AN INQUIRY INTO THE FACTORS AFFECTING THE SOCIAL AND ACADEMIC ADJUSTMENT OF NIGERIAN STUDENTS IN MONTREAL

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ABSTRACT

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This exploratory study examines the influence of various personal and contextual variables on the social and academic adjustment of Nigerian students in post-secondary institutions in Montreal. The sample consisted of eighty-eight Nigerian students representing two thirds of the Nigerian student population in Montreal in November, 1977.

Since foreign students are increasingly becoming a public policy issue in Canada, this study provides valuable background and insights. From the point of view of the educational policy maker, this study provides a detailed analysis of important factors in the adjustment of Nigerian students to life in Montreal and the institutions of higher education found in the city. Furthermore, this is the first case study which can supplement the comprehensive overview of foreign post-secondary students in Canada which was produced by the Canadian Bureau for International Education in 1977.

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Chapter One

INTRODUCTION

Statement of the Problem

Visitors in foreign lands have always been agents of cultural contact and transmission. Western, developed and industrialized nations have encouraged extensive international exchange of students in the belief that the human experience of the visiting student is as valuable as his educational experience. "International student exchange has come to be seen as a means for the promotion of goodwill and understanding among nations and as an important instrument in the formation of favorable political climates and improved social and economic conditions in many parts of the world." (Sewell and Davidsen, 1961, p. 3) However, questions have been raised (recently in Canada in particular) about the effectiveness of the student exchange objectives ranging from the promotion of international friendship and understanding to the transmission of skills essential to programmes of technical assistance and national development.

As Sewell and Davidsen (1961, p.4) have pointed out, the goals of agencies and governments who sponsor programmes for foreign students, for the most part emphasize sociopolitical aims, with few exceptions. Furthermore, at a time when universities in Canada (as in Europe and North America in general) are facing a contraction in the finances formerly made available to them, research efforts and reports are concentrating on the economic aspect of the learning experience of

foreign students in these universities. Therefore, the importance of the visiting student's purposes, problems and experiences are often easily lost in the concern for the larger aims of the sponsoring agencies and the political climate in the countries involved in these student exchange programmes.

Being a foreign student from Nigeria, and in a sense she, herself doing the participant observation, the writer of this thesis was particularly concerned with the relation of Nigerian cultural background to the Nigerian students' adjustment in Canada and to their academic achievement. The main purpose of this research study was, therefore, to explore processes and determinants of Nigerian students' adjustment, learning, attitude formation in cross-cultural experience, and the prospects of their readjustment to their own culture. In this cross-cultural study, it was hoped to derive the most common patterns of experiences and reactions of Nigerian students in Montreal, to consider some of the factors that may explain the variations from these patterns in order to discover leads for further study, and also to make some suggestions for the guidance of Nigerian student exchange programmes in the future.

The development of the author's research interest in this subject was concurrent with a surge of politically based interest in the overall rise in the numbers of foreign students studying in Canada. In 1976 the Canadian Bureau for International Education (CBIE) in Ottawa approached the Donner Canadian Foundation with a research support request to examine various features of international student migration both into and out of Canada. As one portion of the general research plan, CBIE

developed a national sample for the survey of the experience of foreign students in Canada's post-secondary institutions. The results are being published under the general title of "Papers on Foreign Students Issues" or "Ecrits sur les étudiants étrangers." (CBIE references). Therefore, the research project on which this thesis is based may be viewed as a specific case study, the results of which will provide comparative data to the data generated by the CBIE project.

Goals of Canadian and Nigerian Supported Student Exchange Programmes

The Canadian Point of View

For centuries, men have been interested in travel for educational purposes (Eide, 1970). This type of travel started as early as Hellenistic times and students travelled to distant centers of learning to explore the mysteries of science and philosophy. In the medieval times, when universities and institutions of higher learning began to develop in Europe, educational travels became common. One of the main aims of travel abroad as far as individual students are concerned, is no more than to go and search for the golden fleece. The host country on the other hand is just not a dumping ground for foreigners. It has its own goals in supporting this type of exchange of persons. Thus, an analysis of the stated goals of American-supported exchange programmes for foreign students was made in 1955 by the Committee on Educational Interchange Policy of the institute of International Education. This analysis listed the following five objectives in order of descending

frequency of mention:

1. To promote international understanding and good will among the people of the world as a contribution to peace.

2. To develop friends and supporters for the United States by giving persons from other countries a better understanding of the life and culture of the United States.

3. To contribute to the economic, social or political development of other countries.

4. To aid in the educational or professional development of outstanding individuals.

5. To advance knowledge throughout the world for the general welfare of mankind.

In Canada interest in International Education is not new: Canadians have supported, since their inception, most international institutions which, like UNESCO, are devoted to such a goal. Moreover, a large number of Canadians - and millions of Canadian immigrants - have completed their studies abroad. In addition, thousands of Canadians have been involved on a voluntary basis in educational work in Third World countries or territories.

What is new, however, is the large inflow of several thousand students to Canada which reached the fifty thousand mark in 1975. There is also growing official governmental assistance to the development of education in Third World Countries. Added to these two phenomena is the formal commitment of Canada to international education as foreseen in Point Seven of the Strategy for International Development Co-Operation (CIDA, 1975).

The Walmsley report, Canadian Universities and International Development (1970) details and discusses all the centers, institutes, programmes and associations largely devoted to studies concerned with international development, or with particular areas of the Third World.

In the past five years, there has been a growing debate about the usefulness of such programmes both to Canada and for the purposes of the developing countries. However, it is unrealistic to suggest that the situation is the same for all Third World countries. Several writers have pointed out this fact. Sabourin (1977) describes it most concretely:

> Several Latin American and Asian countries have built institutions of higher learning that are universally recognized. Moreover, oil-producing countries and states such as Saudi Arabia, Kuwait, Iran, Algeria, Nigeria, and Venezuela have embarked on educational development projects of immense proportions. Most of these countries have in the last few years established cooperative arrangements with a multiplicity of private, semi-public and public Canadian entities. They are not turning towards the Canadian International Development Agency (CIDA) for assistance, but are anxious to find educational services - instruction and training in Canada, building, staffing and operating schools and universities at home - for which they are ready to cover all costs.

Since 1945, the number of foreign students in Canada has risen constantly. As indicated above, there are now over fifty thousand foreign students enrolled at all levels in Canadian institutions. According to an AUCC profile (University Affairs, January 1977), the largest number of them, about twenty thousand are registed in universities, where they represent five per cent of the overall university population. Of this number, a quarter are from the United States, nine per cent from other developed nations, while the largest single group of students have come from Hong Kong. Forty per cent originated in Third World countries; of these thirteen per cent came from the poorest and least developed nations and twenty-seven percent from the remaining Third World countries. The majority of foreign university students are in Ontario (41%); there are 27 per cent in Quebec and nine per cent in Alberta, while the other 20 per cent are scattered in more than seventy universities and colleges.

However, in higher education, Canada is not only a donor but also a recipient of aid. Many Canadians study at universities abroad where they themselves are subsidized by the tax payers of the host country. (Hettich 1977). Canadians, have chosen to further their education at institutions outside this country, for many years. Until recently this was a necessity in some fields, as Canadian universities lacked well-developed programmes. Particularly, Canada has relied heavily on United States universities and universities in Great Britain, to train its elite. While the number of Canadians getting their higher education abroad has decreased in recent years, it remains in excess of

10,000. (See table 1)

As it is illustrated in Table 1, student flow between Canada and the U.S. roughly counter balance each other. As regards Europe, Canada is a net recipient, although the numbers involved are not large. When we turn to the developing and semi-industrialized countries, the picture changes markedly. Students from Asia and Africa attending universities in Canada greatly outnumber the few Canadians studying in those parts of the world. Canada is clearly a net donor as far as the Third World countries are concerned.

Recently, the Canadian Bureau for International Education published a series of study papers on the problem of foreign students in Canada. (CBIE, 1977) In a summary statement entitled "A Question of Self-Interest: A Statement on Foreign Students in Canada" (1977), the following five "First Principles" were advanced:

1. Canadian post-secondary educational institutions benefit from the presence of non-Canadian students.

2. Our reception of foreign students has an impact on our future foreign relations.

3. Foreign student policies should be designed to reflect Canada's self-interest first, since the primary responsibility of Canadian Governments is to Canadians.

4. The process and mechanics of development in the Third World are best decided by the people and governments of the Third World.

TABLE 1

Foreign Students in Canadian Universities

and Canadians Studying Abroad

by Region of Origin and Destination

Foreign Students*		Canadians Staying Abroad	
Region of Origin	Number (1975)	Region of Destination	Number
Africa	2,875	Africa**	25
Asia	10,146	Asia	150
Australia & New Zealand	176	Australasia**	129
Europe	1,568	Europe**	2,856
North & Central America	8,244	U.S.A.***	7,780
South America	952		
Oceanic & Other Islands	43		
Total	24,004	Total	10,940

Notes:

*1975

**1973

***1974-1975

5. As sensible international citizens, who recognize both the need to share the world's resources more equitably and the dangers of isolationism, Canadians have an obligation to share their educational resources with less developed countries.

It is also interesting to note the special definition of "Self-Interest" advanced by the CBIE:

> Self-interest is a term that can have very negative connotations, but we wonder how many of us make any decisions -- no matter how altruistic they appear on the surface -- that are not ultimately motivated by self-interest. "Enlightened" Self-interest to us simply means fully informed, fully conscious self-interest. (p. 19)

Such a definition of Self-Interest of Canada can be served according to the CBIE report if, of the following conditions, one or more of them are satisfied:

> If - the presence of foreign students improves the quality of the educational experience offered by the institutions.
>
> If - our reception of foreign students furthers the long or short-term range economic and political interests of Canada abroad
>
> If - there is an immediate financial return from the presence of foreign students in Canada. (p. 10)

The most striking features of all these statements on foreign student policy is that for the most part these goals emphasize socio-political aims except in very rare cases. The importance of the visiting student's purposes, problems and experiences may easily be lost in the concern for the larger aims of the sponsoring agencies. The purpose of this exploratory study reported in this thesis was to emphasize this last concern.

The Nigerian Point of View

Background Information:

Nigeria is situated on the West Coast of Africa, on the shores of the Gulf of Guinea. It lies between the parallels of 4^{0} and 14^{0} north, and is thus entirely within the tropics. (Burns, 1969.) Nigeria came into being as a single political unit on January 1st, 1914, when the former colony and protectorate of southern Nigeria was amalgamated with the Protectorate of Southern Nigeria.

After amalgamation the country was organised as two groups of provinces, the Northern and Southern Provinces. The Southern Province was later, in 1939, divided into two groups, the Eastern and Western Provinces. (Burns, 1969) The main ethnic group of the population in the Northern Provinces was the Hausa-Fulani, in the Western Provinces the Yoruba, and in the Eastern Provinces the Ibo. The Hausa-Fulani group was chiefly Muhammadan, and the others chiefly Christian and Animist.

Nigeria became independent on October 1, 1960 as a Federation consisting of three regions, the Northern, Eastern and Western, with the Federal Territory of Lagos. These Regions were identical with the areas formerly known as the Northern, Eastern and Western Provinces. On August 9th, 1963, a part of the Western Region was detached to form a fourth, Mid-Western Region. The Federation became a Republic on October 1st, 1963. Nigeria is a member of the Commonwealth and of the United Nations.

Since Independence, Nigeria has been immersed in the task which preoccupies most developing states, seeking to create a popular sense of nationalism. The factor which had dominated pre-independence Nigeria has been the failure of all influences, pre-colonial as well as colonial, to create a nation state. Allegiance to ethnic community has continued to take precedence over Nigerian Patriotism. The structure of the state itself recognised that the peoples of Nigeria would only feel secure if they were ruled by those considered of their own kind; and this term never applied to national institutions; it was confined to ethnic or regional limits. (Hatch, 1970)

Whether the assumption on which the state structure was constructed was justified is a matter of argument in which many Nigerians engage. The fact is that almost all major Nigerian Leaders, as well as the British colonial office made the assumption. Consequently they produced a Federal State, divided into three regions, each of which broadly encompassed a large ethnic community, and, of parallel significance in

each region a number of minority communities were left with scant prospect of influencing their own future.

This experience of attempting to hold various dissimilar communities into a nation-state is not, however, peculiar to Africa. Much modern history revolves around the difficulties of trying to impose a state apparatus on neighbouring nations.

Thus, the main difficulty is that the ethnic community has more characteristics of nationhood than the state itself. Yet all realize at least in theory, that all will gain immense benefits if an acceptable statehood can be forged. This was, of course, the focal issue over which the civil war of 1967 was fought. This was because it was a war between communities confined within the Nigerian State, communities sometimes believing that they held more attributes of nationhood than that state itself.

The System of Education in Nigeria:

Although Western type of education came to Nigeria in the 19th century, the country has a well developed educational system patterned along the lines of the British system of Education. Most schools are administered by the government, the church and by private individuals. Independent church schools which fall outside the jurisdiction of the government are entitled to grants from the government.

The universal primary education makes education compulsory between the ages of 5-16 and free from primary to secondary schools. (Fafunwa Babs, 1974) Higher education beyond secondary level is

available in the country. There are twelve Universities and a host of post-secondary institutions for higher learning.

Government and private scholarships are available for higher studies. Selection is however on merit. Most students from Nigeria study in Britain and it is interesting to note that only recently have degrees from Russia and North America began to be given recognition.

Nigerian students take up higher education abroad because they realise that a university education not only ensures occupational opportunity but it affects recruitment into the elite as well. Hence it is proper to consider the Nigerian population in Montreal as a potential elite, who after graduation, will assume most positions of authority and power in the country when they eventually return home.

Nigerian Students in Canada:

Since independence the Nigerian government has encouraged and supported educational exchange with developed countries possessing high technological expertise. However, the exchange was mainly with Great Britain in the first few years. Later on, the government of Nigeria started sponsoring and encouraging research with the United States and the Canadian universities.

The Nigerian students who come to Canada are the representatives of a new set of students. They are a new breed because a large number of these students who come for further studies in Canada originate from the middle or lower socio-economic classes. No doubt,

these students do experience much difficulty in trying to adjust to the Canadian way of life in general. Their adaptation process is more painful than for the upper socio-economic level students who used to go out of Nigeria for higher education previous to Independence. These new students from the middle and/or lower socio-economic groups are in fact, the first generation to receive a western education in their families and even in their local communities (instead of Great Britain or private schools, for example) and as such need more help in academic and social adjustments (Department of External Affairs, 1973).

Another noteworthy point in this respect is the fact that most of the students from Nigeria who are studying in Canada are divided into two groups. There are some students who are sponsored by the government, that is, those who come to Canada through scholarships, loans, and government bursaries. There are others, however, who are self-sponsored or who are helped by parents and families as far as financial support is concerned.

The Nigerian Government sees in studies abroad, a means of education and training that is not available in Nigeria. The Government also realises that cultural exchange is a very important aspect of international relations and an attribute of full and equal membership in the society of the world.

Shortly after Independence, in 1960, the Nigerian government decided on a policy of nationalization whereby foreign trained personnel were made to understand that Nigerians were to manage the local economy.

There was a mass exodus of foreigners from Nigeria. To fill in the vacancies created by this exodus, a number of exchange programs were started to train the necessary personnel. The aim was to send students abroad as part of exchange programmes for education in science and technology with the hope that at the completion of their studies they will return to Nigeria and provide the needed manpower.

In addition to the educational exchange programmes initiated with Canada, Nigeria looks up to Canada for political advice and help especially in the field of technological innovation and advances in administration of the economy. Canada is perceived as being rich and respected in matters of technology and administration, policy making and international relations. For example, the last salary review in Nigeria was the brainchild of Canadian experts.

On the other hand, Nigeria realizes that educational exchange has ambassadorial benefits. In some parts of the world, little is known about Nigeria. Marshall (1970) has pointed out that an ambassadorial role is forced more or less on foreign students who talk freely with members of the host country. Initially, he is known by his nationality and as he goes about playing this role he comes to be recognized as representing his people. By giving answers to questions, he dispels the amount of ignorance and gross misunderstanding that people always have about nationals from other countries. This was the case for the Nigerian students after the 1967 civil war in Nigeria. Missions of students and teachers were sent abroad by the Nigerian Government to defend the stand of the Federal Military Government as far as the war was concerned.

In addition to the students who are sponsored by the government there are many students who are self-sponsored. As far as an average self-sponsored Nigerian is concerned, he feels and upholds that going abroad is a means to better his own position in life. Serving the country is of secondary importance. A lot of these students set their minds on obtaining some degrees and qualifications. These in turn will serve them as passports to higher jobs in their careers when they go back home. Moreover, these students see in travel abroad, a tourist's hope fulfilled. It is a means of enlarging their first hand knowledge of other countries and peoples. To them it is a change of outlook. Their outlook is widened. They are more self-reliant and more confident as a result of the experience abroad.

Review of the Literature

Major studies of cross-cultural education date back only to the early 1950's. The sudden influx of a large number of foreign students into Europe and the United States, with the associated problems, started social scientists in these countries to devote some planning and time to the study of the new phenomenon. In 1952, the Social Science Research Council appointed a Committee on Cross-cultural Education. Seven studies have been reported under this cross-cultural education research programme. (Beals and Humphrey, 1957; Bennet et al, 1958; Lambert and Bressler, 1956; Morris, 1960; Scott, 1956; Selltiz et al, 1963; and Sewell and Davidsen, 1961). In September 1955, the American

Psychological Association organized a symposium on cross-cultural education. In 1956 the Journal of Social Issues devoted a special number to the issue of foreign students studying abroad, followed by another issue in 1962.

The interest in foreign students and related issues, although continuing, was not at the forefront of the research in social sciences between 1965 and 1975. In 1966 J. Bhatnagar summarized his M.A. thesis in an article entitled "Attitudinal Change Among Foreign Students in the West: A Survey of Research Literature". (1966) In the middle of the seventies interest in research related to foreign students emerged once again as an important research concern particularly in the field of sociology of education. In 1970 for example, a study appeared in UNESCO's Peace Research Monograph series entitled Students as Links Between Cultures. Since 1975 several doctoral dissertations have been written in the area, an example being F. Kumagai's study of Japanese students in the United States (1976).

One of the earliest attempts to evaluate cross-cultural education was the study of Latin American students by Loomis and Schuler (1948). This was mainly a study of change of attitudes of 62 Latin-American students as a result of their experience in the United States. The results obtained showed that the Latin American students left the United States taking with them favorable impressions in some spheres and unfavorable impressions in others. The unfavorable impressions were traced back to the attitudes encountered in the host country upon arrival and as the sojourn stretched over several years there

was a tendency to overlook the faults of the home culture. However, there was no explanation advanced for the favourable changes in attitude in some spheres.

In a study published in 1957, Beals and Humphrey presented the results of their research on the Mexican student in the United States. They considered the nature of Mexican culture, the origins and characteristics of Mexican students before coming to the United States, their experiences as foreign students and the changes undergone in selected opinions and attitudes. The approach of this study was described as a "cultural" one as opposed to a social-psychological approach. To illustrate this approach, the authors gave the example of three questions which may be asked at the individual or cultural level as follows:

Individual	Cultural
1. What was the Mexican student like before he came to the United States?	1. What are the formative socio-cultural influences on the Mexican student before he comes to the United States?
2. What happened to the Mexican student during his period of stay in the United States?	2. What aspects of American culture influence the Mexican students in the United States?
3. In what ways do the Mexican student's experiences in the United States affect his life on his return to Mexico?	3. To what extent is the United States culture taken back to Mexico and to what extent does it continue to affect individual behavior or contribute to culture change?

