical Sciences, Law and Architecture, Law and Health/Medical Sciences, Computer Science and Health, Nursing and Architecture, Nursing and Health/Medical Sciences. The rest of the pairwise combinations were not significant. The Kruskal-Wallis test equally provided a similar strong statistically significant evidence of a difference in social media scores between the different fields of study,  $\chi^2(9) = 140.99, p < .001$ . Dunn's test of multiple comparisons was also performed to find the significant pairs.

A Mann-Whitney test indicated that women had greater coping levels (Mdn = 43.0, Mean rank = 239.66) than Men (Mdn = 41.0, Mean rank = 189.80)  $U = 16528.5, p < .001, r = -.20$ . For the social media, but showed that men (Mdn = 50.0, Mean rank = 222.07) had higher social media use than women (Mdn = 47.0, Mean rank = 194.92),  $U = 245359, p = .023, r = -.11$

The results for both the Kruskal-Wallis and Mann-Whitney led to the rejection of the fourth null hypothesis of no significant difference in coping levels and Social media use by field of study and gender in favor of the alternative.

**Research question five.** The logistic regression was used to test the fifth null hypothesis that parental level of education and spirituality were not significant predictors of the probability of having a graduate degree. Based on the results from the logistic regression analysis shown in Table 16, this hypothesis was rejected in favor of the alternative hypothesis. There was enough evidence to conclude that parental level of education and spirituality are significant predictors of the probability of obtaining a graduate degree among the Nigerian Americans in Texas. For the parental level of education ( $p = .008$ ), the odds of having a graduate degree has a constant multiplier of 1.195 with a unit increase in parental level of education, indicating that the odds of obtaining a graduate degree is 1.195 times the odds of not getting a graduate degree. In contrast, the odds of having a graduate degree had a common multiplier of less than 1 ( $OR = 0.953$ ) for a unit increase in spirituality ( $p = .001$ ), signifying that the odds decrease with a unit increase in spirituality for Nigerian Americans in Texas.

## **Discussion**

**Effect of spirituality.** The current study identified factors that significantly affected the overall personal achievement of Nigerian graduates in Texas. These factors include spirituality, academic success, coping skills, financial success, use of social media, proficiency in English, and gender. These factors were found to influence personal achievements in various ways. Specifically, spirituality was the only factor that had a significant negative effect on personal achievement, indicating that Nigerians in Texas who have high levels of spirituality tend to achieve less than those with low levels of spirituality. It was also found that spirituality was

negatively correlated with the other independent variables. This result is in line with several existing studies (Chatters et al., 2008; Constantine et al., 2005) who argued that spirituality lowers personal achievements. Lewis et al. (2007) also supported the argument that spirituality, mainly based on Christianity, may restrict or prevent followers from interacting with certain groups of people and other faith-based groups— which reduces opportunities for interactions and learning, thereby reducing the chances of personal achievement.

However, some authors have expressed contrary views on the relationship between spirituality and personal achievement (Taylor & Chatters, 2010; Dennis et al., 2005). They argued that strong spirituality usually leads to the vigorous and aggressive pursuit of goals, thereby leading to achievement. The authors believed that the positive virtues of spirituality, when applied to real-life situations, produce positive results. It can therefore be inferred from the past and present studies, that the effect of spirituality on personal achievements is inconclusive, especially as it concerns Nigerian Americans.

**English proficiency.** Another significant finding of the study is the impact of English proficiency on achievement. This result is similar to the finding by Afolayan (2011) who argued that African immigrants to America who can speak English fluently could easily earn an average of 16% more annually compared to those who have limited English speaking ability. Considering that the official language of communication among Nigerians is English, it implies that a typical Nigerian American immigrant would be more successful by earning higher wages than his or her other African counterparts whose official languages are not English. Beyond the official language advantage, most immigrants from Africa whose official languages are English struggle to communicate due to having an accent. Kong et al. (2012) argued that both written and spoken language proficiency go hand-in-hand when determining the achievement levels of individuals,

especially non-native speakers. This inability to speak in a manner that is clearly understood by other people constitutes a communication problem that affects English proficiency and by extension, achievement. This issue was also highlighted by Sahragard et al. (2011) who argued that language proficiency boosts the speaker's confidence when interacting with people on issues, and as a result increases the chances of achieving personal success. The evidence provided by past and present studies indicate that English language proficiency is one of the keys to achieving success in America.