This approach is particularly interesting in the Mexican case because the two cultures being studied are adjacent to each other and although thousands of Mexicans cross the border every year, the Mexican students are a privileged group and an elite who come into contact with very specific areas and institutions of the United States culture.

Studies have also been conducted on students who have sojourned in the United States coming from a different continent: Europe.

Gruen (1959) studied the attitudinal changes of German students during a year's stay in the United States. The group was described in terms of seven clusters of 56 attitudinal dimensions at the beginning of their stay. At the end of their stay there were very few significant changes observed along these clusters. This was explained by a high level of information about the United States before leaving Germany.

Scott (1956) studied a group of fifty Swedish students who studied in the United States. Nineteen were chosen from those who studied in the U.S. between 1920 and 1940 because they had been home long enough to assess the lasting value of their study abroad. Thirty-one were chosen from those who studied in the United States after World War II and they differed from the pre-war group: more were undergraduates in the U.S., were less interested in specialization in particular fields; had financial support from U.S. scholarship sources and there were more women among them.

Appreciation about the more relaxed and outgoing American way of life was found to be the dominant note in the reaction of students from Sweden who had been to America for at least nine months. Many students were frankly puzzled by American politics. Many of them were particularly interested in the public school administration, and the related politics. Their own schools were subject to nationally centralized supervision and seldom became involved in politics except on a policy level. According to Scott's findings "these visitors became convinced that the American people are guided by righteous desires and moral purpose. Yet they, like the rest of their countrymen, look east as well as west and prefer compromise to crusade." (p. 112)

"Superficiality" and "materialism" were the two characteristics most disliked about the American social and cultural scene by the Swedish students. The standardization of American life puzzled the individualistic Swedes most and music was the one field of the arts in which Swedes recognized superior American achievement and appreciation.

As far as the educational system in the U.S. was concerned, the Swedish students were annoyed by the academic discipline of quizzes, examinations, term papers and reports. On the other hand they were amazed to find out the easy going school curriculum. They thought the American high school was a "great waste of time and energy" and that the Swedish student after twelve years of high school knew much more than the American student.

Scott found that students in the fields of social sciences and humanities were more critical toward the United States than students who specialized as doctores, engineers and businessmen. This attitude he ascribed partly to the nature of their fields of study, and partly to the fact that America's most obvious achievements were in the realm of technology, science, industry and commerce. Scott concluded his study by saying that the Swedish students use "their American experience, therefore, not as disciple of America, but as discoverers for Sweden".

Sewell and Davidsen (1960) examined the social and academic adjustment of Scandinavian students in the United States at the University of Wisconsin. The Scandinavian students performed very well at the university and made successful adjustments to the American campus in the long run, although their initial reaction to academic and campus life were characterized by unfavourable impressions of educational standards at the undergraduate level and close supervision of students, and occasional dissatisfaction with the university's evaluation of their own academic backgrounds.

On the social level, Sewell and Davidsen (1961, p. 38) describe four distinct patterns distinguishable in extent and nature of social activity:

1. The enthusiastic participants: whose behavior was characterized by outward assimilation and extensive interaction with Americans.

2. The detached observers: who involved themselves as little as possible with the host society.

3. The pro-moters: whose social contacts seemed motivated mainly by a desire to "sell" the home culture to Americans.

4. The settlers: who for various reasons appeared to have cut their ties with the home country and were content in their relatively deep submergence in the new culture.

Although these various patterns may not be viewed as equally desirable from the perspective of the countries involved in student exchange programmes nevertheless, the Scandanavian students themselves were all satisfied with their social experiences in the United States. However, the time factor was very important. At the beginning of their sojourn the students came into frequent contact with a large number of Americans, gradually they became more selective in their contacts before falling into the four different patterns as described above. This same pattern of favourable, less favourable, more favourable impression over time was exhibited in the impressions of Scandinavian students of American culture and personality.

In this study, the Scandinavian students were rated on a large number of variables concerning background, personality and personal orientation characteristics as well as various factors related to the sojourn situation and experiences. Six outcome variables - participation in American life, academic adjustment, final impression of the United States, change in impressions, satisfaction with the sojourn and attitude towards adoption of American features in the home culture were related to twenty-seven independent variables. High English language facility, prior contact with American culture and high SES were found to affect favourable attitudes toward American life, and lead to positive academic adjustment and a desire to transfer selected American culture traits. Personality variables - personal flexibility, dependency and

freedom from self-defensiveness - were associated with achievement of the desired goals of foreign student exchange. According to Sewell and Davidsen (1961, p. 80):

> The two situational variables most highly and consistently related to sojourn outcomes were the amount of formal and informal guidance the student had received and the extent to which he felt that he had suffered prestige loss. In general, the less the student had suffered loss of prestige and the more he had received guidance, the better was the outcome of the sojourn as measured in this study.

In addition to studies on foreign students in North America who have originated from Europe, there are several studies of non-Western students in the U.S. and Canada. For example, Lambert and Bressler (1956) in their studies of Indians and Pakistanis, at the university of Pennsylvania found out that the students play three major roles during their period of stay, - student, tourist and ambassadorial roles. Students who had been teachers in educational institutions were hard workers, scored high grades and did well academically. Those with business at the back of their minds scored low grades and stayed longer in the U.S. Although they criticised the American way of life, they soon gained a new insight into the American way of thinking. As an ambassador, the Indian student feels that the average American's image of his country was poor. Some Americans also touched on the "soft spot" of the students during their enquiries about India. This led the

Indian students to develop a defence mechanism. Coehlo (1959) was interested in finding out about changes in the foreign student's image of his home and host countries during a long stay abroad. The results he got led him to conclude that during a cross-cultural experience lasting for a long time, the student is likely to develop a differentiated perspective about his home culture.

Useem and Useem (1955) held interviews with 110 foreign students in Bombay. They found that the aims of students' sojourn abroad was for advancement in professional life, and self improvement. When they returned home the students became active participants, less ethnocentric and more tolerant. As far as changes in socio/political orientations were concerned, they disliked the American ways of life. British trained Indians and American trained Indians exercised similar changes and some differences were found as well.

A recent study in the form of a Ph.D. dissertation by Furnie Kamagai (1977) took a longitudinal approach to the effects of cross-cultural education on attitudes and personality of Japanese Students in the United States. The study was mainly concerned with the influence of two aspects of Japanese students' experience in the United States, i.e., social relations with Americans, and attendance at an orientation programme, on their beliefs and feelings about the U.S. and the people, and also on their attitude change toward Japan. This was mainly an exploratory study of the nature of the processes involved in Japanese students' learning and adjustment. A longitudinal design was used. Panel data were secured for the whole period of U.S. residence for a

group of Japanese sojourners, starting before their departure for the United States and extending to their return to Japan. Questionnaires were administerd in Japanese to a sample of Japanese male graduate students on four occasions: T_1 (104 students): shortly before their departure for the United States; T_2 (93 students): early in their transition experience in the United States; T_3 (80 students):after one academic year in the United States; and T_4 (52 students):after their return to Japan. It was discovered that over the period of sojourn, there was a steady increase in favorability toward America and in interaction with Americans. Interaction with Americans influenced favorability toward America more than favorability toward America influenced interaction with Americans. Japanese students' favorability toward Japan stayed constant throughout the study, and measures of personality traits (The Japanese version of the California Psychological Inventory) before and after the sojourn revealed that the experience had no significant impact of Japanese students' personalities. Neither the basic pattern of Japanese students' personality nor their esteem for their own society and culture were affected by their cross-cultural experience in America. Their experience served to increase their appreciation of American culture and society, but not at the expense of a lowered appreciation of their own society and culture. (1977)

In Canada the most recent and most extensive study carried on the adaptation of the foreign student and other related issues of foreign students was sponsored by the Canadian Bureau for International Education.

Several reports were published under the general title "Papers on Foreign Student Issues" in 1973. Most reports discuss the theoretical and financial issues involved in the exchange programmes. The first and main part of the publications "A Patron for the World? Part One: A Descriptive Report of the CBIE Survey of Foreign Students as Post-Secondary Institutions in Canada, 1977" by David C. Neice and Peter H. Braun presents the survey questionnaire with marginals and summarises the results in five chapters. For purposes of descriptive comparison, the researchers selected ten independent variables and compared them to many other declared variables and questionnaire items. These ten key variables were: 1. World Economic Region of Origin; 2. Sex; 3. Programme of Studies; 4. Grades Reported; 5. Total Support Per Month; 6. Future Commitment; 7. Total Campus Enrollment; 8. Foreign Student Enrollment; 9. Availability of Advisory Services; 10. Community Population. It may be noted that the first six variables were individual variables and the last four variables were institutional variables. Of all these variables the World Economic Region of Origin was the most differentiating variable. Students were pooled into four different regions: 1. The Most Seriously Affected and Least Developed Countries (MSA/LLDC); 2. Developing Countries; 3. Hong Kong and 4. U.S.A. and other developed countries. At the end of the report there was an attempt to draw a short portrait of the "typical students" from each region. It will be interesting to quote the findings of the CBIE on the first two categories of students for purposes of comparison with the results obtained by this study on Nigerian Students studying in

Montreal. The following are the two portraits of the "typical student" from MSA/LLDC and Developing Countries.

It should be noted that in the category of MSA/LLDC the following 24 countries of origin were the countries for sampled students: Botswana, Ivory Coast, Ethiopia, Ghana, Upper Volta, Kenya, Lesotho, Malawi, Mali, Mauritania, Niger, Uganada, Tanzania, Senegal, Sudan, Guyana, Honduras, Haiti, Afghanistan, Bangladesh, Burma, India, Pakistan, Egypt (U.A.R.).

THE MOST SERIOUSLY AFFECTED AND LEAST DEVELOPED COUNTRIES (MSA/LLDC): These students typically are supported by home country or Canadian scholarships which tend to be ample, effectively raising their median support level to the highest found among the four world economic regions ($4,000 annunally). It appears that many of these students are the select students of their countries and therefore perform well in Canada. About 37% are post-graduate students and 40% are undergraduates. Reported grades tend to be in the upper brackets. Students from these countries have high levels of personal expectations. They are deeply committed to their home country and have strong views on implementation of change. For some of these students the path to Canada has been arduous as it is only from this group that any substantial primary occupational class representation occurs.

DEVELOPING COUNTRIES: This is probably the most diverse group of the four, and it is difficult to draw a typical image to describe them. Whereas on many variables the MSA/LLDC students tend to cluster with the USA and developed countries' students toward one side of a distribution, and Hong Kong students cluster toward the opposite side, the students from developing countries tend to be right in the middle. They appear to register in mostly undergraduate programs (55%) and enjoy a better support than many other undergraduate ($3,500 median annually). Many of these students have parents who own or participate in businesses, and studying abroad may be a prestige-enchancing status symbol. With regard to commitment and concern for their country of origin, these students are similar in some respects to the MSA/LLDC group.

Below is the list of the 45 countries of origin for sampled students in the category of "Developing Countries":

Bermuda, Algeria, Congo, Gabon, Liberia, Mauritius, Nigeria, Rhodesia Swaziland, Zambia, Brazil, Chile, Colombia, Mexico, Nicaragua, Peru, Venezuela, Bahamas, Barbados, Dominican Republic, Jamaica, Montserrat, St. Kitts, St. Vincent, Trinidad and Tobago, Brunei, Cambodia, Cylon, China, Korea (North), Korea (South), Indonesia, Macao, Malaysia, Philippines, Singapore, Taiwan, Thailand, Vietnam, Saudi Arabia, Iraq, Iran, Jordan, Lebanon, Turkey.

Nigeria is one of the Developing Countries and we shall see if the results in our study will support the CBIE results.

This review of literature does not pretend to give a comprehensive picture of the available research on the issues involved in foreign student exchange programmes and the adaptation experiences of these students. It is rather a random selection of studies trying to cover the conceptual and methodological development in this area of research in the past twenty years or so with particular emphasis on the research related to foreign students studying in North America. Anyone familiar with this particular area of research in education and the social sciences will recognize however, that there has been a conscious effort to represent the main trends and orientations of this kind of research.

The next chapter will therefore discuss the theoretical framework adopted for the present study and the related research procedures and instruments.

Chapter Two

RESEARCH METHODS

As Sewell and Davidsen (1961, p.4) have pointed out, and as it was illustrated in Chapter One of this thesis, for the most part, the stated goals of foreign student exchange programmes -- and the main concerns of the studies reported in the literature on the issue of foreign students -- focus on the sociopolitical aims of the parties involved in the exchange programmes. There are a few exceptions of course, where there is some concern expressed about the educational or professional development of outstanding individuals. The importance of the average visiting student's purposes, problems and experiences most often than not are lost in the concern for the larger aims of the sponsoring agencies. The purpose of this exploratory study is to emphasize the student's purposes.

Theoretical Framework

Out of the foreign students' living and studying experience the social scientist abstracts bits to examine. In deciding which of the many aspects of the students' experience and which of the many possible outcomes to concentrate on, the social scientist must have some basis for selection. Frequently, this is provided by his theoretical interests (Selltiz, et al. 1963).

The general orientation of this exploratory study is very much like that opted by Sewell and Davidsen (1961). According to their theoretical scheme which is adopted for this study, the foreign student sojourning in Canada is assumed to be situated within and between two cultural systems.

As Sewell and Davidsen state (1961, p. 5), "The individual who moves from one culture to another thus may be expected to bring with him a set of more or less well-established skills, characteristics, expectations, aspirations, habits, norms and values." Some of these may be described in terms of their facility in the English language (or the French language if they are studying in French language institutions in Canada), past academic experiences; prior contacts with other cultures, prior contact with Canadians, expectations about the host country - people and academic institutions, stated purpose of sojourn, feelings of identification with home country, social habits, friendship forming patterns, educational, religious and other ideological practices, as well as personality characteristics such as perception of self, degree of flexibility, or dependency level. These may be described as antecedent factors manifested at the personal and social-cultural level. Once in the new culture, the person is faced with a second set of determinant factors which may be described in the same terms as above but this time from the point of view of customs, norms and values typical of the host culture, i.e. perceptions and expectations about the student and his home country. Therefore, our theoretical framework assumes that these two sets of factors in large measure define the social psychological situation in which the Nigerian student finds himself in Canada.

Among the many potential areas of interest possible within this framework, this study focused mainly on the relationship between some personal variables and some contextual, situational, institutional

variables and their influence on the achievement of the academic aims of the sojourn in Canada of Nigerian students.

Purposes of the Study -

On the basis of the theoretical scheme presented above, the purposes of this exploratory study can be summarized along the same lines as the purposes of the study by Sewell and Davidsen (1961). These may be stated as follows:

1. To obtain information about the academic and social adjustment and success of the visiting students.

2. To obtain information about the content and feeling tones of the Nigerian students' impressions of Nigeria and Canada as well as the changes in these impressions during the sojourn and at the different stages of the sojourn.

3. To examine the relation between factors in the individuals' background, intellectual and sociopolitical orientation, personality and the sojourn situation which together or separately might have a bearing on the students' academic and social adjustment and success, satisfaction with the sojourn, and images and attitudes toward Canada and Nigeria.

4. To discover possible leads and hypotheses for further study.

5. On the basis of the findings, to make tentative suggestions for the guidance of student exchange programmes between Canada and Nigeria.

Theoretical Propositions

Furthermore, more detailed propositions under consideration mostly based on the Sewell and Davidsen study were as follows:

1. Many of the students' initial adjustment difficulties may have been avoided if they had been informed before arrival on Canadian campuses about various details of the Canadian university system (Sewell et al, pg. 81).

2. The Nigerian students will show the U-shaped developmental trend in their reaction and adjustment like many results which have been reported for other foreign student groups (Sewell, Morris and Davidsen, "Scandinavian Students' Images of the United States", The Annals, 295, Sept. 1954 is the first report which called attention to this U-shaped developmental trend in students' adjustment).

3. Success in achieving an acceptable level of adjustment is dependent to some extent upon the length of stay in Canada (Sewell et al, p. 83).

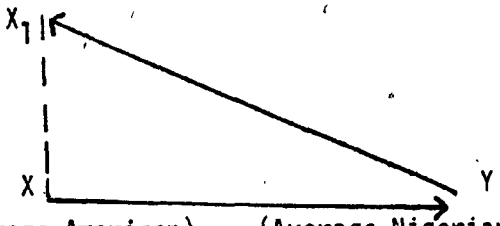
4. Success in the attainment of sojourn objectives depends to some extent upon the age and general level of maturity of the students. (Sewell et al, pg. 83).

5. There may be key attributes in successful cross-cultural learning: these are adequate means of communication, i.e. the students' English language facility, and willingness to submit temporarily to different standards, i.e. some personality characteristics such as personal flexibility and lack of self-defensiveness.

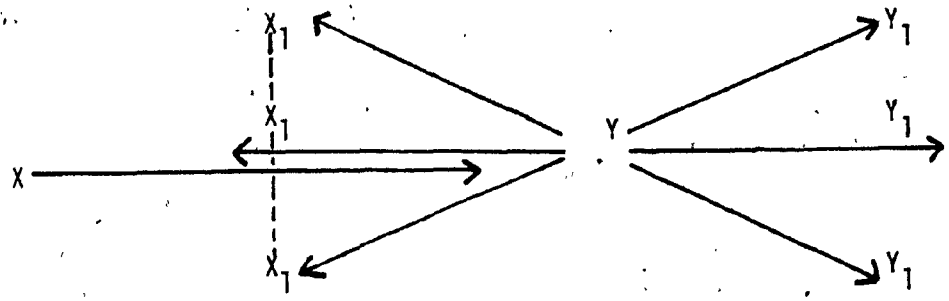
6. The Nigerian students' reactions to the host country will heavily be influenced by their perceptions of how they, themselves, and their own country are perceived and evaluated by Canadians. (Sewell et al, pg. 84)

7. There are a number of factors in the individuals' background, intellectual orientation, personality, and in the social and academic aspects of his sojourn which are closely and consistently related to the outcomes of foreign study. (Sewell et al, pg. 85)

8. Some prediction about the cultural model of interaction based on Bennet, et al's model will be added. According to Bennet et al when a person from a national society with hierarchichal tendencies encounters a person from a society with egalitarian tendencies, and moreover when the country of the latter is generally high in the estimation of the former the idealized diagram would be approximated as follows:



In our predicted model there are three X_1's and three Y_1's shown as follows:



Research Design

The main purpose of this study was to explore the influence of various personal and contextual variables on the social and academic adjustment of Nigerian students in higher educational institutions in Montreal. Therefore, in a sense, the sample was self-selected. The fact that the sample was self-selected greatly limited our choices for a design for the study. The design adopted can best be described as ex-post facto where based on the length of stay in Canada, at the particular institution of higher education, exposure to appropriate information and socialization patterns in Nigeria, as well as other relevant factors and variables, the Nigerian students in Montreal were divided into different groups for comparison purposes.

The Sample

The first attempt in selecting a sample was to prepare a listing of the total population of Nigerian students in Montreal area universities and institutions of higher education. Such a list was prepared with the cooperation of the African Students Association, the Nigerian Students Association, the Black Students Union, the Students Deans of the Universities: Concordia, McGill, Montreal, and the director of La Salle College as well as various ethnic organizations to which the Nigerian students belonged. It was decided to limit the sample to English language institutions. According to the list prepared for this purpose, it was estimated that there were about 140 Nigerian students in Concordia (80 students on the Loyola campus and 60 students on the

Sir George Williams Campus) and that there were 13 Nigerian students studying at McGill and 11 Nigerian students studying at La Salle College in November 1977. Since this was about the end of a school semester, it was expected that some students would graduate and leave town before the questionnaires were out for distribution. The return to Nigeria of a larger number of students than normally expected was due to the fact that at the time, there was a recruiting team from Nigeria, in Montreal, offering job opportunities to those who had completed their studies. Moreover, they were paying expenses to travel back to Nigeria. It was therefore accepted that 120 would be a fair estimate for the total population of Nigerian students in English language higher education institutions in Montreal.

One hundred and twenty questionnaires were therefore distributed through the representatives of the different organizations who helped us draw the list of Nigerian students in Montreal. Of these questionnaires, 90 were returned and of these 90 questionnaires, 88 were useable. Upon the return of the questionnaires, we checked to make sure that all the respondents were bonafide students, attending a university or an institution of higher learning in Montreal.

The sample for this study is therefore made up of about seventy-one percent of the total population of Nigerian students in Montreal.

The Instrument

The main body of data was collected through a questionnaire (see questionnaire and marginales in Appendix I). This questionnaire was an adaptation from:

1. The questionnaires and interview schedules used by the seven studies sponsored by the Social Science Research Council (Beals and Humphrey, 1957; Bennet et al, 1958; Lambert and Bressler, 1956; Morris, 1960; Scott, 1956; Selltiz et al, 1963; Sewell and Davidsen, 1961).

2. The questionnaire used in Students as Links Between Cultures, published in 1970 as part of the UNESCO's Peace Research Monograph series.

3. Student faculty and student peer interaction questions (Q. 190-201).

Therefore, the theoretical considerations of most of these studies are duplicated and represented in our research instrument. Although the CBIE questionnaire was obtained after our questionnaire was distributed, it was found that with the exception of six questions - probing directly the amount of money spent and available to the foreign student on a monthly basis - our questionnaire included all of the questions found in the CBIE questionnaire.

The pre-coded questionnaire consisted of eight major parts:

Part One: Items related to the background, schooling and educational history of the respondent. (Q 1-40; 164-171; 205-237)

Part Two: Items related to the pathways to Canada and to the present institution in which they are enrolled. (Q 41-73; 172-183)

Part Three: Items related to the satisfaction of the student with the academic experience in Canada. (Q 73-87)

Part Four : Items related to the social, economic and climatic variables and the satisfaction of the student in these areas. (Q 88-114)

Part Five : Items related to the expectations of the student once he finishes his studies and returns to Nigeria. (Q 115-137)

Part Six : Interest of Canadians in Nigeria and interest of Nigerians on specific areas of Canadian culture and way of life. (Q 184-188; 139-150)

Part Seven: Items related to the assessment of personal change of the Nigerian students as a result of their sojourn in Canada. (Q 151-163)

Part Eight: Items related to the interaction of Nigerian students in Montreal with other Nigerians and Canadians inside and outside of the university context. (Q. 189-204)

Those few questions which were not pre-coded were coded according to a uniform set of coding instructions.

To preserve the confidentiality of each respondent's answers each questionnaire was pre-numbered with a two-digit code. Nowhere in the questionnaire was there a provision for the name of the student.

The distribution of the questionnaire began in November 1977, and collection of the responses was completed in January of 1978. Since the distribution of the questionnaire coincided with the end of term examinations, some questionnaires were late in being returned. Many

students received the questionnaires in Nobember but completed them over the December/January holidays.

Once the questionnaires were all returned and coded properly, coding sheets were prepared for punching on computer data cards and were ready for analysis at the Sir George Williams Computer Center of Concordia University.

Chapter Three

PATHWAYS TO CANADA

In the mind of most foreign students, the decision to study abroad is not taken lightly. Therefore, the students in our sample have made a special commitment which is different from the educational commitments of the majority of their fellow students in the home country. This section of the thesis deals with the background structure which organizes Nigerian students' lives and shapes the destiny of their study period in Canada.

Origins, Individual Characteristics and Family Background

Of the 88 students in our final sample, 76 (86.4%) were male and 12 (13.6%) were female. Seventy students indicated their religion as Christianity, nine were Moslems and six did not have any religious belongingness. Three students did not answer this question. At the time of the survey 32 students (36.4%)were between 24 and 26 years of age, 34 students (38.6%) were between 27 and 30 years old and nine students (10.2%) were between 31 and 40 years of age. Four students were below 20 years of age and nine students did not answer this question.

Eleven students (12.5%) originated from a small village, 17 (19.3%) were from a small town and 57 students (64.8%) were from a city. Three students did not answer this question. This pattern of response supports findings of other studies on foreign students which indicate that the majority have their homes in an urban setting. It is interesting to note, however, that 23 students indicated traditional-type

dwellings as a description of their house. Thus 12 (13.6%) said that they lived in a village compound and 11 students (12.5%) stated that they were living in city compounds where members of a given extended family share dwelling space. Nine students did not answer this question. Of the rest, forty (45.5%) dwelt in private bungalow-type houses, seven (8%) lived in large city apartments and nine (10.2%) lived in small city apartments. Forty-three students (48.9%) came from areas they described to be cosmopolitan, while the rest of the group came from areas with more homogenious populations.

Thirty-eight students (43.2%) were single, forty (45.5%) were married, five were engaged, and one was separated. Four students did not answer this question. Thirteen of these students were married for less than one year at the time of the survey. Twenty-four (27.3%) students did bring their spouses with them, twenty-one (23.9%) left their spouses behind in Nigeria, most often with relatives. Of this group, eleven students indicated that they were planning to bring their spouse to Canada soon. Thirty-two students were parents with one to six children. Most of them (24 students) had only one child. Ten students brought their children with them to Canada, six others indicated their intention to bring the children soon. Those who indicated that they did not plan to bring their children or spouses to Canada gave the following reasons for their action: financial problems, visa problems and other personal and family reasons.

Twenty students who were not married said that they will consider marrying while in Canada, twelve of them being agreeable to marrying a Canadian, while the rest expressed the desire to marry a Nigerian only.

Only eight of the students in the sample had experienced serious illness or medical problems in the period while they had been in Canada. Nineteen students (21.6%) rated their physical health as average and 66 students (75%) claimed above average physical health. Thirty-one students (35.2%) claimed average psychological health and fifty-four students (61.4%) rated themselves above average on psychological health.

From a personality point of view, fifty students (56.8%) think that compared to most people of their own age in Nigeria, they make friends as easily as an average person in that group. Twenty-three students (26.1%) said that they make friends more easily than an average person in that same category. Five did not answer, while ten said that they are below the average of their own age group in Nigeria in their ease in making friends. When asked about groups in Nigeria that come closest to having the same ideas as the respondent regarding politics, economics and religion, twenty students (22.7%) cited their age group, 18 students (20.5%) mentioned their ethnic group, nine students (10.2%) said "elites". Other groups mentioned by one or two respondents were "common people", family members, and political groups. Thirteen saw themselves as being quite unique and twenty-three students did not answer this question. It is interesting

to note that 21 students out of the 65 students that answered this question saw themselves as being quite unique or belonging to an "elite" category. This supports the assumption that foreign students are really a self-selected group. Compared to others in Nigeria of their own age group, eighty-three students said that they were more independent, one was more dependent than others of his gorup and four students did not answer this question.

The majority of the respondents, forty-nine students (55.7%) were Yoruba, fifteen (17%) were Ibo. There were four Hausa, nine Tiv, 2 Efik respondents. Five indicated different ethnic backgrounds. Four students did not answer this question. Twenty-two of the students (25%) were children of landlords or big businessmen, seven had fathers who ran a small business, thirteen had fathers in the teaching profession, two had ministers as fathers, 18 students were the children of skilled workers and 16 had fathers who earned a living as unskilled laborers. Twelve fathers did not have any formal education, thirty-six fathers had an elementary school education of one type or other. Eleven fathers had some secondary education, seven had some college education, eight had their bachelor's degree and two had a higher degree. Twelve respondents did not answer this question.

Twenty-eight mothers (31.8%), or more than twice the fathers, were without any formal education. Thirty had finished elementary school, 12 had some secondary schooling, two had some college training and two mothers had obtained their B.A.

The students came from large families with many siblings. However, there was not a good response on this section of the questionnaire, therefore we cannot state accurately the number of brothers and sisters of the respondents. (Q. 225-227).

Looking at the educational background of the siblings of our respondents we found that fifty students had one or more brothers who had received or were receiving a university education and thirty-six had sisters ho had received or were receiving a university education. Furthermore, forty-nine students had friends and relatives other than brothers and sisters who had studied in Canada.

Therefore, based on parents' occupation and education, there is no doubt that like most foreign students in Canada (Neice and Brown, 1977, p. 37) the Nigerian students came from status privileged sectors of their own societies. Furthermore, there was a strong element of urban cosmopolitanism among the Nigerian students in our sample which parallels the findings of Neice and Brown (1977, p. 36).

Educational Chronology

Elementary School

The majority of the sample attended a parochial elementary school. Forty students (45%) attended a Protestant school and 22 students (25%) attended a Catholic school. Next in numbers were the students who attended a community school (13%). There were six students who were the products of a Muslim elementary school and five students went to private schools. One respondent did not answer this question. The

majority of our respondents went to a co-educational elementary school, the rest attended sex-segregated elementary schools. Arts and Commerce were the subject areas prefered by 50 students (56.8%) and 35 students (39.8%) liked Science and math subjects best. The majority of students in our sample got along "very well" with their peers in elementary school (65.9%), as well as their teachers (55.7%). It is also interesting to note that the majority of students in our sample were the best students in their class in elementary school. Twenty-two students (25%) said that they were in the upper 25% of their class and 37 students (42%) said they were in the upper 10% of their class as compared with ot h er pupils in the class.

Therefore, there is a clear pattern of educational background at the elementary school level for the Nigerian students who opted to study in Canada. They are students of parochial or community schools and were in the upper 25% of their classes at the elementary schools they attended in Nigeria.

Secondary School

Seventy students (79.5%) went to a comprehensive high school and only 8 students went to a technical/trade high school. Forty-four students were in sex-segregated schools (50%) and 37 students (42.3%) were in co-educational schools. Forty-five students (51.1%) followed Arts and Commerce concentrations in high school while 30 students (34.1%) followed Sciences or math. Forty-eight students (54.5%) indicated sciences or math to be the subject best liked while

in high school. Academically the students in our sample were once again at the top of their class in high school. Forty-one students (46.6%) indicated that they were classed in the upper 25% and 26 students (29.5%) said they were in the upper 10% of their classes. As in elementary school, 60 students (68.2%) said that they got along very well with their fellow students in high school and 47 students (53.4%) got along very well with their teachers.

Higher Education

Twelve of the 88 students in our sample had some higher education before coming to Canada. Ten students attended higher educational institutions in Nigeria and two outside of Nigeria. Ten students had a break between high school and college education which varied from 1-2 years to 5-10 years. Nine of these students were taking qualifying year courses and one was in the army at war. Five majored in arts, two in philosophy, two in medicine and two in technical education subjects. Seven of the twelve students with higher educational experience before their arrival in Canada said that they were in the upper 25% of their classes. Eight students went beyond a B.A. degree before coming to Canada at higher educational institutions. The degrees obtained at this level were mainly diplomas and certificates of specialization. (Urban planning, English methodology, metal works, etc.) Only one student had a journal publication, and this was in English methodology.

Only six students in our sample came directly to Canada from other educational institutions. The rest had been out of school or college for some time before coming to Canada to study. Ten students (12%) were away from school for more than ten years. Twelve students (13.6%) were out of school for more than 5 years, and the rest had been out of school for more than a year before arriving in Canada. Most of these students were working in different occupations, five were in the army fighting a war.

Employment Prior to International Study

Asked if they had a job in Nigeria, before coming to Canada, 72 students (82%) responded positively. Forty-six students (52.3%) held civil service-type jobs, 26 students (29.3%) were teachers. When asked about the name of the position they occupied in Nigeria, 41 students gave it a title related to schooling and/or education, such as "Education Officer" or "Headmaster". Twenty-four respondents (27.3%) said that they held these positions for less than one year, 23 students (26.7%) held their positions for two years, fourteen (15.9%) were in the positions mentioned for three years and the rest for more than four years. However, only 13 students (14.8%) expect to go back to the same positions.

The Decision to Study Abroad

As mentioned in the literature review, the decision to go abroad to study on the part of the individual is described in terms of touristic, ambassadorial and similar roles in addition to any personal ones. Personal reasons we have seen, are classified as the least important in the policy maker's mind and the preoccupation of those who are the representatives of respective governments and countries invovled in the student exchange programmes. As expected, however, the students in our sample mentioned exclusively professional, occupational and training reasons as the most important reasons for their decision to study in Canada. The touristic and/or ambassadorial reasons were classified as being "not at all important" by a large proportion of the students in our sample. "Finding out how people live in Canada" was classified as being very important by only 11.4% of the sample. "Getting to know people in Canada well" and "learning about the form of government in Canada" were "very important" reasons for only 14% of the students. "Seeing different parts of Canada" was "very important" to 44.3% of the respondents in our sample. "Having different personal experiences" came quite high in the priorities of the students. ("Having different experiences" - 50.0% very important; "Finding out more about what I am like" - 35.2% very important; "Having a chance to live with people in another country" - 25.2% very important). Since most of the students who filled in the questionnaire were mature students, only 15.9% classified "the chance to be away from home" as "very important in the

Table 2

Reasons for Coming to Canada to Study

(Percentages)

	No Answer	Not At All Important	Some-what Important	Very Important
1. Getting to know people in Canada well.	3.4	4.7	35.2	13.6
2. Finding out how people live in Canada.	5.7	37.5	45.5	11.4
3. Learning about the form of government in Canada.	4.5	47.7	33.0	14.8
4. Seeing different parts of Canada.	5.7	40.9	44.3	44.3
5. Having a chance to be away from home.	2.3	42.0	39.8	15.9
6. Having a chance to live with people in another country.	2.3	31.8	40.9	25.0
7. Finding out more about what I am like.	4.5	28.4	31.8	35.2
8. Having different experiences.	4.5	3.4	42.0	50.0
9. Getting training in my field.	3.4	5.7	13.6	77.3
10. Getting a degree.	4.5	2.0	18.2	75.0
11. Meeting professional colleagues.	10.2	20.5	27.3	42.0

Table 2

(continued)

	No Answer	Not At All Important	Some-what Important	Very Important
12. Finding out how people in my profession work in Canada.	4.5	23.9	28.4	43.2

hierarchy of their decision making process. The most important reason mentioned was "Getting a training in my field" (77.3%-very important) followed by "Getting a degree" (75.0% - very important). "Meeting professional colleagues" (42.0% - very important) and "Finding out how people in my profession work in Canada" (43.2%) were also very high in the priority list of the Nigerian students who opted to study in Canada.

Canada in the Hierarchy of Choice of Country for Study Abroad

Thirty-seven students (42%) had been to foreign countries before coming to Canada. Thirty-one had visited Europe or lived there for some time, three had been to North America, three had visited other African countries. Therefore, before coming to Canada for study, twenty-four students had spent time in foreign countries for less than one year, nine lived outside Nigeria for two years, four had lived abroad for three years.

Only eight students had made their first decision to study in Canada before the age of 18. Five students came to this decision between 19 and 20. The majority, thirty-five students (39.8%) decided to come to Canada when they were between 21-23 years old; and 18 (20.5%) took this decision between 24-26. Twelve students (13.6%) decided to come to Canada between 27-30 and only two students took this first decision after age thirty.

When they arrived in Canada, four students were 19-23 years of age, 32 students were between 24 and 26 years old and 34 students were 27-30 years old. Nine students were older than 31.

Government and mission scholarships were crucial in the final choice of the students in our sample to come to Canada for study. Thirty-four students fall into this category. The next important incentive mentioned by 16 students, was the presence of friends and relatives in Canada. Familiarity with the educational system and the language were given as the major reasons for the choice of Canada by seven students, and reputation in the field of study and practical training were mentioned by 16 students.

Sixteen students were not satisfied with their choice of Canada, eight were very satisfied and sixty were satisfied with their choice. Four did not answer this question. Those who were very satisfied mentioned several reasons such as: "Purpose of study achieved", "High academic standards", "Good teaching methods", "Good equipment and study facilities". Those who were not satisfied with their choice mentioned the following reasons: "Purpose of study abroad not achieved", "Lack of academic guidance", "Financial problems", and "Shortcoming of equipment and facilities in the field of concentration". The last reason was the most important reason mentioned in this category by the greatest number of unsatisfied students.

Seventeen students said that they would choose Canada again if, in the future they are once again given a chance to go abroad. Thirty-one said they will not choose Canada again and thirty-three answered

"perhaps". Those who said they will not opt for Canada again, chose the U.S.A. (17 students) followed by Europe (10 students) and three mentioned another African country. Five students would rather stay in Nigeria for study in the future.

Arrangements and Communications for Voyage to Canada

After the decision to study in Canada was taken, Nigerian institutions and the Nigerian Government paid for the transportation of 42 students, the Canadian Government paid for the transportation of three students, family and relatives supported 17 students and 15 students supported themselves from personal funds. Six students mentioned other sources of support for transportation costs to Canada and five students did not answer this question.

During the process of the selection of the particular educational institutions where the students ended up in Montreal, several factors played an important role. Twenty-seven students (30.7%) mentioned that the reputation of the university as a "renowned center of learning" was the main reason for their choice. Nineteen students (21.6%) mentioned the advice of friends studying abroad. Eleven students (12.5%) filed applications and compared the answers of the different universities before making up their minds. Research facilities, location in a big city, low school fees and resource books were mentioned as other factors playing an important role in the selection process.

Forty-three students (48.9%) said that the wishes of others played an important part in their planning process. Forty students answered this question negatively and five did not give any answers. Twenty-one students mentioned members of the immediate family and two students mentioned members of the extended family as playing an important role in their decision making process. Other people whose influence was mentioned in this respect were: fiancée, professors, other Nigerians, officials of the Nigerian government and people with similar interests.

Sixty-five students said that Nigerian students need a great deal of assistance in their studies in Canada mainly in the form of financial help (84.1%). It was generally agreed that the Nigerian Embassy in Canada should provide this assistance (77.3%). It was also mentioned that Nigerian students need "A great deal" of assistance to become acquainted with life in Canada before leaving Nigeria (71.6%). "Some" assistance in this area was deemed necessary by another nineteen students (21.6%) in the sample. Only three respondents thought that Nigerian students did not need assistance in this area. The Nigerian Ministry of Information and the Nigerian Embassy were cited as the bodies responsible for providing this kind of information to Nigerian students who plan to study in Canada.

As far as their own personal experience was concerned in the area of prior information and acquaintance with Canada, 43 students (48.9%) thought that they were adequately informed about Canada before coming

to Montreal. Twenty-eight students were informed about the climatic and financial hardships involved. Fourteen knew about the social adjustment problems they would encounter, 16 said they had a good idea of the "prevailing conditions". Other types of information at hand were: "status as Commonwealth citizen," "educational and political systems", "immigration problems".

Twenty-one students in the sample had participated in information sessions about Canada. Seventy-three students had obtained various kinds of information about Canada through the mass media. Twenty-two students mentioned information on social life, 12 mentioned information on political conditions, fourteen mentioned information about climatic conditions, ten mentioned communication systems, and four students mentioned information about relationships between sexes and sexual mores. Other information mentioned could be classified as "general cultural", "financial" type information. Fourteen students had obtained this information through radio, eleven had obtained the information through newspapers, fifteen through television and four from all media. Thirty-two answered "other media".

While in Nigeria, 44 students had close non-Nigerian friends. Fifteen of these were other Africans, 13 were Europeans, six were Canadians, five were Americans and the rest were from the Middle East or the West Indies.