**Income effect.** In the present study, income was also found to be positively associated with academic qualifications. This was supported by the MPI (2015) report that established an equally positive association between income and academic qualifications where Nigerian Americans with higher degrees made more than those with lower degrees. However, further investigation needs to be conducted to ascertain why some Nigerian Americans do not earn enough compared to their peers with comparative qualifications as disclosed by Capps et al. (2012). These authors argued that there exists a unique pattern whereby some Nigerian immigrants to the United States do earn a living commensurate to their academic qualifications.

**Parental involvement.** The current study findings show that parental level of education and level of spirituality are significant predictors of obtaining a graduate degree among Nigerian Americans living in Texas. This supports the findings of the study conducted by Stakk (2013), who indicated that parental influence positively affects coping skills which, in turn, produces positive effect on academic achievement. It is important to note that the present study provided sufficient evidence to conclude that parental influence significantly affected the overall achievement of Nigerian Americans living in Texas. This position was supported by Bleakley and Chin (2010), who found that given the struggle experienced by generations, parents can

quickly instill norms, industriousness, and hard work into their children. It can, therefore, be deduced from above that parental influence and parental level of education positively influence overall achievement. As a result, more educated parents are more likely to encourage and push their children to be more successful.

**Place of birth and city of residence.** The results of the current study showed that place of birth and residence significantly predicted achievement as well as proficiency in English language. The result of the study showed that Nigerian Americans born in the United States have a significantly higher achievement rate than those born in Nigeria which implies that English proficiency plays a huge role in this regard since English proficiency is positively correlated with achievement. This result was supported by a previous study by Afolayan (2011) and Okafor et al., (2013) who found that those born in America are not faced with such language and accent obstacles. Afolayan (2011) examined the barriers of socioeconomic progress among Nigerians in America and established that, despite the extended stay of the Nigerian immigrants in America, it was still hard for them to adapt and progress due to language and cultural difficulties.

Additional findings from this study suggest that the city of residence influences achievement. For instance, Nigerian Americans living in Dallas performed significantly better than those that live in San Antonio, Austin, and Houston. Since there are no previous studies that have been done assessing this factor, it is difficult to delve into how the city of residence influenced personal achievement. However, future studies are needed to explore the factors contributing to achievement.

**Social media.** The study further established that the use of social media among Nigerian Americans had a positive and significant influence on personal achievement. Results indicated that personal achievement had a significant positive correlation with coping skills, academic



success, income, social media use, and English proficiency. Since the official language communication for Nigerians is English, there should be little problem in using social media for learning and interaction purposes. This situation puts them at an advantageous position in terms of achievements, when compared with those without language skills. Interaction through social media, therefore, results in a widening of the opportunistic network toward personal achievement (Sahragard et al., 2011). It involves securing higher chances of meeting potential employers, business partners, innovative ideas, and even products and services that can help one achieve success.

### **Conclusions**

Drawing definite conclusions on some relationships based on the findings of the present study may be misleading. This situation arises from the conflicting results obtained from several other studies about the same variables. For instance, some studies found a positive relationship between spirituality and achievement, whereas others aligned with the findings of the present study that found spirituality was negatively correlated with overall achievement. However, some of the findings of the present study are consistent with the results of other prior studies. Coping skills, social media use, English proficiency were found to be significantly correlated with achievement. Therefore, it can be concluded that as levels of coping skills, social media use, and English proficiency levels increase, overall achievement increased. This indicates that Nigerian Americans with higher coping skills, better usage of social media and higher English proficiency levels achieve more than those with low levels of coping skills, social media use, and English proficiency.

It can also be concluded from the present study, that higher parental involvement in raising a child improves the chance of higher achievement. Since there was a significant effect of

parental influence, the implication is that early parental involvement or influence on an immigrant's life plays a pivotal role in guiding the immigrant to higher achievement. Proper guidance from parents is therefore crucial in a Nigerian American path to success in America

The present study showed significant effects of gender and field of study on social media use and coping—there was a gender difference in both social media use and coping. This indicated that women had significantly higher coping levels than men. It can, therefore, be concluded, based on this study that Nigerian American women handle challenges better than men. Men were, however, found to have higher usage of social media than women, meaning that Nigerian American women are not as likely to use social media as men. There was also a significant effect of the field of study on coping skills. This means that Nigerian Americans in specific fields perform significantly better in coping than others. We can conclude, for example, that Nigerian American that had a degree in Law copes better than his fellow compatriot that earned a similar degree in Architecture.

Despite the obtained results, the exact relationships between gender, field of study, social media use, and coping levels need to be further investigated and substantiated using a parametric method. Reaching a definitive conclusion based on the non-parametric methods as used in the present study may not be entirely reliable.

### **Recommendations and Suggestions for Future Research**

One of the unstated goals of the study was to explore hidden factors that influence the success of Nigerian Americans in Texas. As one of the most educated and most populous immigrant groups in America (MPI, 2015), it is expected that alternative methods be designed to predict overall achievement for Nigerian Americans in Texas scientifically. So far, most of the findings agree with the results of previous studies. From this quantitative study, it could be seen

that the effect of spirituality has negative consequences on achievement. The reasons for this outcome should be the focus of future research. Nigerians, being one of the most spiritual groups in the world (Marshall, 2018), it is surprising that the result of the study echoes the findings of past several studies (Chatters et al., 2008; Constantine et al., 2005; Lewis et al., 2007), found spirituality as hindering personal achievements. Other studies argued that spirituality positively influences achievement (Taylor & Chatters, 2010; Dennis et al., 2005). Therefore, the need has arisen to address the inconclusive nature of this research. Since these conflicting results are bound to send conflicting signals to the strong adherents of religion and spirituality in Nigeria, efforts need to be made to engage in a comprehensive, better-funded study to ascertain the exact effect of spirituality on achievement among Nigerian Americans in Texas.

The present study found significant relationships between social media use and overall achievement. As a result, the present discussion is focused on how to use social media in such a manner that promotes achievement. Social media has changed how interactions and communications take place between individuals of different backgrounds (Alwagait et al., 2015). The extent to which this revolutionary trend has affected the achievement level of Nigerian Americans is a matter to be unraveled with future in-depth study. However, stakeholders including the Nigerian American immigrants themselves, governments, concerned organizations, and educational institutions must ensure that social media like Facebook, Twitter and YouTube are used in such a manner that improves communication skills, learning, and personal development. Social media should be used in such a manner that positively impacts academic life and social life. For example, social media should be used more to connect with peers and colleagues from different backgrounds with similar interests. All aspects of the usage that promote success should be encouraged among Nigerian Americans and other immigrant groups

while improper usage and addiction should be discouraged. For example, spending too much time on them interferes with time management and hinders the ability to prioritize other essential aspects of life (Othman & Musa, 2014). The proper and moderate use of social media is the key.

In formulating policies and designing curricular programs, schools in Nigeria and America can accomplish this task of ensuring moderate and rightful usage by designing social media programs and activities that improve interactions with peers on academic matters. This will help grow the global knowledge level of the students and make it easier to interact successfully with peers across the globe. Such programs should create checks that make it difficult for misuse or abuse.

From the present study, one of the factors that significantly affected achievement was English proficiency. Consequently, practitioners including educators and curriculum designers should focus on designing programs that will make it easier for full Nigerian Americans and other immigrants leaving their native countries for other English-speaking countries to be fully assimilated into their new environment quicker. Liu and Carney (2017) had argued that poor English proficiency was considered an impediment to assimilation and suggested that Africans should be more interactive with native Americans and avoid ethnic groupings that may derail their acquisition of language skills and proficiency. Any such program must focus on preparing them for meaningful interactions with other people from other parts of the world in such a positive way that increases the chances of personal achievement (Sahragard et al., 2001).

Practitioners in the United States, including school administrations, can also provide these immigrant students with opportunities to improve their language skills. Understanding the differences between “American English” and “British English” as well as “accent” will help the administrators best tailor their training to the needs of the immigrants. Studies (Okafor et al.,

2013; Ghenghesh, 2015) have argued that Nigerian Americans' English proficiency needs are different. While those born in the United States do not face accent issues, those that migrated to the United States were likely to face difficulties, especially with an accent (Okafor et al., 2013). Ghenghesh (2015) argues that age is a factor in determining the level of language difficulties faced by Nigerian Americans on arrival to the United States. As a result, age should be considered a factor by the practitioners when designing programs for those with language or accent difficulties.

The study found that coping skills significantly affect achievement. The possession of the necessary coping abilities provides arriving Nigerian Americans and other immigrants with the necessary skills needed to navigate through their new environment (Boafo-Arthur, 2014). The inability to have the relevant and requisite coping skills affects assimilation and adaptation into the new environment (Capps et al., 2011). Therefore, better coping mechanisms and training by migrants and institutions should be implemented or adapted to ensure that most immigrants migrating to the United States do not struggle as they adjust to their new environment. Such training or programs should focus on areas of differences in culture and education with an emphasis on how to quickly adapt to their new environment. Since coping skills are multifaceted and are unique in every situation, all relevant practitioners in Nigeria or the United States must ensure that there are differentiated coping pieces of training as a result of the background differences of the immigrants.