Summary

The Nigerian students in our sample came from status privileged sectors of their own society, to a large degree. Most of the families of our respondents seem to have had extensive exposure to higher education and to education abroad. These findings are in line with the findings of the Canadian Bureau for International Education. It is also true that like most foreign students in Canada, many of the Nigerian students in our sample have come to study abroad after some employment experience. Therefore, education in Canada is often an extension of a specialization in line with their professional careers. In this respect it is interesting to note that the decision to study abroad was based very strongly on personal and professional considerations and therefore as far as the individual student going out to study abroad is concerned, the main goal is very individualistic. The goodwill and ambassadorial aspects of the role of the foreign students may well be priorities for governments and policy makers, but from the evidence we have obtained, these are not necessarily the individual student's priorities.

Academically, as well as socially, the Nigerian students come from the upper 25% of their respective school classes and peers in Nigeria. Furthermore, they identify themselves as being "unique" or "elite" in one sense or another and therefore we should keep in mind that we are dealing with a self-selected population.

Canada attracted the Nigerian students because it was a Commonwealth country and because they saw the educational system to be quite similar to their own. In the student's decision hierarchy, commitment to study in Canada is likely made prior to the choice of the specific instituion. Presence of friends and relatives is an added "pull" factor. However, it is justified to suggest that there should be provision for more and better infromation about the conditions of foreign student life in Canada. Such information would ease some of the surprise and problems that may be encountered by Nigerians who arrive in Canada to obtain education and training at the university level. The majority of our respondents agreed that it is up to the Nigerian Government and its agencies to make such information and orientation available to potential candidates.

The next chapter examines the experience of Nigerian students in Montreal and their plans for the future.

Chapter Four

MONTREAL EXPERIENCE AND IMAGES OF CANADA

Settling Down in Montreal

Sixteen students (18.2%) in our sample had been in Montreal for less than one year at the time of our study. Twenty-five students (28.4%) had been in Montreal for over a year, 20 students (22.7%) had been here for three years, 12 students (13.6%) had been here for four years and 9 students had been here for over five years. Six students did not answer this question. At the time of arrival 24 students were younger than 23, thirty-eight students were between 24 and 26 years of age and 17 students were older than 27. Nine students did not answer this question.

Twenty students indicated Loyola as the institution where they were studying, 38 indicated Sir George Williams, 15 were from McGill, seven were form LaSalle College and the rest were from other colleges in Montreal. Fifty-four students (61.4%) were studying in the Arts division of their institutions, four (4.5%) were in social sciences, 16 students (18.2%) were in the sciences, the rest indicated technical education, hotel management and tourism as the areas of study. Eighty-one students (92%) were planning on getting a degree as a result of their studies, the rest were not sure. Thirty-nine students (44.3%) expected a B.A. as the highest degree to be obtained in Montreal, 27 expected to get an M.A. (30.7%), nine students (10.2%) expected to obtain a Ph.D. and the rest were expecting to get different diplomas and certificates at the end of their studies in Montreal. Sixty-six students (75%) were planning on obtaining their highest degrees within a year or two, the rest expected to finish their studies within five

years at the latest.

Thirty-three students did not recall any pleasant experiences from their first day in Canada. Nineteen said that all they remembered was their lack of experience and some of the resulting situations in which they found themselves. Twenty-two students mentioned snow as a different and interesting experience of their first day in Montreal. Fourteen mentioned different experiences which they enjoyed such as: warm reception, positive attitude to foreigners, beautiful scenery, local French accent, personal resolutions for dedication to work and prudence. Asked if they recalled any unpleasant experiences from their first day in Canada, thirty students said no, seventeen said they felt social discrimination because of colour, seven had immigration problems, eight mentioned the weather being too cold, fourteen mentioned the language barrier (French), two mentioned having a ride with a dishonest taxi driver who charged them too much for the trip to town, one mentioned theft of belongings in the hotel, one mentioned food problems and one suffered from loneliness on his first day in Montreal.

Fifty students were met by relatives when they arrived in Canada, eighteen were met by a Nigerian friend, six were met by Canadian friends, and five did not answer this question.

Seventy-three students (83%) were living in their own apartments, eight students were renting a room in a private home, two students were living in the dormitory of their own institution, three students were living in sororities or fraternities, one was living with

relatives and one student did not answer this question. Fifty-nine students were satisfied with their living arrangements, eleven were fairly dissatisfied and sixteen were not satisfied at all with their housing arrangements at the time of the study. Two students did not answer this question. Seventy-seven students (87.5%) believe that the universities and colleges should help foreign students find living quarters when they arrive. Nine were of a different opinion. Two did not answer this question.

The research literature concerning the adjustment of foreign students to their host countries cites many problems and difficulties commonly encountered by foreign students. We compliled a list of these difficulties and asked the Nigerian students in our sample to indicate how important they thought these problems were in their view, based on their own experiences. There were 22 such problems identified and listed. Table 3 offers a summary of the findings.

The problems which were identified as being of most importance were 1. "Not having enough money"; 2."Concern about racial discrimination"; 3."Not being able to understand French or to be able to express oneself in French"; 4. "Getting used to the climate"; and 5. "Getting a job if I want one". Next in importance were problems caused by their separation from home and country in the following order: 1. "Feeling lonesome for my home and family"; 2. "Concern about family"; 3. "Keeping up with the news from home". Other areas of difficulty for the foreign students were 1. "Making friends with Canadians"; 2. Meeting Canadians outside of university settings"; 3. "Having one's behaviour misunderstood"; 4. "Not having enough

Table 3

PROBLEMS ENCOUNTERED BY NIGERIAN STUDENTS IN CANADA

(percentages)

List of problems	No Answer	No Problem	Small Problem	Great Problem
1. Not having enough money.	2.3	18.2	36.4	43.2
2. Getting a job if I want one.	0.0	29.5	30.7	39.8
3. Getting used to the climate.	2.3	27.3	29.5	40.9
4. Finding a house.	0.0	58.0	27.3	14.8
5. Not having food I am used to.	1.1	45.5	44.3	9.1
6. Not understanding English.	0.0	92.0	5.7	2.3
7. Not understanding French.	0.0	29.5	30.7	39.8
8. Not being able to express myself in English.	1.1	92.0	2.3	4.5
9. Not being able to express myself in French.	2.3	23.9	28.4	45.5
10. Feeling lonesome for my home and family.	1.1	22.7	42.0	34.1
11. Keeping up with the news from home.	0.0	30.7	35.2	34.1
12. Concern about family.	2.3	27.3	36.4	34.1
13. Making friends with Canadians.	1.1	47.7	30.7	20.5
14. Meeting Canadians outside of university.	1.1	38.6	33.0	27.3
15. Getting to travel in Canada.	0.0	63.6	26.1	10.2
16. Making friends with opposite sex.	0.0	59.1	23.9	17.0

Table 3 continued

List of Problems	No Answer	No Problem	Small Problem	Great Problem
17. Concern about racial discrimination.	0.0	19.3	36.4	44.3
18. Having my behaviour misunderstood.	2.3	42.0	29.5	26.1
19. Finding the school work too difficult.	2.3	52.3	36.4	9.1
20. Not having enough time to study.	1.1	55.7	25.0	18.2
22. Getting along with my advisor.	4.5	61.4	28.4	5.7

time to study"; 5. Making friends with the opposite sex"; and 6. "Finding a house".

Ninety-two percent of the students did not have any problems expressing themselves in English or understanding English. Sixty-eight percent of the students did not have any problems with finding out about what courses to take; sixty-four percent of the students did not find "getting to travel in Canada" to be a problem at all; sixty-one percent of the students did not find getting along with their advisor to be a problem; fifty-two percent of the students did not experience difficulty with school work and forty-five percent of the students did not have any difficulty with food.

Academic problems were cited as the least important of the difficulties encountered by foreign students, the most important being financial and related to social interaction variables such as race, discrimination, difficulty of making contact with Canadians outside the university context and feelings of loneliness and anxiety related to separation from home and country of origin.

The students were also asked an open ended question to determine if they felt any other difficulties which were not specifically mentioned in our list of problems. Twelve students mentioned "a state of depression", two students mentioned immigration problems, five students mentioned "hypocrisy among Canadian-born students". The rest of the sample did not mention other problems.

Social Interaction of Nigerian Students in Montreal

Eighteen students were active members in clubs and voluntary organizations in Canada, and seven were officers in the organizations and clubs to which they belonged. Sixty-three students did not participate in any formal organizations. Compared with other Nigerian students in Canada, twelve students (13.6%) estimated that they had a much wider cirlce of Nigerian friends; thirty-three students (37.5%) thought that they had about an average number of Nigerian friends, 42 students (47.7%) admitted to having a smaller circle of Nigerian friends. One student did not answer this question.

Compared with other Nigerian students in Canada, 36 students (40.9%) had a smaller group of non-Nigerian friends; 35 students (39.8%) had about an average number of Canadian friends; and eight students had a much wider circle of Canadian friends than other Nigerians. Nine students did not answer this question.

Nigerian students thought that it was most important to talk to Canadian students about courses and studies (55.7%); talking about literature, music and art, visiting each other in rooms or homes, talking about families and life at home were not indicated as being of too much importance. Only 35.2% of the students thought that it was somewhat important to interact with Canadians at a more intimate level such as "to talk about or do the sort of things you would talk about or do only with your best friends at home." (Table 4)

Table 4

IMPORTANCE OF INTERACTION WITH CANADIANS

(percentages)

	No Answer	Not at all Important	Somewhat Important	Very Important
1. Talk about courses and studies.	2.3	5.7	36.4	55.7
2. Talk about literature, music & art.	2.3	27.3	54.5	15.9
3. Visit each others' home or room.	4.5	35.2	44.3	15.9
4. Talk about families & life at home.	3.5	30.7	46.6	19.3
5. Talk about or do the sort of things you would do only with your best friends at home.	6.8	39.8	35.2	18.2

The frequency of the Nigerian students' interactions with other Nigerian students, other Canadian students and faculty members follows the priority trend described in the previous paragraph. It is interesting to compare the results of Table 4 and Table 5. Topics related to courses and areas of specialization were the most frequent conversation and interaction areas between the Nigerian students, and faculty members (86.4%), Nigerian students and other Canadian students (86.4%) and with other Nigerian students (70.5%). Topics of intellectual interest were often discussed between Nigerian students and Canadian students (80.7%) and other Nigerians (70.5%) and faculty members (67%). Seventy-eight percent of the Nigerian students sometimes engaged in social conversations with other Canadian students, sixty-one percent engaged in social conversation with Nigerian students and only fifty-six percent admitted to sometimes having social conversations with faculty members. Only 30% ever talked about personal matters with faculty, 43% discussed personal matters with other Canadian students some time or other and 45% discussed such matters with other Nigerian students.

The preoccupation of the Nigerian students in their interaction with other Nigerian students, other Canadian students and other faculty members seem to be mainly in areas related directly to their academic life and career specialization.

Table 5

SOCIAL INTERACTION OF NIGERIAN STUDENTS IN MONTREAL: WITH NIGERIAN STUDENTS, CANADIAN STUDENTS AND FACULTY MEMBERS

(percentage)

	No Answer	Yes	No
Interaction with Nigerian students:			
1. Often discuss topics of courses.	22.7	70.5	6.8
2. Often discuss topics of intellectual interest.	20.5	70.5	9.1
3. Sometimes engage in social conversation.	21.6	61.4	17.0
4. Ever talk about personal matters.	21.6	45.5	33.0
Interaction with Canadian students:			
1. Often discuss topics of courses.	6.8	86.4	6.8
2. Often discuss topics of intellectual interest.	9.1	80.7	10.2
3. Sometimes engage in social conversation.	5.7	78.4	15.9
4. Ever talk about personal matters.	9.1	43.2	47.7
Interaction with faculty members:			
1. Often discuss topics of specialization.	1.1	86.4	12.5
2. Often discuss other topics of intellectual interest.	3.4	67.0	29.5
3. Sometimes engage in social conversation.	4.5	55.7	39.8
4. Ever talk about personal matters.	5.6	30.7	63.6

Fifty students (56.8%) felt that they were accepted at the university where they were studying as well as other students whether they were Canadians or foreign students from other countries. Twenty-one students (23.9%) felt however, that they were not accepted as well. One was not sure and 16 students did not answer this question. On the other hand, sixty-eight students thought that they were accepted at least as well as any other foreign student was, twelve did not think so, one was not sure and seven did not answer this question.

Prestige of Nigerian Nationality and Cooperation Between the Nigerian and Canadian Governments

Forty-two students (47.7%) felt good about the prestige of their nationality in comparison with the prestige of other nationalities in the eyes of Canadians. The rest of the students were not sure about the prestige of being Nigerian in the eyes of Canadians. Sixteen did not feel they had much prestige because of their nationality, 19 said it gave them no prestige at all, the rest considered being a Nigerian more of a hindrance than help, and two said they were ashamed.

Forty-nine students thought that Canadians were fairly interested in Nigeria, seven thought that Canadians were very much interested in Nigeria. The rest thought Canadians were not interested in Nigeria at all. Thirty-one students in the sample said that Canadians don't know anything about Nigeria, 45 students said that Canadians are only

barely informed about Nigeria, only nine students thought that Canadians had a fair general knowledge about Nigeria. Three students did not answer this question. On the other hand, 11 students thought that people in Canada were very interested in their foreign experience, 35 students thought Canadians showed a fair interest in this area and 39 thought Canadians were not interested at all in this aspect. Three students did not answer this question.

Twenty students said that Canadians were most interested to learn about the standard of living in Nigeria, twenty-three students said Canadians wanted to learn about Nigeria's political situation and economy and twelve students thought Canadians were most interested in finding out from them about cultural aspects of Nigerian life. Other aspects of Nigerian life about which Canadians wanted to know from the foreign students were: civil war, discrimination among tribes, diseases, life expectancy, educational system and power elites.

Sixty-five students (73.9%) found serious misconceptions among Canadians about Nigeria, four said there were some misconceptions, thirteen did not think there were any misconceptions, and six did not answer this question.

Forty-eight students (45.5%) were not aware of any Canadian aid given to Nigeria. The rest knew about some Canadian aid to Nigeria and seventeen said the motive was to help a poor country, while 19 thought it was in the interest of the Canadian government. Two students mentioned political reasons as motives, one mentioned peace to mankind

as the main motive and two placed this aid in the context of cooperation between countries of the Commonwealth. Twelve students thought that this aid had a great effect on Nigeria's economic and social development, 16 thought this aid may have some effect in this respect and 28 thought there was really very little effect at all. Thirty-two students did not answer this question.

To summarise this section, we can recall that having relatives and friends in Canada seems to make the transition and settlement period more enjoyable. Otherwise, Nigerian students have their share of pleasant as well as unpleasant experiences during the first few days in Montreal. Financial and language problems, as well as discrimination because of colour were mentioned among the most difficult problems. Nigerian students thought that the universities can do more in helping out foreign students, especially in finding appropriate accomodations. On the other hand, students seemed quite knowledgeable about academic procedures on campus and therefore did not experience much difficulty in finding out about courses and related matters.

On the level of social interaction, although some students admitted to having large circles of Nigerian and non-Nigerian friends, the majority of the sample thought that their circle of friends was smaller than average compared to other Nigerian students in Montreal. The areas of most frequent contact and discussion centered around the university and specialized subjects. There was not much discussion of personal problems with Nigerian friends, even less with non-Nigerian friends and/or faculty members.

An important number of the students in the sample felt that their nationality did not have high prestige in the eyes of Canadians and many felt that they were not given equal treatment as compared to other Canadian students.

Canadian interest in Nigeria was lacking and general knowledge about Nigeria was almost non-existent according to the assessment of the students in our sample.

Overall, Nigerian students adjusted fairly to the social environment of Montreal although they experienced many difficulties and felt some degree of discrimination. Academically, however, they seemed to be able to adjust more easily, since there were less complaints on these questions. This pattern of adjustment may be partly due to the fact that academic training and specialization were the main motives for the majority of students in our sample for their study abroad. Therefore, students themselves may not have deployed too much effort in order to adjust socially and interact more frequently with other Nigerians and/or other Canadians inside or outside the university environment.

Since academic interest is the main driving force behind the Nigerian student's decision for study abroad, we shall explore next, their satisfaction and adjustment in this area in some detail.

Academic Adjustment and Satisfaction of Nigerian Students in Montreal

In general, almost 80% of the students were satisfied with the academic aspects of their Canadian experience. However, the degree of satisfaction varied from one item to another as illustrated in Table 6. The highest degree of satisfaction was found on the reputation of the university in the specific fields of study chosen by the students. Only 10% of the sample expressed dissatisfaction in this area. The highest degree of dissatisfaction was found in the area of the advisory system at the instituions where the students were studying (25%), in the recognition received for previous academic work (30%), in the quality of instruction (25%), with the availability and adequacy of research facilities (20%) and with university requirements (20%). About 15 percent of the students were unhappy when questioned on the availability of courses required, 16 percent were dissatisfied with materials covered in courses and general academic standards (17%).

Since most of the students (80%) found the academic aspects of their study abroad quite satisfactory, it is interesting to note that the areas of greatest dissatisfaction were mainly related to the administrative aspects of their university experience: advisory system, recognition for previous academic work, university requirements, research facilities and availability of courses required. On the four questions related to the qualitative aspects of the academic experience in higher educational institutions in Montreal, ("Reputation of University in your field", "General academic standards", "Materials covered in class", "The quality of instruction",) the students seemed to be reasonably satisfied. Even on the item related to availability of

Table 6

SATISFACTION WITH ACADEMIC EXPERIENCE IN MONTREAL

(percentages)

	No Answer	Very Dissatisfied	Fairly Dissatisfied	Fairly Satisfied	Very Satisfied
1. General Satisfaction.	3.4	5.7	14.8	58.0	18.2
2. With the advisory system at your institution.	8.0	2.3	21.6	56.8	11.4
3. Recognition for previous academic work.	5.7	13.6	17.0	46.6	17.0
4. University requirements.	6.8	8.0	11.4	58.0	15.9
5. With research facilities.	18.2	4.5	15.3	39.8	18.2
6. Reputation of university in your field.	8.0	6.8	3.4	65.9	15.9
7. General academic standards.	8.0	6.8	10.2	58.0	17.0
8. Materials covered in class.	3.4	8.0	8.0	64.8	15.9
9. Availability of courses required.		3.4	11.4	55.7	19.3
10. The quality of instruction.	2.3	4.5	19.3	55.7	18.2

courses required which falls between the academic and administrative spheres of university life, although 15 percent of the students were not satisfied, 19.3% of the students were very satisfied, the largest percentage in this category of response.

Therefore, based on the discussion presented above, we can say that most aspects of foreign students' dissatisfaction could be easily remedied if the appropriate information becomes available to the students concerning the administrative aspects of the university life at the institutions where they register. On the other hand, the universities in Montreal which deal with foreign students may revise their assessment procedures and policies to bring up to date their information about the curricula, standards and transferability of previous university level credentials to avoid duplication of effort and unnecessary repetition of courses for the foreign student.

After this brief review of the short-term satisfaction of the Nigerian students in their university experience in Montreal, we shall now focus our attention on the long-term effects of this experience as perceived and anticipated by the Nigerian students themselves, especially since most of them plan to return home as soon as they graduate.

Expectations Upon Return to Nigeria and Images of Canada

Seventy-eight of the 88 students in our sample said they will return to Nigeria as soon as possible after they finish their studies. Forty students expected the Nigerian government to pay for their transportation back to Nigeria, 15 would rely on personal resources, 17 would be helped by family and relatives. The rest expected different institutions and associations to pay for their transportation back to Nigeria.

Upon return to Nigeria, fourteen students expect to work as engineers, nine as doctors, 20 as teachers, 22 as civil servants, 10 would go into hotel business, the rest will work as accountants, social workers and four had not decided yet. However, although almost all the students had definite career ideas in mind, only 26 had specific jobs waiting for them upon return to Nigeria. Ten thought they would probably go back to a specific job but the rest did not have any specific commitments or job offers.

Fifty-nine students assessed the potential use of their study in Canada as "very useful" regarding their professional future in Nigeria. Twenty students thought their Canadians studies would be quite useful while nine students thought that their studies in Canada would not be useful at all.

Whether they will return to a specific job or not 73 students had positive expectations but 56 of them thought that they would need special assistance to find the right kind of job. Although 40 percent of the students did not answer these questions, the majority of the

sample thought the university or private organizations may help in this respect. Table 7 illustrates the types of assistance expected: adequate pay and promotion, placement of jobs, good working conditions, facilities and equipment, recognition of specialized training.

Sixty-five students (73.9%) expected to attain a leading position in their field in ten years time, and 21 students (24.1%) expected to attain a high status in their jobs. Two students did not answer this question.

It is therefore clear from the preceding discussion that the students think their studies in Canada will give them better chances and positions in Nigeria. We, therefore, tried to probe the changes that the students experienced as a result of their studies abroad.

As detailed in Table 8, most of the students thought that they changed as a result of their stay in Canada. Once again, the greatest effect of their stay in Canada were acknowledged in the area of their fields of specialization (55.7%), general knowledge (53.4%) and interest in work (61.4%). Personal habits changed least, only 32% admitting to great changes. Outlook on life (47.7%) and human relations (43.2%) were also affected to a considerable extent.

Asked for an assessment of the overall change that has happened during their stay in Canada, thirty students said they changed to a great extent, 45 students admitted to having changed to some extent, 8 students said they did not change at all and five did not answer this question.

Table 7

TYPE OF ASSISTANCE AND EXPECTED SOURCE IN PROFESSIONAL FIELD UPON RETURN TO NIGERIA

(percentages)

Type of Assistance	Source of Assistance				
	Govern-ment	University	private organi-zation	Other	No answer
Adequate pay and promotion	51.1	2.3	4.5	2.2	39.8
Placement	51.5	4.5	2.3	2.2	39.8
Good conditions of work	54.5	2.3	2.3	1.1	39.8
Equipment and facilities	51.1	8.0	1.1	1.1	38.6
Recognition	46.6	3.4	1.1	5.7	43.2
Other types of assistance	15.9	10.1	1.1	1.1	80.7

Table 8

AREAS AND EXTENT OF CHANGE AS A RESULT OF STAY IN CANADA

Area	Extent of Change			
	No answer	Great	Some	None
1. General knowledge	2.3	53.4	40.9	3.4
2. Skill in specialization field	4.5	55.7	36.4	3.4
3. Interest in work	3.4	61.4	22.7	12.5
4. Personal habits	4.5	31.8	50.0	13.6
5. Outlook on life	4.5	47.7	38.6	9.1
6. Human relations	9.1	43.2	37.5	10.2
7. Other	75.0	13.6	6.8	4.5

One way of examining the extent of change due to the stay in Canada of the Nigerian students is to compare their perceptions of any potential difference expected upon return to Nigeria between their interests and opinions and those of their friends and relatives. Seventy-five students (85.2%) expected to find such differences with friends at home and sixty-seven students (76.1%) expected to find such differences with relatives.

In the area of specialization students expected to find differences between themselves and those colleagues who would hold a similar job except for foreign experience (Table 9). The students in the sample thought that they would be more practical (56.8%) than their colleagues, more realistic than their colleagues (40.9%) and more hard working (38.6%). Only twenty-five percent of the sample thought they would be more progressive, more qualified for the job, or more popular.

Since [illegible] students generally agreed that their main reason for [illegible]s to obtain better training in their field of specialization [illegible]esting to note that this is the area where only so [illegible]pected to be different from colleagues without [illegible]nce. However, we should also remember that [illegible]id they may choose to specialize in Nigeria in [illegible]herefore it may be that foreign experience is not [illegible]necessary for better training in one's area of specialization.

Table 9

COMPARISON BETWEEN STUDENTS AND COLL[illegible]S WHO WOULD HOLD A SIMILAR JOB EXCEPT FOR FOREIGN EXPERIENCE

(percentages)

Characteristic of Self	Comparison with Colleagues Degree of Difference		
	No answer	Less	Same
Realistic	14.8	40.9	44.3
Hardworking	14.8	38.6	46.6
Practical	14.8	56.8	78.4
Progressive	17.0	25.0	18.0
More qualified for job	17.0	25.0	58.0
Respected	17.0	33.0	50.0
Popular	15.9	26.1	58.0

A further method to assess the influence of foreign study on students is to find out their opinion about the institutions of the host country. Table 10 gives a detailed account of the institutions, ways of living and ideas of Canada that the students would introduce into Nigeria. This was an open ended question and, therefore, the categories of answers were volunteered by the students. Technology was picked up by the greatest number of students (26.1%), next came education (15.9%), followed by social system (13.6%) and attitude toward work (12.5%). It is interesting to note that 24 students (21.3%) did not think any Canadian values or institutions should be introduced into Nigeria.

In line with these findings, 35 students (39.8%) thought that economic standards and technology were the greatest difference area between Canada and Nigeria, followed by social norms and mores picked by 27 students (30.7%), and administrative organization suggested by 14 students (15.9%).

Chapter III and Chapter IV presented descriptive analysis of the data collected. The next chapter will attempt to examine the significant relationships that exist between some antecendent variables as related to academic satisfaction and personal change and growth.

Table 10

INSTITUTIONS, WAYS OF LIVING, VALUES AND IDEAS

OF CANADA THAT STUDENTS WOULD INTRODUCE INTO NIGERIA

(frequencies and percentages)

	Frequencies	Percentages
Technology	23	26.1
Education	14	15.9
Social System	12	13.6
Attitude to Work	11	12.5
Miscellaneous; health politics, etc.	4	4.5
None	24	27.3

Chapter Five

DETERMINENT FACTORS IN THE ADJUSTMENT OF NIGERIAN STUDENTS IN MONTREAL

As explained in Chapter II, the general theoretical orientation of this exploratory study is very much like that opted by Sewell and Davidsen (1961) in their study of Scandinavian students sojourning in the United States. According to this scheme, the foreign student is assumed to be situated within and between two cultural systems, in this case, Nigerian and Canadian. Moving from one culture to another, the students bring with them a set of more or less well established skills, characteristics, expectations, aspirations, habits, norms and values, in this case, Nigerian ones. Furthermore, arriving at a new culture the students face another set of determinant factors which are similar to the first set but are described from the point of view of customs, norms, and values typical to the host culture, in this case, the culture in Montreal. The findings reported in this section are the results of cross-tabulation and chi square tests. The cross-tabulation was performed between several antecedent or independent variables and a given number of outcome variables. The cross-tabulation results reported here are only related to chi square tests which yielded a $p \leq .20$ (Refer to Table $11_{1,2,3,4}$ for details.). The p levels are always indicated in parentheses following each variable both in the Table 11 and in the text.

The INDEPENDENT variables used in our analysis were grouped into five categories as follows:

I. Personal Background Variables

II. Social Network Variables in Nigeria

III. Sociability/Personality Variables

IV. Canadian Campus and Climate Variables

V. Social Network Variables in Canada.

TABLE 11

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN INDEPENDENT VARIABLES AND OUTCOME VARIABLES

INDEPENDENT VARIABLES	OUTCOME VARIABLES			
Personal Background	Academic Satisfaction	Personal Change	General Satisfaction	Comparative Evaluation of colleagues in Nigeria
Sex	Recognition (.18)	Human relations (.15)		Hardworking (.09)
Age at arrival	Reputation of University (.06)			
	Academic standards (.19)	General change (.15)		Popular (.15)
	Advising (.11)	Outlook (.07)		
	Course content (.10)	Personal habits (.08)		
	Course availability (.04)	Human relations (.13)		
	Recognition (.18)			
Present age	Research (.08)	Skill in spec. (.14)		
		Interest in work (.10)		
Religion		General change (.009)		
		Outlook (.18)		
		Personal habits (.004)		
		Human relations (.13)		
Marital status	Advising (.10)			
	Quality of Inst. (.04)		Choose Canada again (.17)	Respected (.09)
	Course content (.05)			
Psychological health	Adademic satis. (.13)	Outlook (.08)	Usefulness of study (.05)	
Ethnic/tribal bacground	Adademic satis. (.09)	Personal habits (.001)	Usefulness of study (.07)	Progressive (.05)
	Advising (.11)	Human relations (.14)	Choose Canada again (.18)	
	Course content (.09)	General knowledge (.03)		
	U. requirements (.06)			
	Research (.04)			
Father's Occupation		General change (.17)		Popular (.15)
		General knowledge (.17)		
Father's Education	Advising (.14)	General knowledge (.10)		Realistic (.002)
		Outlook (.10)		Qualified (.09)
				Popular (.05)
Mother's Education	Advising (.13)	Human relations (.16)	Usefulness of study (.04)	Realistic (.16)
	Recognition (.08)	General knowledge (.15)		
	U. requirements (.13)			
	Research (.13)			

TABLE 11$_2$

INDEPENDENT VARIABLES	OUTCOME VARIABLES			
Personal Background	Academic Satisfaction	Personal Change	General Satisfaction	Comparative Evaluation of colleagues in Nigeria
Brothers at University		Outlook (.12)	Import of Inst. (.08)	Realistic (.02)
Sisters at University		Outlook (.005)		
INDEPENDENT VARIABLES				
Social: in Nigeria				
Pre-arrival information	Advising (.16)	Outlook (.15)	Usefulness of study (.18)	Qualified (.11)
			Choose Canada again (.01)	
Non-Nigerian Friends in Nigeria	Academic satis. (.08)		Choose Canada again (.04)	Realistic (.02)
	Academic standards (.04)			Qualified ((.04)
	Advising (.005)			Popular (.06)
	Course content (.12)			
Size of place of origin	Academic satisfaction (.11)		Usefulness of study (.17)	Qualified (.03)
	Academic standards (.04)		Import of Inst. (.14)	Popular (.14)
	Advising (.01)		Satisfied with choice (.01)	
	U. requirements (.13)			
	Research (.17)			
Cosmopolitan/ nonhomogeneous	Recognition (.17)	Outlook (.11)	Satisfied with choice (.18)	Realistic (.14)
INDEPENDENT VARIABLES				
Sociability				
Wishes of others	Academic Satis. (.17)	General change (.17)	Satisfaction with choice (.05)	Progressive (.01)
	Recognition (.001)	Outlook (.11)		Respected (.01)
		Personal habits (.18)		Popular (.06)
		Human relations (.13)		
		Interest in work (.02)		
Making friends with Canadians	Academic satisfaction (.18)	General knowledge (.05)	Import Inst. (.07)	Respected (.06)

TABLE 11_3

INDEPENDENT VARIABLES	OUTCOME VARIABLES			
Sociability	Academic Satisfaction	Personal Change	General Satisfaction	Comparative Evaluation of colleagues in Nigeria
Making friends with opposite sex	Academic satisfaction (.20)	General change (.02)	Import Inst. (.03)	Hardworking (.03)
	Advising (.11)	Outlook (.01)		Qualified (.02)
	Course content (.04)	Personal habits (.02)		
	Quality of inst. (.09)	Human relations (.02)		
Length of stay	Academic satisfaction (.02)	General knowledge (.14)		
	Reputation of University (.06)	Skill in specialization (.10)		
	Academic standards (.004)	General change (.18)		
	U. requirements (.11)			
	Research (.20)			
INDEPENDENT VARIABLES				
Canada: Campus and Climate				
Climate	Academic Satisfaction (.007)	Outlook (.10)	Satisfaction with choice (.006)	
Money		General knowledge (.04)		Practical (.15)
		General change (.08)		Progressive (.06)
				Qualified (.06)
Campus	Academic standards (.04)	Outlook (.07)		
	Advising (.13)			
	Quality of Inst. (.02)			
	U. requirements (.09)			
	Research (.03)			
Highest degree aspired	Academic standards (.09)		Choose Canada again (.006)	Qualified (.02)
	Recognition (.15)			Popular (.02)
	Course content (.19)			
Grades	Academic standards (.13)	General knowledge (.12)	Usefulness of study (.13)	Popular (.13)
	Advising (.19)	Skill in spec. (.10)		
	Course content (.06)			
	Quality of inst. (.13)			
	Course availability (.06)			
Time available for study	Quality of instruction (.19)	Human relations (.19)	Satisfaction with choice (.002)	

TABLE 11

INDEPENDENT VARIABLES	OUTCOME VARIABLES			
Social: in Canada	Academic Satisfaction	Personal Change	General Satisfaction	Comparative Evaluation of colleagues in Nigeria
Behavior Misunderstood	Academic satisfaction (.01) Reputation of U. (.12) Academic standards (.01) Advising (.05) Recognition (.05) Course content (.08) Course availability (.17) Quality of instruction (.06) U. requirements (.04) Research (.04)	Outlook (.08) Personal habits (.13)	Choose Canada again (.12)	Respected (.18)
Feeling about prestige of nationality		General change (.14)	Usefulness of study (.03) Choose Canada again (.17)	
Feeling Lonesome	Advising (.15)	General change (.08) Human relations (.02)		Hardworking (.10)
Keep up with news from home				
Circle of Nigerian friends	Quality of inst. (.06)	General change (.07) General knowledge (.04) Interest in work (.16) Outlook (.18)	Choose Canada again (.006)	Respected (.09) Popular (.15)
Circle of non-Nigerian friends		Skill in specialization (.14)		Realistic (.03)
Meet Canadians outside of university	Quality of inst. (.05) U. requirements (.05)	Personal habits (.02) General knowledge (.14) Interest in work (.04) Outlook (.01)		

I. Personal Background Variables

1. Sex. 2. Age at arrival in Canada. 3. Present age 4. Religious denomination 5. Marital status 6. Psychological health. 7. Ethnic/tribal background 8. Father's occupation 9. Father's education 10. Mother's education 11. Brothers at university 12. Sisters at university.

Among these variables, the ethnic/tribal background variable was significantly related to a greater number of outcome variables (11) than any of the other variables examined in this category. The groups under consideration were the Ibo, the Yoruba, and "others". Similarly, age at arrival had statistically significant relationships with eleven outcome variables, followed by mother's education which was related to eight outcome variables at a statistically significant level. Father's education was related to six outcome variables (at $p \leq .20$); marital status was related to five outcome variables and religion was related to four.

II. Social Network Variables in Nigeria

1. Pre-arrival information about Canada 2. Non-Nigerian friends in Nigeria 3. Size of place of origin 4. Cosmopolitan-homogeneous composition of the population at place of origin.

Of these variables, the size of the place of origin (village, small town, as opposed to city) was related significantly to ten outcome variables, followed by non-Nigerian friends at home which was related significantly to eight outcome variables. Pre-arrival information was related to five outcome variables and composition of place of

origin was related to four outcome variables at $p \leq .20$ level.

III. Sociability/Personality Variables

1. Importance of other's wishes in your plans 2. Making friends with Canadians 3. Making friends with opposite sex.

(For 2 and 3 the responses were classified in terms of no problem, some problem or great problem.)

The two variables that were most important in this category were wishes of others and making friends with opposite sex. The latter was related significantly to twelve outcome variables, and the former to eleven. Length of stay was related to nine outcome variables at $p \leq .20$,

IV. Canadian Campus and Climate Variables

1. Length of stay in Canada 2. Climate 3. Money 4. Campus 5. Highest degree aspired to 6. Grades 7. Specialization 8. Time available for study.

(Responses were classified in terms of no problem, some problem and great problem.)

Of these variables, the most important ones seemed to be the length of stay in Canada which was related to 7 outcome variables; The campus where the student was studying, highest degree aspired to and specialization were related significantly to six outcome variables, each at $p \leq .20$ level.

V. Social Network Variables in Canada

1. Behavior misunderstood 2. Feelings about prestige of nationality 3. Feeling lonesome 4. Keeping up with news from home 5. Concern about home 6. Circle of Nigerian friends 7. Circle of non-Nigerian friends 8. Meeting Canadians outside of the university.

The variable most significantly related to the greatest number of outcome variables (fourteen) was the "Feeling of the student that his behavior is misunderstood". Actually, this seemed to be the most crucial variable as far as statistical significance was concerned in the relationship of antecedent and outcome variables being considered. Next in order came the variable related to circle of Nigerian friends with statistically significant association with eight outcome variables, followed by meeting Canadians outside of the university which was in turn related to six outcome variables. (See Table 11_4)

Several DEPENDENT or OUTCOME variables were examined as related to the independent or antecedent variables mentioned above. These were grouped into four categories as follows: 1. Academic Outcome Variables, 2. Assessment of Personal Change Variables, 3. General Satisfaction Variables 4. Comparative Evaluation of Colleagues in Nigeria in the Same Field.

In the following sections of this chapter we shall examine in detail the relationships between the antecedent variables and the outcome variables included in our study plan.

1. Academic Outcome Variables

Ten variables were examined under this category as follows: (i) General academic satisfaction (ii) Satisfaction with the reputation of the university (iii) Satisfaction with academic standards at the university (iv) Satisfaction with the advising system at the university (v) Satisfaction with the recognition of previous work (vi) Satisfaction with course content and materials (vii) Satisfaction with course availability (viii) Satisfaction with quality of instruction (ix) Satisfaction with general university requirements (x) Satisfaction with research facilities.

(The response categories were: Very dissatisfied, Fairly dissatisfied, Fairly satisfied and Very satisfied). Therefore, several questions related to the academic satisfaction of the Nigerian students in Canada were examined in detail. Of these the most important ones - in terms of significant relationships with antecedent variables - are discussed in the following paragraphs.

(i) General Academic Satisfaction:

Nine antecedent variables were significantly related ($p \leq .20$) to this outcome as follows (Table 11 and Table 12):

1. Psychological health (.13) 2. Non-Nigerian friends at home (.08) 3. Size of place of origin (.11) 4. Wishes of others (.17) 5. Making friends with Canadians (.18) 6. Making friends with opposite sex (.20) 7. Length of stay in Canada (.02) 8. Climate (.007) 9. Behavior misunderstood (.01).