### **Limitations**

It is difficult to generalize the results to all Nigerian Americans living in Texas because the samples for this study were limited to only four cities: San Antonio, Austin, Dallas, and

Houston. It is possible that some unique factors in the excluded cities could have changed the outcome of the studies.

Similarly, frame coverage, selection, or non-response bias could also be considered as limitations of this study. This was because the sampling frame excluded most Nigerian-American residents in Texas who were neither known to the researcher's recruiters nor were members of the selected associations (Fricker, 2008). This exclusion was likely to impact the results of the analysis because those excluded were not given the opportunity to be part of the selection process. Also, some of those in these groups had no emails, nor social media presence were equally excluded. Again, this likely had an impact on the generalizability of the results (Creswell, 2012). Those that failed or refused to respond to the questionnaire could potentially skew the data due to non-response bias. This would likely occur if their responses were otherwise, markedly, and systematically different from those that responded (Fricker, 2008).

Another potential limitation was the sample size of less than 500. Though, best statistical practices support such small sample size based on certain population parameters such as the confidence level and the margin of error, a sample size of less than 500 could be said to be relatively small compared to the population of about 40,000 Nigerian Americans residing in Texas (Creswell, 2012).

The difficulty in getting more data from people was also one of the key limitations of the study. Finding an appropriate and effective sampling technique to provide a representative sample of the population posed a challenge for this study considering that the majority of the data was collected online, creating a possibility for the data to be likely skewed in favor of those that have access to the internet (Fricker, 2008).

Also, even though the data was collected anonymously, the reliability of the information provided may still be questionable. Since it is difficult for people to divulge certain information for some unclear and unidentifiable reasons, this could potentially lead to the unreliability of the data results. It is also possible that many of the participants were still uncomfortable divulging certain information to a “fellow Nigerian” researcher for fear of their sensitive and confidential information being compromised. For the same reason of fear, and despite the anonymity of the data collection process, many people might still not be willing to provide accurate or truthful personal information, which could affect the reliability of the data and results of the analysis.

Finally, funding is needed to conduct studies that will further assess factors that contribute to achievements as well as obtain more conclusive and generalizable results. Such a result should address the issue of the recruitment of the participants. This will be with a view to increasing sample size as well as having the required spread to account for the subjects that were excluded from the present study. This will enhance the reliability of the results.

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## Appendices

## Appendix A

UIW Application for IRB Approval  
Part II: Research Protocol

**This form is retired. All IRB applications must now be submitted online at <https://uiw.forms.ethicalreviewmanager.com/>. This form is to be used for planning purposes only; the online application form will ask for the same information.**

Provide the requested information and develop your research protocol in accordance with requirements specified in the UIW IRB Manual. Submitted protocols must be in the following format: single-spaced, 11-12 pt. sans-serif (e.g., Arial, Calibri, Helvetica) font.

Submit this completed form as part of the application to the Office of Research Development electronically for IRB review. **Do not submit applications directly to the IRB representative**, as this form will be electronically routed to them for review after it has been checked for completion and logged into the IRB database.

**Section 1: Purpose:** This section must briefly and succinctly state the purpose of the study and should derive logically from the summary of background and significance.

*The purpose of this quantitative study is to examine the factors that significantly predict and affect the overall personal achievements of Nigerian American graduates in Texas. This study examines the linear relationships between some of the most cited variables in literature and the overall achievement level of Nigerian Americans in four Texas cities; Austin, Dallas, Houston and San Antonio. Specifically, this study will investigate the variables that significantly affect and predict overall achievement (dependent variable) among Nigerian Americans in Texas. The independent variables in this study include; coping skills, spirituality, job satisfaction, social media, parental influence and English proficiency (independent variables)*

**Section 2: Background and Significance:** This section should review appropriate literature to provide a clear rationale for the study including the anticipated outcomes and their significance. It should include discussion of how the proposed project will relate to or differ from what is already known. If the proposed research is a pilot study, make this clear and describe why pilot data are needed.