Table 12

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF: GENERAL ACADEMIC SATISFACTION

percentages (and frequencies)

Antecedent Variables	General Academic Satisfaction				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
1. Length of stay in Canada					
1. less than 1 year	0.0 (0)	0.0 (0)	50.0 (7)	50.0 (7)	
2. 2 years	12.0 (3)	12.0 (3)	64.0 (16)	12.0 (3)	.02
3. 3 years	5.0 (1)	10.0 (2)	70.0 (14)	15.0 (3)	
4. 4 years+	5.0 (1)	35.0 (7)	45.0 (9)	15.0 (3)	
2. Climate					
1. No problem	26.7 (4)	0.0 (0)	46.7 (7)	26.7 (4)	
2. Small problem	0.0 (0)	16.1 (5)	61.3 (19)	22.6 (7)	.007
3. Great problem	0.0 (0)	21.6 (8)	64.9 (24)	13.5 (5)	
3. Not enough time available for study					
1. No problem	10.5 (5)	17.8 (6)	53.2 (25)	23.4 (11)	
2. Small problem	0.0 (0)	19.0 (4)	76.2 (16)	4.8 (1)	.18
3. Great problem	0.0 (0)	18.8 (3)	56.3 (9)	25.0 (4)	
4. Wishes of others important					
1. Yes	4.8 (2)	7.1 (3)	66.7 (28)	21.4 (9)	.17
2. No	7.9 (3)	23.7 (9)	57.6 (20)	15.8 (6)	
5. Behaviour misunderstood					
1. No problem,	8.3 (3)	11.1 (4)	44.4 (16)	36.1 (13)	
2. Small problem	8.0 (2)	12.0 (3)	72.0 (18)	8.0 (2)	.01
3. Great problem	0.0 (0)	27.3 (6)	68.2 (15)	4.5 (1)	

Table 12

CONTINUED

Antecedent variables	General Academic Satisfaction				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
6. Making friends with Canadians					
1. No problem	9.8 (4)	9.8 (4)	53.7 (22)	26.8 (11)	
2. Small problem	0.0 (0)	22.2 (6)	66.7 (18)	11.1 (3)	.18
3. Great problem	6.3 (1)	18.8 (3)	68.8 (11	6.3 (1)	
7. Size of place of origin					
1. Village	3.7 (1)	7.4 (2)	55.6 (15)	33.3 (9)	.11
2. City	7.3 (4)	18.2 (10)	61.8 (34)	12.7 (7)	
8. Psychological health					
1. Average	3.3 (1)	26.7 (8)	46.7 (14)	23.3 (7)	.13
2. Above average	7.7 (4)	9.8 (5)	65.4 (34)	17.3 (9)	
9. Non-Nigerian friends in Nigeria					
1. Yes	7.0 (3)	7.0 (3)	62.8 (27)	23.3 (10)	.08
2. None	2.6 (1)	26.3 (10)	57.9 (72)	13.2 (5)	

It should be noted that all the variables are social, cultural, ecological in nature and are not related directly to actual classroom interaction or teaching technology. Ample space and opportunity were provided for comments on the last two categories of possible variables. There were no significant contributions to this effect in the answers of the students. As far as the behaviour misunderstood variable was concerned, in as much as the professors and instructors in the teaching situation may not be aware of cultural differences, some direct recommendation may be warranted, especially as there was a direct relationship between this variable and the frequency of interaction with faculty members on personal, social intellectual and specialization related matters, as evidenced on a student-faculty interaction index used in the questionnaire. However, although there was a definite trend in the expected direction - the greater the feeling of being misunderstood, the less frequent the interaction - this relationship was not found to be statistically significant.

The longer the stay in Canada, the higher the dissatisfaction with academic matters in general. Those students who did not have too much problem with the climate were more satisfied than others. Those who did not think they had enough time to study seemed to be more satisfied than others. Those for whom the wishes of others were important were more satisfied than others. Those who did not have any problems with the misunderstanding of their behaviour were more satisfied on this item, as well as those who could make friends with

Canadians without problems: Those who had rated their psychological health above average were more satisfied than those who rated themselves as average and those who had non-Nigerian friends in Nigeria were more satisfied than those who did not have such friends in Nigeria.

Although not statistically significant, the following relationships showed an interesting trend. Those students who did not have problems with making firends with the opposite sex, were more satisfied on this item, females were more satisfied than males. Protestants were the least satisfied as were the Ibo followed by the Yorubas.

To obtain a better understanding of the learning situation encountered by the Nigerian students, the following findings are of interest since they report in detail on the different aspects of the academic experience as related to the general academic satisfaction of these students and as discussed above.

(ii) Satisfaction with the Reputation of the university:

Three antecedent variables were related significantly to this outcome variable (Table 11 and 13): 1. Behaviour misunderstood (.05) 2. Length of stay in Canada (.06) and 3. Age at arrival in Canada (.06). (Table 11 and 13)

The students who had been in Canada for one year or less and those who had been in Canada for more than four years were most satisfied with the reputation of the university in their field of study. The second year students were the most dissatisfied. This trend follows the

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF SATISFACTION WITH THE REPUTATION OF THE UNIVERSITY

percentages (and frequencies)

Antecedent Variables	Satisfaction with the Reputation of the University				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
1. Length of stay in Canada					
1. less than 1 year	0.0 (0)	0.0 (0)	73.3 (11)	26.7 (4)	
2. 2 years	20.8 (5)	0.0 (0)	66.7 (16)	12.5 (3)	.06
3. 3 years	0.0 (0)	0.0 (0)	83.3 (15)	16.7 (3)	
4. 4 years+	5.6 (1)	11.1 (2)	61.1 (11)	22.2 (4)	
2. Behaviour misunderstood					
1. No problem	8.6 (3)	29 (1)	60.0 (21)	28.6 (10)	
2. Small problem	12.5 (3)	4.2 (1)	79.2 (19)	4.2 (1)	.12
3. Great problem	0.0 (0)	4.8 (1)	85.7 (18)	9.5 (2)	
3. Age at arrival in Canada					
1. 19-23	0.0 (0)	5.3 (1)	63.2 (12)	31.6 (6)	
2. 24-26	11.1 (4)	2.8 (1)	80.6 (79)	5.6 (2)	.06
3. 27+	11.8 (2)	0.0 (0)	52.9 (9)	35.3 (6)	

U shape prediction advanced by Sewell and Davidsen (1961). Also, the younger students were more satisfied in this area than those over 24 years of age and those students who did not have any problems with their behaviour being misunderstood were more satisfied than the rest.

Some interesting trends were also observed in the relationship between campus attended and the satisfaction of the reputation of the university in one's field of study. However, this relationship was not statistically significant. The satisfaction was highest at McGill, followed by the Loyola campus students of Concordia University, followed by the students on the Sir George Williams campus of the same University. Students in other colleges came last. Also, those students who were aspiring for M.A.s as their final degree were more satisfied than thsoe who were working towards their Ph.D.s who were themselves more satisfied than those working for B.A.s only.

(iii) Satisfaction with the Academic Standards at the University:

Nine antecedent variables were related significantly to this outcome variable: 1. Age at arrival (.19) 2. Ethnic/Tribal background (.09) 3. Non-Nigerian friends at home (.04) 4. Size of place of origin (.04) 5. Length of stay (.004) 6. Campus (.04) 7. Highest degree aspired to (.09) 8. Grades (.13) 9. Behavior misunderstood (.01). (Table 11 and 14)

Table 14

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF SATISFACTION WITH ACADEMIC STANDARDS OF THE UNIVERSITY

percentages (and frequencies)

Antecedent Variables	Satisfaction with Academic Standards of the University				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
1. Length of stay in Canada					
1. less than 1 year	0.0 (0)	0.0 (0)	46.2 (6)	53.8 (7)	
2. 2 years	17.4 (4)	8.2 (2)	65.2 (15)	8.7 (2)	.004
3. 3 years	0.0 (0)	5.3 (1)	84.2 (16)	10.5 (2)	
4. 4 years+	10.0 (2)	25.0 (5)	45.0 (9)	20.0 (4)	
2. Campus					
1. Loyola	5.6 (1)	11.1 (2)	66.7 (12)	16.7 (8)	
2. S.G.W.	10.8 (4)	10.8 (4)	67.6 (25)	10.8 (4)	.04
3. McGill	10.0 (1)	30.0 (3)	50.0 (5)	10.0 (1)	
4. Other	0.0 (0)	0.0 (0)	46.2 (6)	53.8 (7)	
3. Highest degree aspired to					
1. B.A.	16.2 (6)	5.4 (2)	62.2 (63)	16.2 (6)	
2. M.A.	0.0 (0)	12.0 (3)	68.0 (17)	20.0 (5)	.09
3. Higher	0.0 (0)	23.5 (4)	52.9 (9)	23.5 (4)	
4. Behaviour misunderstood					
1. No problem	8.8 (3)	5.9 (2)	50.0 (17)	35.3 (12)	
2. Small problem	12.0 (3)	8.0 (2)	68.0 (17)	12.0 (3)	.01
3. Great problem	0.0 (0)	19.0 (4)	81.0 (17)	0.0 (0)	
5. Age at arrival					
1. 19-23	0.0 (0)	18.2 (4)	63.6 (4)	18.2 (4)	
2. 24-26	11.8 (4)	11.8 (4)	61.8 (21)	14.7 (5)	.19
3. 27+	12.5 (2)	0.0 (0)	50.0 (8)	37.5 (6)	

Table 14

CONTINUED

Antecedent Variables	Satisfaction with Academic Standards of the University				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
6. Size of place of origin					
1. Village	10.7 (3)	0.0 (0)	57.0 (16)	32.1 (9)	.02
2. City	6.0 (3)	18.0 (9)	64.0 (32)	12.0 (6)	
7. Non-Nigerian friends in Nigeria					
1. Yes	0.0 (0)	14.3 (6)	61.9 (26)	23.8 (10)	.04
2. No	14.3 (5)	8.6 (3)	65.7 (23)	11.4 (4)	
8. Grades					
1. A	0.0 (0)	9.1 (1)	45.5 (5)	45.5 (5)	
2. B	10.0 (4)	10.0 (4)	60.0 (24)	20.0 (8)	.13
3. C	6.3 (1)	12.5 (2)	81.3 (13)	0.0 (0)	
9. Ethnic/Tribal background					
1. Ibo	8.3 (1)	0.0 (0)	91.7 (11)	0.0 (0)	
2. Yoruba	8.7 (4)	10.9 (5)	65.2 (30)	15.2 (7)	.09
3. Other	0.0 (0)	10.5 (2)	52.6 (10)	36.8 (7)	

Once again the U shape prediction of satisfaction is borne out. Those Nigerian students who had been in Montreal for less than a year and those who had been in Montreal for over four years were more satisfied than the other Nigerian students on this item. The students attending McGill were the most satisfied, then came students at Loyola, followed by those at Sir George Willimas. Students at other colleges were the least satisfied on this item. The higher the degree aspired to, the higher the satisfaction, the less the experience of one's behaviour being misunderstood, the greater the satisfaction on this item, the younger and the older the student, the more their satisfaction, on this item. Students between 24 and 26 years of age were the most dissatisfied. The students from a village background were more satisfied than those from the cities, and those with non-Nigerian friends at home were more satisfied than those who did not have such friends. The higher the grade point average of the students, the higher was their satisfaction, and Ibo students were more satisfied than the Yoruba students from other ethnic/tribal backgrounds were the most satisfied on this item.

In addition to the above, there was another interesting trend observed between specialization and satisfaction with academic standards of the university. Students specializing in arts were least satisfied, followed by Science students, others were the most satisfied. ($p \leq .23$)

(iv) Satisfaction with the Advising System at the University:

Fourteen antecedent variables were related significantly (p .20) to this outcome. These were: 1. Age at arrival (.11) 2. Mariatal status (.10) 3. Ethnic background (.11) 4. Father's education (.14) 5. Mother's education (.13) 6. Pre-arrival information (.16) 7. Non-Nigerian friends at home (.005) 8. Size of place of origin (.01) 9. Making friends with opposite sex (.11) 10. Length of stay in Canada (.03) 11. Behaviour misunderstood (.05) 12. Feeling lonesome (.15) 13. Grades (.19) 14. Campus (.13). (Tables 11 and 15)

Those who had been in Montreal for two or four years were the least satisfied. Students in their first or third year in Montreal were the most satisfied with the advising system. Again, McGill students were the most satisfied as well as those students with more pre-arrival information. Students with A grades had the highest percentage of the very satisfied category and also the fairly dissatisfied category. Again, those who had the least problems with their behaviour being misunderstood had the greatest satisfaction on this item. Those who could make friends easily with the opposite sex were most satisfied and those who felt lonesome were more satisfied with the advising system. They may be the ones who sought the available services more eagerly than others and therefore had better access to them. The older the student was at arrival, the happier he was with the advising system, village students being more satisfied than city students, and students coming from homogeneous

Table 15

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF SATISFACTION WITH ADVISING SYSTEM AT THE UNIVERITY

percentages (and frequencies)

Antecedent Variables	Satisfaction with Advising System at the University				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
1. Length of stay in Canada					
1. Less than 1 year	0.0 (0)	20.0 (3)	40.0 (6)	40.0 (6)	.03
2. 2 years	4.5 (1)	27.3 (6)	68.2 (15)	0.0 (0)	
3. 3 years	0.0 (0)	16.7 (3)	72.2 (13)	11.1 (2)	
4. 4 years +	5.0 (1)	25.0 (7)	55.0 (11)	5.0 (2)	
2. Campus					
1. Loyola	0.0 (0)	11.1 (2)	77.8 (14)	11.1 (2)	.13
2. S.G.W.	5.6 (2)	27.8 (10)	61.8 (22)	5.6 (2)	
3. Other	0.0 (0)	44.4 (4)	44.4 (4)	11.1 (1)	
4. McGill	0.0 (0)	20.0 (3)	46.7 (7)	33.3 (5)	
3. Grades					
1. A	0.0 (0)	36.4 (4)	36.4 (4)	27.3 (3)	.19
2. B	2.5 (1)	22.4 (9)	62.5 (25)	12.5 (5)	
3. C	0.0 (0)	13.3 (2)	86.7 (13)	0.0 (0)	
4. Pre-arrival information about Canada					
1. Yes	0.0 (0)	22.0 (9)	68.3 (28)	9.3 (4)	.16
2. No	5.9 (2)	29.4 (10)	47.1 (16)	17.6 (6)	
5. Behaviour misunderstood					
1. No problem	2.9 (1)	14.3 (4)	57.1 (20)	25.7 (9)	.05
2. Small problem	4.2 (1)	25.0 (6)	70.3 (17)	0.0 (0)	
3. Great problem	0.0 (0)	35.0 (7)	60.0 (12)	5.0 (1)	

Table 15

CONTINUED

Antecedent Variables Satisfaction with Advising System at the University

	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
6. Making friends with opposite sex					
1. No problem	4.3 (2)	23.4 (11)	66.0 (31)	6.4 (3)	
2. Small problem	0.0 (0)	10.0 (2)	65.0 (13)	25.0 (5)	.11
3. Great problem	0.0 (0)	42.9 (6)	52.9 (6)	14.3 (2)	
7. Feeling lonesome					
1. No problem	0.0 (0)	42.1 (8)	42.1 (8)	15.8 (3)	
2. Small problem	2.9 (1)	11.4 (4)	77.1 (27)	8.6 (3)	.15
3. Great problem	3.8 (1)	26.9 (7)	53.8 (14)	15.4 (4)	
8. Age at arrival in Canada					
1. 19-23	0.0 (0)	38.0 (8)	52.4 (11)	9.5 (2)	
2. 24-26	5.9 (2)	26.5 (9)	61.8 (21)	5.9 (2)	.11
3. 27 +	0.0 (0)	11.8 (2)	58.8 (10)	29.4 (5)	
9. Size of place of origin					
1. Village	3.7 (1)	7.4 (2)	63.0 (17)	25.9 (7)	.005
2. City	2.0 (1)	33.3 (17)	60.8 (31)	3.9 (2)	
10. Composition of place of origin					
1. Cosmopolitan	2.6 (1)	33.3 (13)	61.5 (24)	2.6 (1)	.018
2. Homogeneous	3.2 (1)	6.5 (2)	74.2 (23)	16.1 (5)	
11. Marital Status					
1. Single	0.0 (0)	37.1 (13)	51.4 (18)	11.4 (4)	.10
2. Married	2.7 (1)	13.5 (5)	70.3 (26)	13.5 (5)	

Table 15

CONTINUED :

Antecedent Variables Satisfaction with Advising System at the University

	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
12. Ethnic/tribal background					
1. Ibo	0.0 (0)	35.7 (5)	50.0 (7)	14.3 (2)	
2. Yoruba	2.2 (1)	19.6 (9)	73.9 (34)	4.3 (2)	.11
3. Other	0.0 (0)	17.6 (3)	52.9 (9)	29.4 (5)	
13. Father's education					
1. None	0.0 (0)	18.2 (2)	63.6 (7)	18.2 (2)	
2. Elementary	3.1 (1)	18.8 (6)	62.5 (20)	15.6 (5)	.14
3. Secondary	0.0 (0)	10.0 (1)	90.0 (9)	0.0 (0)	
4. Higher	6.3 (1)	50.0 (8)	43.8 (7)	0.0 (0)	
14. Mother's education					
1. None	0.0 (0)	19.2 (5)	57.7 (15)	23.1 (6)	
2. Elementary	4.0 (1)	20.0 (5)	68.0 (17)	8.0 (2)	.13
3. Secondary	8.3 (1)	33.3 (4)	58.3 (7)	0.0 (0)	
4. Higher	0.0 (0)	100.0 (2)	0.0 (0)	0.0 (0)	

areas being more satisfied than students from cosmopolitan areas. Married students were more satisfied than the unmarried students. The Ibo were the least satisfied followed by the Yoruba. The less educated the parents of the students, the more satisfied he/she was with the advising system.

Although there was no statistical significance in this case, however, the students who were aspiring for an M.A. as the highest degree to be obtained in Canada, were most satisfied followed by the B.A. students. The least satisfied were the students who aspired for a degree higher than the M.A.

(v) Satisfaction with Recognition of Previous Work:

Six variables were related significantly to this outcome (p .20). 1. Mother's education (.08) 2. Cosmoploitan/homogeneous place of origin (.17) 3. Wishes of others (.001) 4. Behaviour misunderstood 9.05) 5. Sex of respondent (.18) and 6. highest degree aspired to (.15) (Table 14 and 16)

On this item, females were more satisfied than males, and the higher the mother's education, the less the satisfaction was. Those students who came from homogeneous backgrounds were more satisfied than those students who came from cosmopolitan areas. Those who did not have problems with their behaviour being misunderstood were more satisfied than the others in this respect. Those who aspired for an M.A. were more satisfied than those who aspired for a Ph.D., who were, in turn, more satisfied than those who only aspired for a B.A. In addition, those students for whom the wishes of other

Table 16

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLE AND THE OUTCOME VARIABLE OF SATISFACTION WITH RECOGNITION OF PREVIOUS WORK

percentages (and frequencies)

Antecedent Variables	Satisfaction with Recognition of Previous Work				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
1. Highest degree aspired to					
1. B.A.	22.2 (8)	22.2 (8)	44.4 (6)	11.1 (4)	
2. M.A.	11.1 (3)	11.1 (3)	44.4 (12)	33.3 (9)	.15
3. Higher	5.6 (1)	22.2 (4)	61.1 (11)	11.1 (2)	
2. Wishes of others important					
1. Yes	5.0 (2)	20.0 (8)	40.0 (16)	35.0 (14)	.009
2. No	23.7 (9)	18.4 (7)	55.3 (21)	2.6 (1)	
3. Behaviour misunderstood					
1. No problem	11.8 (4)	23.5 (8)	35.3 (12)	29.4 (10)	
2. Small problem	25.0 (6)	16.7 (4)	58.3 (14)	0.0 (0)	.05
3. Great problem	8.7 (2)	13.0 (3)	56.5 (13)	21.7 (5)	
4. Sex					
1. Male	15.5 (11)	21.1 (15)	45.1 (32)	18.3 (13)	.18
2. Female	8.3 (1)	0.0 (0)	75.0 (9)	16.7 (2)	
5. Composition of place of origin					
1. Cosmopolitan	21.4 (9)	19.0 (8)	45.2 (19)	14.3 (6)	.17
2. Homogeneous	6.7 (2)	10.0 (3)	60.0 (18)	23.3 (7)	
6. Mother's education					
1. None	11.1 (3)	14.8 (4)	51.9 (14)	27.2 (6)	
2. Elementary	7.7 (2)	23.1 (6)	57.7 (15)	11.5 (3)	.08
3. Secondary	50.0 (6)	16.7 (2)	25.0 (3)	8.3 (1)	
4. Higher	0.0 (0)	50.0 (1)	50.0 (1)	0.0 (0)	

people than themselves were very important were more satisfied than those students for whom their own wishes were the most important.

(vi) Satisfaction with Course Content and Materials Covered in Courses:

Seven independent variables were significantly associated with this outcome. 1. Age at arrival (.10) 2. Ethnic/tribal background (.09) 3. Non-Nigerian friends at home (.12) 4 Making friends with opposite sex (.04) 5. Behaviour misunderstood (.08) 6. highest degree aspired to (.19) 7. marital status (.05). (Table 11 and Table 17).

Once again, those students who aspired for M.A.s as their higher degree were the most satisfied followed by students who had Ph.D. aspirations and those students who aspired to B.A.s only were the least satisfied. Those who had theleast problems with their behaviour being misunderstood were the most satisfied and those who did not have too many problems making friends with the opposite sex were the most satisfied. The older the student was at arrival to Canada the more satisfied they were as indicated by their dominance in the very satisfied category, however they were also the most dissatisfied. The more homogeneous the place of origin the more the satisfaction obtained on this item, and the married students were more satisfied than the single students. Once again, the Ibos were more satisfied than the Yorubas and students from other ethnic/tribal backgrounds were the most satisfied on this item.

Table 17

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF SATISFACTION WITH COURSE CONTENT AND MATERIALS COVERED

percentages (and frequencies)

Antecedent Variables	Satisfaction with Course Content and Materials Covered				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
1. Highest degree aspired to					
1. B.A.	15.8 (6)	10.5 (4)	60.5 (23)	13.2 (5)	
2. M.A.	3.8 (1)	3.8 (1)	65.4 (17)	26.9 (7)	.19
3. Higher	0.0 (0)	10.5 (2)	78.9 (15)	10.5 (2)	
2. Behaviour misunderstood					
1. No problem	5.6 (2)	11.1 (4)	55.6 (20)	27.8 (10)	
2. Small problem	16.0 (4)	8.0 (7)	76.0 (19)	0.0 (0)	.08
3. Great problem	4.5 (1)	4.5 (1)	72.7 (16)	18.2 (4)	
3. Making friends with opposite sex					
1. No problem	6.0 (3)	8.0 (4)	78.9 (39)	8.0 (4)	
2. Small problem	5.0 (1)	5.0 (1)	65.0 (13)	25.0 (5)	.04
3. Great problem	20.0 (3)	13.3 (2)	33.3 (5)	33.3 (5)	
4. Age at arrival in Canada					
1. 19-23	0.0 (0)	8.7 (2)	73.9 (17)	17.4 (4)	
2. 24-26	10.8 (4)	10.8 (4)	67.6 (25)	10.8 (4)	.10
3. 27+	18.8 (3)	6.3 (1)	37.5 (6)	37.5 (6)	
5. Size of place of origin					
1. Village	14.3 (4)	0.0 (0)	64.3 (18)	21.4 (6)	.12
2. City	5.6 (3)	13.0 (7)	66.7 (36)	14.8 (8)	

Table 17

CONTINUED

Antecedent Variables	Satisfaction with Course Content and Materials Covered				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
6. Marital Status					
1. Single	5.4 (2)	12.5 (5)	73.0 (27)	8.1 (3)	.05
2. Married	10.5 (4)	2.6 (1)	60.5 (23)	26.3 (10)	
7. Ethnic/racial background					
1. Ibo	7.1 (1)	14.3 (2)	64.3 (9)	14.3 (2)	.09
2. Yoruba	10.4 (5)	6.3 (3)	75.0 (36)	8.3 (4)	
3. Other	0.0 (0)	5.3 (1)	57.9 (11)	36.8 (7)	

In addition to these significant relationships, there were some other interesting trends observed: female students were more satisfied than male students and the wider one's circle of Nigerian friends was the higher one's satisfaction on this item although these last two relationships were not significant, statistically speaking.

(vii) Satisfaction with Course Availability:

Three independent variables were significantly associated to this outcome: 1. Age at arrival (.04) 2. Behavior misunderstood (.17) 3. Grades (.06) (Table 11 and Table 18)

The higher the grade the higher the satisfaction of the student on this item. The least problems the student had with misunderstanding of behaviour, the more satisfied the student was on this item, and the older the students at the time of arrival to Canada, the more satisfied they were on this item although they had the largest percentage of Very Dissatisfied students as well.

(viii) Satisfaction with Quality of Instruction:

Eight independent variables were significantly associated with this outcome as follows: 1. Marital status (.04) 2. Making friends with opposite sex (.09) 3. Meeting Canadians outside of university (.05) 4. Grades (.13) 5. Behaviour misunderstood (.06) 6. Meeting Canadians outside of university (.05) 7. Circle of Nigerian friends (.06) 8. Not enough time for study (.19) (Table 11 and 19).

Table 18

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF SATISFACTION WITH COURSE AVAILABILITY

percentages (and frequencies)

Antecedent Variables	Satisfaction with Course Availability				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	
1. Grades					
1. A	18.2 (2)	0.0 (0)	27.3 (3)	54.5 (6)	
2. B	9.3 (4)	9.3 (4)	60.5 (26)	20.9 (9)	.06
3. C	6.3 (1)	6.3 (1)	81.3 (13)	6.3 (1)	
2. Behaviour misunderstood					
1. No problem	11.1 (4)	5.6 (2)	52.8 (19)	30.6 (11)	
2. Small problem	20.0 (5)	12.0 (3)	64.0 (16)	4.0 (1)	.17
3. Great problem	4.5 (1)	13.6 (3)	59.1 (13)	22.7 (5)	
3. Age at arrival in Canada					
1. 19-23	0.0 (0)	22.7 (5)	63.6 (14)	23.6 (3)	
2. 24-26	13.5 (5)	5.4 (2)	59.5 (22)	21.6 (8)	.04
3. 27+	23.5 (4)	11.8 (2)	29.4 (5)	35.3 (6)	

Table 19

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECENDENT VARIABLES AND THE OUTCOME VARIABLE OF SATISFACTION WITH QUALITY OF INSTRUCTION

percentages (and frequencies)

Antecedent Variable	Satisfaction with Quality of Instruction				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
1. Campus					
1. Loyola	0.0 (0)	10.5 (2)	63.2 (12	26.3 (5)	
2. S.G.W.	10.5 (4)	18.4 (7)	60.5 (23)	10.5 (4)	.02
3. Other	0.0 (0)	54.5 (6)	27.3 (3)	18.2 (2)	
4. McGill	0.0 (0)	6.7 (1)	60.0 (9)	33.3 (5)	
2. Grades					
1. A	9.1 (1)	27.3 (3)	27.3 (3)	36.4 (6)	
2. B	4.5 (2)	15.9 (7)	56.8 (25)	22.7 (10)	.13
3. C	0.0 (0)	25.0 (4)	75.0 (12)	0.0 (0)	
3. Not enough time available for study					
1. No problem	6.3 (3)	18.8 (9)	56.3 (27)	18.8 (9)	
2. Small problem	0.0 (0)	28.6 (6)	66.7 (14)	4.8 (1)	.19
3. Great problem	6.3 (1)	12.5 (2)	43.8 (7)	37.5 (6)	
4. Behaviour misunderstood					
1. No problem	2.8 (1)	16.7 (6)	50.0 (18)	30.6 (11)	
2. Small problem	12.0 (3)	16.0 (4)	72.0 (18)	0.0 (0)	.03
3. Great problem	0.0 (0)	26.1 (6)	52.2 (2)	21.7 (5)	
5. Circle of Nigerian friends					
1. Smaller	0.0 (0)	30.0 (12)	45.0 (18)	25.0 (10)	
2. Average	9.1 (3)	12.1 (4)	69.7 (23)	9.1 (3)	.06
3. Wider	8.3 (1)	8.3 (1)	58.3 (7)	25.0 (3)	

Table 19

CONTINUED

Antecedent Variable	Satisfaction with Quality of Instruction				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
6. Meeting Canadians outside of university					
1. No problem	3.0 (1)	3.0 (1)	72.7 (24)	21.2 (7)	
2. Small problem	6.9 (2)	34.5 (10)	37.9 (11)	20.7 (6)	.05
3. Great problem	4.3 (1)	26.1 (6)	56.5 (13)	13.0 (3)	
7. Making friends with opposite sex					
1. No problem	5.9 (3)	13.7 (7)	64.7 (33)	15.7 (8)	
2. Small problem	5.0 (1)	15.0 (3)	50.0 (10)	30.0 (6)	.09
3. Great problem	0.0 (0)	46.7 (7)	40.0 (6)	13.3 (7)	
8. Marital Status					
1. Single	2.7 (1)	32.4 (12)	51.4 (19)	13.5 (5)	.04
2. Married	5.1 (2)	7.7 (3)	61.5 (24)	25.6 (10)	

Again, McGill students were the most satisfied followed by Loyola and S.G.W. students. The least satisfied were the students on the other campuses in Montreal. The students with the higher grades were the most satisfied, and those who had the least problems with their behaviour being misunderstood were the most satisfied. Those who claimed that they did not have enough time to study were the most satisfied in this category. Students with a smaller circle of Nigerian friends were the most satisfied, and those who had the least problems with making friends outside of the university were once again, the most satisfied as were those who had the least problems making friends with the opposite sex. Married students were less satisfied than single students on this item.

(ix) Satisfaction with University Requirements:

Seven independent variables were related to this outcome: 1. Ethnic background (.06) 2. Mother's education (.13) 3. Size of place of origin (.13) 4. Length of stay in Canada (.11) 5. Campus (.09) 6. Behaviour misunderstood (.04) 7. Meeting Canadians outside of university (.05). (Table 11 and Table 20).

Once again, the students in their second year in Canada were the least satisfied. McGill students were the most satisfied, followed by Loyola students, the S.G.W. students. Students on other campuses were the least satisfied. Those students who had the least problems with their behaviour being misunderstood were the most satisfied. Those students who did not have many problems meeting Canadians outside of the University were the most satisfied

Table 20

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF SATISFACTION WITH UNIVERSITY REQUIREMENTS

Antecedent Variable	Satisfaction with University Requirements				
1. Length of stay in Canada	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
1. less than 1 year	7.1 (1)	14.3 (2)	35.7 (5)	42.9 (6)	
2. 2 years	13.0 (3)	13.0 (3)	69.6 (16)	4.3 (1)	.11
3. 3 years	0.0 (0)	5.0 (1)	75.0 (15)	20.0 (4)	
4. 4 years +	10.5 (2)	17.8 (3)	63.2 (11)	10.5 (2)	
2. Campus					
1. Loyola	11.1 (2)	5.6 (1)	66.7 (12)	16.7	
2. S.G.W.	7.9 (3)	15.8 (6)	68.4 (26)	7.9 (3)	.09
3. Other	25.0 (2)	25.0 (2)	25.0 (2)	25.0 (2)	
4. McGill	0.0 (0)	6.7 (1)	53.3 (8)	40.0 (6)	
3. Behaviour misunderstood					
1. No problem	16.0 (4)	12.0 (3)	28.0 (7)	44.0 (11)	
2. Small problem	8.0 (2)	20.0 (5)	72.0 (18)	0.0 (0)	.04
3. Great problem	4.5 (1)	9.1 (2)	72.7 (16)	13.6 (3)	
4. Meeting Canadians outside of university					
1. No problem	3.0 (1)	3.0 (1)	72.7 (24)	21.2 (7)	
2. Small problem	6.9 (2)	34.5 (10)	37.9 (11)	20.7 (6)	.05
3. Great problem	4.3 (1)	26.1 (6)	56.5 (13)	13.0 (3)	
5. Size of place of origin					
1. Village	7.4 (2)	7.4 (2)	55.6 (15)	29.6 (8)	.13
2. City	9.6 (5)	15.4 (8)	65.4 (34)	9.6 (5)	

Table 20

CONTINUED

Antecedent Variable	Satisfaction with University Requirements				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	
6. Ethnic/racial background					
1. Ibo	0.0 (0)	6.7 (1)	66.7 (10)	26.7 (4)	
2. Yoruba	13.3 (6)	13.3 (6)	66.7 (30)	6.7 (3)	.06
3. Other	0.0 (0)	11.1 (2)	55.6 (10)	33.3 (6)	
7. Mother's education					
1. None	3.8 (1)	11.5 (3)	53.8 (14)	30.8 (8)	
2. Elementary	19.2 (5)	3.8 (1)	65.4 (17)	11.5 (3)	.13
3. Secondary	8.8 (1)	25.0 (3)	66.7 (8)	0.0 (0)	
4. Higher	0.0 (0)	0.0 (0)	100.0 (2)	0.0 (0)	

in this category. The students who came from villages were more satisfied than those who came from cities. Once more Ibos were more satisfied than Yorubas and the most satisfied were students from the "other ethnic/tribal backgrounds. The higher the Mother's education, the less was the satisfaction with university requirements.

(x) Satisfaction with Research Facilities:

Seven independent variables were significantly related to this outcome. 1. Present age (.08) 2. Ethnic background (.04) 3. Mother's education (.13) 4. Size of place of origin (.17) 5. Campus (.03) 6. Behaviour misunderstood (.04) 7. Length of stay in Canada (.20) (Tablee 11 and 21).

Once again, the lower the mother's education, the higher the satisfaction on this item turned out to be. Ibos were more satisfied than the Yoruba, who were more satisfied than students from "other ethnic backgrounds" which was surprising, since the Yorubas were always the least satisfied of the group. Village students were more satisfied than students who came from city backgrounds, and those students who were older at the time of the study were more satisfied than the younger ones. Students who had no problems with their behaviour being misunderstood were the most satisfied on this item, and once again McGill students were the more satisfied, followed by Loyola students and the Sir George Williams students. The least satisfied were the students from the other campuses in Montreal colleges. Once again the second year students were the most dissatisfied

Table 21

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECENDENT VARIABLES AND THE OUTCOME VARIABLE OF SATISFACTION WITH RESEARCH FACILITIES

percentages (and frequencies)

Antecedent Variables	Satisfaction with Research Facilities				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
1. Length of stay in Canada					
1. Less than 1 year	0.0 (0)	7.7 (1)	38.5 (5)	53.8 (7)	
2. 2 years	5.0 (1)	30.0 (6)	55.0 (11)	10.0 (2)	.20
3. 3 years	13.3 (2)	20.0 (3)	46.7 (7)	20.0 (3)	
4. 4 years +	5.3 (1)	76.3 (5)	52.6 (10)	15.8 (3)	
2. Campus					
1. Loyola	0.0 (0)	25.0 (4)	56.3 (9)	18.8 (2)	
2. S.G.W.	9.7 (3)	22.6 (7)	54.8 (17)	12.9 (4)	.03
3. Other	11.1 (1)	44.4 (4)	33.3 (3)	11.1 (1)	
4. McGill	0.0 (0)	15.4 (2)	23.1 (3)	61.5 (8)	
3. Behaviour misunderstood					
1. No problem	11.4 (4)	8.6 (3)	48.6 (17)	31.4 (11)	
2. Small problem	8.0 (2)	20.0 (5)	72.0 (18)	0.0 (0)	.04
3. Great problem	4.5 (1)	9.1 (2)	72.7 (16)	13.6 (3)	
4. Present age					
1. Less than 26	10.0 (3)	33.3 (10)	33.3 (10)	23.3 (7)	.08
2. 27 and over	2.8 (1)	13.9 (5)	61.1 (22)	72.2 (8)	
5. Size of place of origin					
1. Village	0.0 (0)	15.4 (4)	57.7 (15)	26.9 (7)	.17
2. City	9.1 (4)	29.5 (13)	43.2 (19)	18.2 (8)	

Table 21

CONTINUED

Antecedent Variable	Satisfaction with Research Facilities				
	Very Diss.	Fairly Diss.	Fairly Satis.	Very Satis.	p.
6. Ethnic/tribal background					
1. Ibo	0.0 (0)	15.4 (4)	57.7 (15)	26.9 (7)	
2. Yoruba	4.9 (2)	22.0 (9)	63.4 (26)	9.8 (4)	.04
3. Other	13.3 (2)	13.3 (3)	33.3 (5)	40.0 (6)	
7. Mother's education					
1. None	3.8 (1)	11.5 (3)	53.8 (14)	30.8 (8)	
2. Elementary	19.2 (5)	3.8 (1)	65.4 (17)	11.5 (3)	.13
3. Secondary	8.3 (1)	25.0 (3)	66.7 (8)	0.0 (0)	
4. Higher	0.0 (0)	0.0 (0)	100.0 (2)	0.0 (0)	

although the longer the stay the lower the satisfaction was on this item. The first year students were the most satisfied, followed by the third year students and then the fourth year students.

To summarize this section we can point to the fact that of the seventy-three significant relationships at the p .20 level which were discussed in relation to the Academic Satisfaction Outcome Variables, forty were significant at the p .10 level.

1. General Academic Satisfaction	1. Non-Nigerian friends at home .08
	2. Length of stay in Canada .02
	3. Climate .007
	4. Behaviour misunderstood .01
2. Satisfaction with the Reputation of the University	5. Behaviour misunderstood .05
	6. Length of stay in Canada .06
	7. Age at arrival in Canada .06
3. Satisfaction with Academic Standards of the University	8. Ethnic background .09
	9. Non-Nigerian friends at home .04
	10. Size of place of origin .04

	11. Length of stay in Canada	.004
	12. Campus	.04
	13. Highest degree aspired to	.09
	14. Behaviour misunderstood	.01
4. Satisfaction with the Advising System	15. Non-Nigerian friends at home	.005
	16. Size of place of origin	.01
	17. Length of stay in Canada	.03
5. Satisfaction with Recognition of previous work	18. Mother's education	.08
	19. Wishes of others important	.001
6. Satisfaction with Course content	20. Age at arrival	.10
	21. Ethnic background	.09
	22. Making friends with opposite sex	.04
	23. Behaviour misunderstood	.08
	24. Marital status	.05
7. Satisfaction with Course Availability	25. Age at arrival	.04
	26. Grades	.06

8. Satisfaction with Quality of Instruction

27. Marital status .04
28. Making friends with opposite sex .09
29. Campus .02
30. Behaviour misunderstood .06
31. Meeting Canadians outside of University .05
32. Circle of Nigerian friends .06

9. Satisfaction with University Requirements

33. Ethnic background .06
34. Campus .09
35. Behaviour misunderstood .04
36. Meeting Canadians outside of University .05

10. Satisfaction with Research Facilities

37. Present age .08
38. Ethnic background .04
39. Campus .03
40. Behaviour misunderstood .04

Of these antecedent variables the most important seems to be the variable of "behaviour misunderstood" which significantly affected the outcome of seven dependent variables in the category of Academic Satisfaction. Next in order were the antecedent variables of Ethnic background, length of stay in Canada, age, and campus attended. Each of these was significantly related to four outcome variables. Personality/sociability variables were also important "Making friends of opposite sex", "Circle of Nigerian or non-Nigerian friends", and "Meeting Canadians outside of University", were also significantly related to more than two outcome variables. Most of these variables can be easily manipulated to obtain greater satisfaction as an outcome. Therefore it is possible to think of policy recommendations in this area. These will be discussed in greater detail in the Conclusion Chapter of this thesis.

In addition to the Academic Outcome Variables we considered three other categories of variables related to the respondents' assessment of personal growth and change as a result of their sojourn in Canada: Assessment of Personal Change, General Satisfaction Variables, Comparative Evaluation of Colleagues in Nigeria in the same field.

2. Assessment of Personal Change

Seven variables were considered in this category as follows: (i) General change assessment (ii) Change in outlook (iii) Change in personal habits (iv) Change in human relations (v) Change in general knowledge (vi) Change in skills in area of specialization (vii) Change in interest in work. (The responses were given as great change, some change and no change.) (See Table 11 for a summary of the significant

relationships between some antecedent variables and these outcome variables.)