**Background:**

- *The Nigerian diaspora is the best educated of the 15 immigrant groups in America according to the Rockefeller Foundation Aspen Institute Diaspora Program (RAD) analysis (Migration policy Institute, [MPI], 2015)*
- *Despite the numerous educational achievements and advantages as well as claims of religious superiority, many Nigerian American graduates are not as successful in terms of financial achievement compared to others with similar educational qualifications (Anekwe, 2009).*

- *Although, the Nigerian Americans have achieved a lot in terms of academics, spirituality, and life satisfaction (“Nigeria Tops Happiness,” 2003), there are no quantitative studies that show the factors responsible for this overall achievement and satisfaction level of Nigerian Americans*
- *There is an obvious gap in literature because there is no scientific explanation as to why this problem exists among Nigerian Americans. In addition, there are limited quantitative studies that have examined or explained the factors responsible for this inability of Nigerian American graduates to compete favorably with their compatriots despite have comparable educational qualifications.*

#### Problems: Review of more relevant literature

*Many of the previous studies on Nigerian Americans were purely qualitative in nature. Similarly, a review of some of the related studies from the past did not quantitatively analyze the factors responsible for some Nigerians doing better than others despite having comparable academic qualifications. There is lack of conclusive and definitive significant findings in terms of the relationship between the variables of interest in this study. For example, it was discovered that holding on to culturally oriented spirituality is seen by most minority groups, including the Nigerian Americans, is a way to cope with life challenges (Constantine et al., 2005) but no quantitative study has been conducted to find the true effect of spirituality on coping skills and personal achievement. Similarly, Capps, McCabe, and Fix (2011), reported that the level of coping skills and adaptability helps equip Africans and other immigrants with the required survival skills in their new American environment. There is no conclusive quantitative study that supports this position particularly as it concerns the Nigerian Americans. Similar work on other related variables for this study including English proficiency and parental influence have also fallen short of addressing, quantitatively, the effect of these variables on the overall achievement of Nigerian Americans in Texas.*

#### Significance:

*This study is important because it will add to both the existing body of knowledge and literature on Nigerian Americans in Texas. Since adequate quantitative studies examining the factors that influence the personal achievements of Nigerian Americans in Texas are lacking, this study aims to bridge that gap. This study also aims at making some generalizations about the Nigerian-American population using data and result from the analysis of the data. One other key area where the present study will be beneficial is in the area of assisting intending Nigerian immigrants to the United States, particularly Texas, to plan thoroughly before migrating to the United States. The result which is expected to be generalizable to the target population—the Nigerian American graduates in Texas—will afford these set of Nigerians, the opportunities to focus on priority areas that will be beneficial to them as they seek to settle in Texas. They will need to know those factors that will likely enhance their chances of achieving success in the United States*

**Section 3: Location, Facility and Equipment to Be Used:** This section should identify the location, facility and equipment used to carry out the research project.

*There will be no specific physical location or equipment to be used for this research project. The data will be collected using both online and paper forms. Participants will be invited using email and other social media platforms such as Facebook, WhatsApp and Instagram. Survey monkey will be used to collect the data.*

**Section 4: Subjects and Informed Consent:** This section should describe the subject population and procedures for obtaining subject informed consent. In describing the subject population, include number of subjects, source, and demographic factors. Describe how subjects will be identified, approached, and recruited. Describe specific criteria for inclusion or exclusion in the study and provide justification based on the hypothesis tested. Describe in detail how, when, and where signed Informed Consent will be obtained (particularly for any studies involving special populations or sensitive information), if subjects will be given a copy of the signed informed consent document, and how and where the consent forms will be securely maintained.

*The population of the study is the Nigerian American graduates in Texas. All Nigerian American graduates, living in the four big cities of Texas, will be invited using email and other social media platforms to participate. An email list of Nigerian Americans that belong to the various ethnic and socio-cultural groups in four Texas cities: Austin, Houston, San Antonio and Dallas will be obtained. All participants who voluntarily agree to participate will make up the sample. A minimum sample size of 370 is needed*  
Informed Consent (sample)

*You are invited to participate in a web-based online survey on the predictors of Overall success among Nigerian Americans in Texas. This is a Dissertation Study being conducted by a student of the University of Incarnate word. It should take approximately 5 minutes complete.*

#### PARTICIPATION

*Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty. You are free to decline to answer any particular question you do not wish to answer for any reason.*

#### BENEFITS

*You will receive no direct benefits from participating in this research study.*

#### RISKS

*There are no anticipated risks involved in participating in this study other than those encountered in day-to-day life.*

**Section 5: Subject Compensation:** This section should describe in detail whether compensation will be provided as an inducement to subjects to participate in the study. Compensation is commonly offered to offset any inconvenience or expense that the subject may have. State the type and amount of compensation to be offered and when it will be paid. If there will be a delay in the receipt of payment, state the length of time. Whether a particular type of compensation for subject participation in research is appropriate or not will be evaluated on a per-protocol basis.

*There are no anticipated benefits to individual participants since the survey instrument will be administered and data collected online using various social media platforms*

**Section 6: Duration:** This section should describe the anticipated duration of the study including total time required for subject recruitment, data collection, and analysis.

*This study is anticipated to last between four and eight weeks*

**Section 7: Research Design (Description of the Experiment, Data Collection and Analysis):** This section should describe how the study will be conducted including the methods to be used, experimental design, subject assignment and randomization procedures, duration of testing, data collection methods, and all other details necessary to fully describe the study. If subjects are involved with the study for more than one session, include the length of each session, and the total time required of each subject. Include information such as power analysis to justify the number of subjects to be recruited for the study. Describe who will perform which actions (e.g., which tasks will be performed by the principal investigator or co-investigator(s) or research staff under the supervision of an investigator.

### Research Design

*A correlational design is deemed appropriate for this study because the purpose of the study is to find the linear relationship between variables and to examine the effects of variables such as spirituality, coping skills, social media use, English proficiency level, parental influence (independent variables) on the overall achievement of Nigerian Americans (dependent Variable). The research questions were carefully chosen and developed to align with Creswell (2012), who advises that quantitative designs should contain “research questions and hypothesis that are specific, narrow, measurable and observable” (p.13). Ultimately, this quantitative study is an observational study since there will be no random assignment of subjects to groups due to the absence of an intervention or treatment.*

### Research Questions

6. *Is there a linear association between each pair of spirituality, coping skills, academic success, financial success, social media use and English proficiency levels of Nigerian American graduates in Texas?*
7. *What is the effect of parental influence on the overall achievement among Nigerian American graduates living in Texas?*
8. *How well do coping skills, spirituality, social media use, and English proficiency, predict overall achievement among Nigerian Americans?*
9. *Do coping levels and social media use differ by field of study and gender among Nigerian Americans living in Texas?*

10. Do parental level of education and level of spirituality have any influence on the probability of on obtaining a graduate degree? (Yes or No)

#### Survey administration and Data Collection:

The Nigerian American Questionnaire (NAQ) survey instrument, created with multiple items, covering wide range of variables, was prepared by the author. At the development stage of the questionnaire, attention was paid to the purpose of the study as well as the research questions so that vital information needed to answer the research questions are collected (Fowler, 2014). In considering variables to be included in the questionnaire, the researcher focused on variables that were most cited in Literature. These variables include spirituality, coping skills, academic success, financial success, social media use, English proficiency, parental influence and parental level of education. As suggested by Creswell (2012, p. 385), this questionnaire will contain different types of questions which include personal, attitudinal, behavioral, multiple choice, open-ended and Likert-type scale. It will include unambiguous questions and will be pilot-tested to ensure the suitability of the questionnaire in addressing the research questions. 4-point Likert scale is mostly used in this study. The survey instrument will be administered online using various online and social media platforms such as Facebook, WhatsApp and Instagram

#### Sample size and power Analysis

With an estimated population of 10,000 Nigerian American graduates in Texas (MPI, 2015), and with a chosen confidence level of 95% and a margin of error of 5%, the minimum sample size is determined to be 370 using the sample size power calculator provided online by [www.qualtrics.com](http://www.qualtrics.com).

#### Data Analysis

Data will be collated and analyzed using statistical packages such as R and SPSS. Correlational, two-way MANOVA, simple, multiple and logistic regression analysis will be performed to address the research questions. Specifically, correlational Analysis will be used to address research question 1. Simple and multiple regression methods will be used to address research questions 2, and 3. A two-way multivariate analysis of variance (MANOVA) will be used for research question 4. Logistic regression will be used to address research question 5. After data collection, the statistical analysis will be carried out using three statistical software; SPSS will be used for the correlation analysis to determine the magnitude and direction of the relationship between the variables and will also be used to run the multiple regression analysis to determine the effect or predictive ability of the chosen independent variables on the dependent variable. The R statistical package will be used to perform the logistic regression analysis to determine the variables that will significantly predict whether the chances of a participant having a graduate degree or not.

**Section 8: Risk Analysis:** This section should identify all risks subjects will be subjected, including their frequency (e.g., x in 100) and severity. The level of risk categorization (e.g., no risk, minimal risk, more than minimal risk) must be stated and special precautions to minimize risk must be described (particularly for any subjects requiring specific precautions). Although medical emergencies are not expected, accessibility to CPR trained health care professionals should be described, if necessary for the proposal. In greater than minimal risk studies, the IRB may require use of a medical monitor.

*There are no potential risks to participants. Participation is voluntary.*

**Section 9: Confidentiality:** This section should describe how individual subject records and computer files will be safeguarded. Describe methods to ensure confidentiality and to whom information will be given, what information will be furnished, and the purpose of the disclosure.

*Your survey answers will be sent to a link at SurveyMonkey.com and your responses will be stored in a password protected electronic format. Survey Monkey does not collect identifying information such as your name, email address, or IP address. Therefore, your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study.*

**Section 10: Literature Cited:** Literature cited should list relevant references utilized in sections 1-9.

Anekwe, P. N. (2009). *Characteristics and challenges of high achieving second-generation Nigerian youths in the United States*. Universal-Publishers.

Capps, R., McCabe, K., & Fix, M. (2011). *Black African migration to the United States*.

Constantine, M. G., Anderson, G. M., Berkel, L. A., Caldwell, L. D., & Utsey, S. O. (2005). Examining the cultural adjustment experiences of African international college students: A qualitative analysis. *Journal of Counseling Psychology, 52*(1), 57.

Migration Policy Institute (2015). *The Nigerian diaspora in the United States*. Retrieved from <https://www.migrationpolicy.org/research/select-diaspora-populations-united-states>

Nigeria tops happiness survey (2003, October 2), *BBC News*. Retrieved from <http://news.bbc.co.uk/2/hi/africa/3157570.stm>

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th Ed.). Boston: Pearson.

Fowler, F. J. (2014). *Survey research methods*. Los Angeles (i.e. Thousand Oaks, Calif.: SAGE Publications.

## Appendix B

## IRB Approval Letter



February 5, 2019

To: Mr. Amos Obiefuna

From: University of the Incarnate Word Institutional Review Board, FWA00009201

Amos:

Your request to conduct the study titled Predictors of Overall Personal Achievements of Nigerian American graduates in four Texas Cities was approved by exempt review on 02/05/2019. Your IRB approval number is 19-02-002. You have approval to conduct this study through 2/5/2020.

Please keep in mind the following responsibilities of the Principal Investigator:

1. Conducting the study only according to the protocol approved by the IRB.
2. Submitting any changes to the protocol and/or consent documents to the IRB for review and approval prior to the implementation of the changes. Use the **IRB Amendment Request** form.
3. Ensuring that only persons formally approved by the IRB enroll subjects.
4. Reporting immediately to the IRB any severe adverse reaction or serious problem, whether anticipated or unanticipated.
5. Reporting immediately to the IRB the death of a subject, regardless of the cause.
6. Reporting promptly to the IRB any significant findings that become known in the course of the research that might affect the willingness of the subjects to participate in the study or, once enrolled, to continue to take part.
7. Timely submission of an annual status report (for exempt studies) or a request for continuing review (for expedited and full Board studies). Use either the **IRB Study Status Update** or **IRB Continuing Review Request** form.
8. Completion and maintenance of an active (non-expired) CITI human subjects training certificate.
9. Timely notification of a project's completion. Use the **IRB Closure** form.

Approval may be suspended or terminated if there is evidence of a) noncompliance with federal regulations or university policy or b) any aberration from the current, approved protocol.

If you need any assistance, please contact the UIW IRB representative for your college/school or the Office of Research Development.

Sincerely,

Mary Jo Bilicek  
Research Compliance Coordinator  
University of the Incarnate Word  
(210) 805-3565  
bilicek@uiwtx.edu



## Appendix C

## Nigerian American Questionnaire

1. What is your gender?

- Female  
 Male

2. Which of the following best describes your current relationship status?

- Married  
 Widowed  
 Divorced  
 Separated  
 Single, but cohabiting with a significant other  
 Single, never married

3. Your City of Residence

- Greater San Antonio  
 Austin  
 Houston  
 Dallas

Other (please specify)

4. What is the highest level of school you have completed or the highest degree you have received?

- Less than high school degree  
 High school degree or equivalent (e.g., GED)  
 Some college but no degree  
 Associate degree  
 Bachelor degree  
 Masters degree  
 Doctoral

5. Prior to coming to America, I had relatives living in the U.S.

- True  
 False  
 Not Applicable

6. I was born in America

- True  
 False

7. What is the highest level of education either of your parents have completed or the highest degree they received?

- Less than high school degree  
 High school degree or equivalent (e.g., GED)  
 Some college but no degree  
 Associate  
 OND or HND  
 Bachelor degree  
 Graduate degree

10. Which of the following best describes your current job level?

- Owner/Executive/C-Level  Intermediate
- Senior Management  Entry Level
- Middle Management
- Other (please specify)

11. Altogether, how many years did you spend getting your education starting from high school

- 0-2  9-11
- 3-5  12-14
- 6-8  More than 14

12. Where did you obtain your first degree?

- Nigeria
- United States
- Elsewhere
- Not Applicable

13. One of these fields best describes your field of study and practice

- Health and Medical Sciences  Law
- Engineering or Mathematics  Computer Science and Information Technology
- Architecture  Human Resources
- Education  Arts
- Nursing
- Other (please specify)

## 14. Job Satisfaction

	Strongly disagree	Disagree	Agree	Strongly Agree
I am happy at my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am being paid a fair amount for the work I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is quite competent in doing his/her job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the overall pay that I receive from my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get rewarded or recognized for doing extra work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications seem good within this organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisors are fair to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of this organization are clear to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 15. Life satisfaction

	Strongly Disagree	Disagree	Middle	Agree	Strongly Agree
In most ways, my life is close to my ideal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The conditions of my life are excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So far, I have gotten the important things I want in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could live my life over, I would change almost nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 16. My parents' annual income is/was within this range

- \$0- \$9999                       \$30000-\$39999  
 \$10000-\$19999                 \$40000-\$49999  
 \$20000-\$29999                 \$50000 or more

## 17. Spirituality

	Strongly Disagree	Disagree	Agree	Strongly Agree
Spirituality is an essential part of my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer is the key to my life's successes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending religious gathering is important for my spiritual growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe every thing in the holy book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel God's presence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During worship, or at other times when connecting with God, I feel joy, which lifts me out of my daily concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the love of God for me directly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find strength in my religion or spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality determines one's level of success in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel deep inner peace or harmony	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask for God's help in the midst of daily activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am spiritually touched by the beauty of creation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance to religious meetings is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. In my own view, one of these best describes the size of my immediate and extended family

- Small (1-5)
- medium (6-10)
- Large (11-15)
- Extra large (more than 15)

19. The number of people in my immediate family, including children parents is

- 3
- 4
- 5
- 6
- More than 6

20. Parental Influence: How often did your parents or guardian do this while growing up

	None	1-3 times a year	4-6 times a year	7-9 times a year	More than 9 times a year
Discuss how well you were doing at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eat with you around a table	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spend time talking to you about behavior and discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss books, films and television programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss school and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help you with your homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage you to participate in sports or other school programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice sports or academics with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buy you books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit your teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 21. Coping Skills: When faced with stressful situation

	Strongly Disagree	Disagree	Agree	Strongly Agree
I easily adapt to a new environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn new things fast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I relax using the internet and TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take a little time to relax when stressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do other things to feel good about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly take vacation from work to relax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Under difficult situations prayer becomes my coping strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not worried when faced with tensed situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to grow as a person as a result of a stressful experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I turn to work or other substitute activities to take my mind off things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I concentrate my efforts on doing something about it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to get advice from someone about what to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 22. Frequency of Social Media Use (Weekly)

	Zero times	1-5 times	6-10 times	11-15 times	More than 15 times
Instant Messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voice and Chat tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forums and Mailing Lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read your email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Update your blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read visitor's comments to blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read other blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write comments on other blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How frequent do you post to facebook?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How frequent do you post to Institutional websites?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How frequent do you post to whatsapp?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How frequent do you post to snapchat?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How frequent do you post to Instagram?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How frequent do you post to youtube?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How frequent do you post to twitter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How frequent do you post to other social media?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 23. English proficiency: How do you evaluate your English skills as at the time of arriving United States

	Very Poor	Poor	Fair	Good	Very Good
Spoken English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People thought my spoken English was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People rated my communication level as	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My written English was considered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluency in speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pronunciation/Accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>