(i) General Personal Change:

Twelve antecedent variables were related to this particular outcome variable: 1. Length of stay in Canada (.18) 2. Money (.08) 3. Specialization (.08) 4. Wishes of others important (.17) 5. Feelings about prestige of nationality (.14) 6. Circle of Nigerian friends (.07) 7. Making friends with opposite sex (.02) 8. Feeling lonesome (.08) 9. Concern about situation at home (.12) 10. Age at arrival (.15) 11. Religion (.009) 12. Father's occupation (.17). (Table 11 and Table 22)

Those students who were in Canada for less than one year had the largest majority of those who acknowledged great personal change and also no personal change at all. Second and third year students acknowledged most change in the sample of students interviewed. Those for whom money was no problem or a great problem acknowledged the least change in this area. Students specializing in sciences said more often that they changed, followed by students specializing in the arts. Students in other areas of specialization did not acknowledge much personal change. Those who thought that wishes of others play an important role in their decision-making process acknowledged more change than those who did not think so. Those who had a good feeling about the prestige of their nationality acknowledged more personal change than those who felt badly about being Nigerian. The students who had wide circles

Table 22

SIGNIFICANT RELATIONSHIPS ($p = .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF GENERAL PERSONAL CHANGE

percentages (and frequences)

Antecedent Variables	General Personal Change			
	Great	Some	None	p.
1. Length of stay in Canada				
1. Less than 1 year	20.0 (3)	40.0 (6)	40.0 (6)	
2. 2 years	14.3 (3)	47.6 (10)	38.1 (8)	.18
3. 3 years	5.0 (1)	80.0 (16)	15.0 (3)	
4. 4 years +	4.8 (1)	52.4 (11)	42.9 (9)	
2. Money				
1. No problem	7.1 (1)	57.1 (8)	35.7 (5)	
2. Small problem	16.1 (5)	64.5 (20)	19.4 (6)	.08
3. Great problem	5.4 (2)	43.2 (16)	51.4 (19)	
3. Specialization				
1. Arts	10.7 (6)	50.0 (28)	39.3 (22)	
2. Sciences	14.3 (2)	78.6 (11)	7.1 (1)	.08
3. Other	0.0 (0)	37.5 (3)	62.5 (5)	
4. Wishes of other important				
1. Yes	14.6 (6)	51.2 (21)	34.1 (14)	.17
2. No	2.7 (1)	62.2 (23)	35.1 (13)	
5. Feelings about prestige of nationality				
1. Good	9.5 (4)	64.3 (27)	26.2 (11	.14
2. Bad	9.8 (4)	43.9 (18)	46.3 (19)	
6. Circe of Nigerian friends				
1. Smaller	17.9 (7)	46.2 (18)	35.9 (14)	
2. Average	3.1 (1)	68.8 (22)	28.1 (9)	.07
3. Wider	0.0 (0)	45.5 (5)	54.5 (6)	

Table 22

CONTINUED

Antecedent Variables	General Personal Change			
	Great	Some	None	p.
7. Making friends with opposite sex				
1. No problem	12.8 (6)	42.6 (20)	44.7 (25)	
2. Small problem	4.8 (1)	85.7 (18)	9.5 (2)	.02
3. Great problem	6.7 (1)	46.7 (7)	46.7 (7)	
8. Feeling lonesom				
1. No problem	22.2 (4)	27.8 (5)	50.0 (9)	
2. Small problem	8.3 (3)	58.8 (20)	32.4 (11)	.08
3. Great problem	3.3 (1)	63.3 (19)	33.3 (10)	
9. Concern about situation at home				
1. No problem	4.3 (1)	43.5 (10)	52.2 (12)	
2. Small problem	16.7 (5)	63.3 (19)	20.0 (6)	.12
3. Great problem	6.9 (2)	55.2 (16)	37.9 (11)	
10. Age at arrival				
1. 19-23	4.5 (1)	77.3 (17)	18.2 (4)	
2. 24-26	11.4 (4)	45.7 (16)	42.9 (15)	.15
3. 27+	17.6 (3)	47.1 (8)	35.3 (6)	
11. Religion				
1. Catholic	30.0 (6)	40.0 (8)	30.0 (6)	
2. Protestant	5.1 (2)	53.8 (21)	41.0 (16)	.009
3. Other	0.0 (0)	68.2 (15)	31.8 (7)	
12. Father's occupation				
1. Landlord/business	4.5 (1)	54.5 (12)	40.9 (9)	
2. Professional	14.3 (3)	57.1 (12)	28.6 (6)	
3. Skilled	6.3 (1)	75.0 (12)	18.8 (3)	.17
4. Unskilled	20.0 (3)	26.7 (4)	53.3 (8)	

of Nigerian friends changed very little as well as those students who had problems with making friends with the opposite-sex. Those students who felt lonesome changed more than others, and those who were concerned about home changed more than others in this respect. The younger the students at arrival to Canada, the greater the change acknowledged, and Catholics changed more than Protestants. Also, those students who came from families where the father was a landlord, a big businessman or an unskilled worker changed less than those students whose fathers were either skilled workers or professionals.

(ii) Change in Outlook:

Seventeen variables were significantly related to this outcome as follows: 1. Climate (.10) 2. Campus (.07) 3. Specialization (.11) 4. Wishes of others important (.11) 5. Pre-arrival information about Canada (.15) 6. Circle of Nigerian firends (.18) 7. Meeting Canadians outside of University (.01) 8. Making friends with opposite sex (.01) 9. Behavior misunderstood (.08) 10. Concern about situation at home (.17) 11. Age at arrival to Canada (.07) 12. Composition of place of origin (.11) 13. Religion (.18) 14. Psychological health (.08) 15. Father's education (.10) 16. Brothers at University (.12) 17. Sisters at University (.005). (See Table 11 and Table 23).

Those students who did not have problems with the climate in Montreal and with personal relationships, such as making friends with the opposite sex and making firends outside of the University, changed most in their outlook on life. Those students who had one or more

Table 23

SIGNIFICAMT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF CHANGE IN OUTLOOK

percentages (and frequencies)

Antecedent Variables	Change in Outlook			
	Great	Some	None	p.
1. Climate				
1. No problem	62.5 (15)	37.5 (9)	0.0 (0)	
2. Small problem	34.8 (8)	43.5 (10)	21.7 (5)	.10
3. Great problem	51.4 (18)	40.0 (14)	8.6 (3)	
2. Campus				
1. Loyola	36.8 (7)	52.6 (10)	10.5 (2)	
2. S.G.W.	50.0 (18)	44.4 (16)	5.6 (2)	.07
3. Other	45.5 (5)	27.3 (3)	27.3 (3)	
4. McGill	80.0 (12)	13.3 (2)	6.7 (1)	
3. Specialization				
1. Arts	54.5 (30)	26.4 (20)	9.1 (5)	
2. Sciences	53.3 (8)	46.7 (7)	0.0 (0)	.11
3. Other	44.4 (4)	22.2 (2)	33.3 (3)	
4. Wishes of others important				
1. Yes	41.5 (17)	43.9 (18)	14.6 (6)	.11
2. No	63.2 (24)	31.6 (12)	5.3 (2)	
5. Pre-arrival information about Canada				
1. Yes	50.0 (20)	47.5 (19)	2.5 (1)	.15
2. No	63.6 (20)	34.2 (13)	13.2 (5)	
6. Circle of Nigerian friends				
1. Smaller	50.0 (20)	35.0 (14)	15.0 (6)	
2. Average	48.4 (15)	51.6 (16)	0.0 (0)	.18
3. Wider	50.0 (6)	33.3 (4)	16.7 (2)	

Table 23

CONTINUED

Antecedent Variables	Change in Outlook			
	Great	Some	None	p.
7. Meeting Canadians outside of university				
1. No problem	71.9 (23)	18.8 (6)	9.4 (3)	
2. Small problem	37.9 (11)	51.7 (15)	10.3 (3)	.01
3. Great problem	31.8 (7)	59.1 (13)	9.1 (2)	
8. Making friends with opposite sex				
1. No problem	60.4 (29)	27.1 (13)	12.5 (6)	
2. Small problem	28.6 (6)	71.4 (15)	0.0 (0)	.01
3. Great problem	46.7 (7)	40.0 (6)	13.3 (2)	
9. Behaviour misunderstood				
1. No problem	59.5 (22)	27.0 (10)	13.5 (5)	
2. Small problem	50.0 (12)	37.5 (9)	12.5 (3)	.08
3. Great problem	38.1 (8)	61.9 (13)	0.0 (0)	
10. Concern about situation at home				
1. No problem	65.2 (15)	26.1 (6)	8.7 (2)	
2. Small problem	54.8 (17)	38.7 (12)	6.5 (2)	.17
3. Great problem	32.1 (9)	53.6 (15)	14.3 (4)	
11. Age at arrival in Canada				
1. 19-23	42.9 (9)	57.1 (12)	0.0 (0)	
2. 24-26	56.8 (21)	27.0 (10)	16.3 (6)	.07
3. 27+	64.7 (11)	29.4 (5)	5.9 (1)	
12. Composition of place of origin				
1. Cosmopolitan	56.1 (23)	29.3 (12)	14.6 (6)	.11
2. Homogeneous	48.4 (15)	48.4 (15)	3.2 (1)	

Table 23

CONTINUED

Antecedent Variable	Change in Outlook			
	Great	Some	None	p.
13. Religion				
1. Catholic	42.9 (9)	47.6 (10)	9.5 (2)	
2. Protestant	43.9 (17)	48.7 (19)	7.7 (3)	.18
3. Other	68.2 (15)	18.2 (4)	13.6 (3)	
14. Psychological health				
1. Average	58.6 (17)	41.4 (12)	0.0 (0)	.08
2. Above average	48.1 (25)	36.5 (19)	15.4 (8)	
15. Father's education				
1. None	66.7 (8)	33.3 (4)	0.0 (0)	
2. Elementary	52.8 (19)	41.7 (15)	5.6 (2)	.10
3. Secondary	54.5 (6)	45.5 (5)	0.0 (0)	
4. Higher	53.3 (8)	20.0 (3)	26.7 (4)	
16. Brothers at university				
1. None	62.2 (23)	32.4 (2)	5.4 (2)	.12
2. One or more	40.4 (19)	46.8 (22)	12.8 (6)	
17. Sisters at university				
1. None	61.2 (30)	36.7 (18)	2.0 (1)	.005
2. One or more	34.3 (12)	45.7 (16)	20.0 (7)	

siblings at university changed less than those who did not have any brothers or sisters at university. Students on McGill campus changed most, followed by students at Sir George Williams, then Loyola. Students on other campuses changed least. Arts and Science students changed more than students in other fields of specialization. Those students for whom the wishes of others were important changed less than for those who were more independent. Students with less pre-arrival information about Canada changed more than those who had such information. Those students who had problems with their behaviour being misunderstood changed most in this respect than those who did not experience this kind of a problem in Canada. The younger the student was at arrival in Canada, the more s/he changed in his/her outlook on life. Students coming from more homogeneous areas changed more than students coming from cosmopolitan areas of Nigeria. Catholics changed more than Protestants, but students who claimed other religious affiliations changed least. Those students who had average psychological health changed less than students who were above average in this respect. The higher the father's education, the less was the change in outlook in their children.

(iii) Change in Personal Habits:

Seven antecedent variables were significantly related ($p \leq .20$) to this outcome as follows: 1. Wishes of others important (.18) 2. Behaviour misunderstood (.13) 3. Meeting Canadians outside of the university (.02) 4. Making friends with opposite sex (.02)

5. Age at arrival in Canada (.08) 6. Religion (.004) 7. Ethnic background (.0009). (Table 11 and Table 24).

Those who considered the wishes of others to be important changed less in personal habits than those who were more independent in this respect. Those who had problems with their behaviour being misunderstood changed less than those who did not have problems in this respect. Those who did not have much difficulty making friends of the opposite sex, or outside the university, changed more than those who were not very sociable, and the younger the students at the time of arrival to Canada, the more the change in personal habits. Students with other religious affiliations changed most in personal habits. The Ibos changed most in this respect, followed by the Yorubas and students with different ethnic/tribal background changed least in their personal habits.

(iv) Change in Human Relations:

Ten antecedent variables were significantly related ($p \leq .20$) to this outcome variable as follows: 1. Not enough time for study (.19) 2. Wishes of others important (.13) 3. Making friends with opposite sex (.02) 4. Feeling lonesome (.02) 5. Keeping up with news from home (.14) 6. Sex (.15) 7. Age at arrival in Canada (.13) 8. Religion (.01 9. Ethnic background (.14) 10. Mother's education (.16). (Table 11 and Table 25)

Those students who felt lonesome and who had difficulty making friends with the opposite sex changed most in respect of human relations. Those who claimed not to have enough time to study changed

Table 24

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF CHANGE IN PERSONAL HABITS

percentages (and frequencies)

Antecedent Variables	Change in Personal Habits			
	Great	Some	None	p.
1. Wishes of others important				
1. Yes	29.3 (12)	53.7 (22)	17.1 (7)	.18
2. No	42.1 (16)	52.6 (20)	5.3 (2)	
2. Behaviour misunderstood				
1. No problem	45.9 (17)	43.2 (16)	10.8 (4)	
2. Small problem	16.7 (4)	58.3 (14)	25.0 (6)	.13
3. Great problem	33.3 (7)	57.1 (12)	9.5 (2)	
3. Meeting Canadians outside of university				
1. No problem	53.1 (17)	37.5 (12)	9.4 (3)	
2. Small problem	24.1 (7)	62.1 (18)	13.8 (4)	.02
3. Great problem	13.6 (3)	63.6 (14)	22.7 (5)	
4. Making friends with opposite sex				
1. No problem	43.8 (21)	43.8 (21)	12.5 (6)	
2. Small problem	4.8 (1)	81.0 (17)	14.3 (3)	.02
3. Great problem	40.0 (6)	40.0 (6)	20.0 (3)	
5. Age at arrival in Canada				
1. 19-23	19.0 (4)	76.2 (16)	4.8 (1)	
2. 24-26	40.5 (15)	48.6 (18)	10.8 (4)	.08
3. 27+	41.2 (7)	35.3 (6)	23.5 (4)	
6. Religion				
1. Catholic	28.6 (6)	33.3 (7)	38.1 (8)	
2. Protestant	28.2 (11)	61.5 (24)	10.3 (4)	.004
3. Other	45.5 (10)	54.5 (12)	0.0 (0)	

Table 24

CONTINUED

Antecedent Variable	Change in Personal Habits			
	Great	Some	None	p.
7. Ethnic background				
1. Ibo	64.3 (9)	35.7 (5)	0.0 (0)	
2. Yoruba	22.9 (11)	66.7 (32)	10.4 (5)	.0009
3. Other	31.6 (6)	31.6 (6)	36.8 (7)	

Table 25

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF CHANGE IN HUMAN RELATIONS

percentages (and frequencies)

Antecedent Variables	Change in Human Relations			
	Great	Some	None	p.
1. Not enough time to study				
1. No problem	37.8 (17)	44.4 (20)	17.8 (8)	
2. Small problem	61.1 (11)	38.9 (7)	0.0 (0)	.19
3. Great problem	56.3 (9)	37.5 (6)	6.3 (1)	
2. Wishes of others important				
1. Yes	47.4 (18)	36.8 (14)	15.8 (6)	.13
2. No	48.6 (18)	48.6 (18)	2.7 (1)	
3. Making friends with opposite sex				
1. No problem	55.3 (26)	31.9 (15)	12.8 (6)	
2. Small problem	21.1 (4)	73.7 (14)	5.3 (1)	.02
3. Great problem	57.1 (8)	28.6 (4)	14.3 (2)	
4. Feeling lonesome				
1. No problem	31.6 (6)	36.8 (7)	31.6 (6)	
2. Small problem	46.9 (15)	46.9 (15)	6.3 (2)	.02
3. Great problem	60.7 (17)	35.7 (10)	3.6 (1)	
5. Keeping up with news from home				
1. No problem	48.0 (12)	44.0 (11)	8.0 (2)	
2. Small problem	37.9 (11)	55.2 (16)	6.9 (2)	.14
3. Great problem	57.7 (15)	23.1 (6)	19.2 (5)	
6. Sex				
1. Male	43.5 (30)	43.5 (30)	13.0 (9)	.15
2. Female	72.7 (8)	27.3 (3)	0.0 (0)	

Table 25

CONTINUED

Antecedent Variables	Change in Human Relations			
	Great	Some	None	p.
7. Age at arrival in Canada				
1. 19-23	55.0 (11)	40.0 (8)	5.0 (1)	
2. 24-26	52.8 (19)	38.9 (14)	8.3 (3)	.13
3. 27+	29.4 (5)	41.2 (7)	29.4 (5)	
8. Religion				
1. Catholic	31.6 (6)	36.8 (7)	31.6 (6)	
2. Protestant	55.3 (21)	36.8 (14)	7.9 (3)	.01
3. Other	50.0 (11)	50.0 (11)	0.0 (0)	
9. Ethnic background				
1. Ibo	71.4 (10)	28.6 (4)	0.0 (0)	
2. Yoruba	45.7 (21)	45.7 (21)	8.7 (4)	.14
3. Other	38.9 (7)	38.9 (7)	27.2 (4)	
10. Mother's education				
1. None	55.6 (15)	33.3 (9)	11.1 (3)	
2. Elementary	41.4 (12)	51.7 (15)	6.9 (2)	.16
3. Secondary	45.5 (5)	18.2 (2)	36.4 (4)	
4. Higher	50.0 (1)	50.0 (1)	0.0 (0)	

most in this respect as did those for whom the wishes of others were important. Those who had great problems keeping up with news from home changed least in human relations and females changed more than males. The younger the student at the time of arrival in Canada, the greater was the acknowledged change in this respect. Catholics changed less than protestants and the greatest change in human relations was for those students belonging to other religious denominations. The Ibo changed most, followed by the Yorubas and the students of other ethnic/tribal backgrounds changed the least. The higher the education of the mother, the greater the change in human relations.

(v) Change in General Knowledge:

Eleven variables were significantly related ($p = .20$) to this outcome as follows: 1. Length of stay in Canada (.14) 2. Money (.04) 3. Grades (.12) 4. Circle of Nigerian friends (.04) 5. Meeting Canadians outside of University (.14) 6. Making friends with Canadians (.05) 7. Age at arrival in Canada (.11) 8. Ethnic background (.03) 9. Father's education (.11) 10. Mother's education (.15) 11. Sisters at university (.02) (Table 11 and Table 26).

The longer the stay in Canada, the greater was the change acknowledged in the area of general knowledge. Students with the least amount of financial problems acknowledged the greatest change in this respect, followed by students who were B and C students rather than A students. Those students who had the least problem

Table 26

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF CHANGE IN GENERAL KNOWLEDGE

percentages (and frequencies)

Antecedent Variables	Change in General Knowledge			
	Great	Some	None	p.
1. Length of stay in Canada				
1. Less than 1 year	43.8 (7)	43.8 (7)	12.5 (7)	
2. 2 years	50.0 (11)	50.0 (11)	0.0 (0)	.14
3. 3 years	65.0 (13)	35.0 (7)	0.0 (0)	
4. 4 years+	61.9 (13)	38.1 (8)	0.0 (0)	
2. Money				
1. No problem	68.8 (11)	31.3 (5)	0.0 (0)	
2. Small problem	38.7 (12)	61.3 (19)	0.0 (0)	.04
3. Great problem	64.9 (24)	29.7 (11)	5.4 (2)	
3. Grades				
1. A	36.4 (4)	54.5 (6)	9.1 (1)	
2. B	62.2 (28)	37.8 (17)	0.0 (0)	.12
3. C	62.5 (10)	37.5 (6)	0.0 (0)	
4. Circle of Nigerian friends				
1. Smaller	46.3 (19)	48.8 (20)	4.9 (2)	
2. Average	74.2 (23)	25.8 (8)	0.0 (0)	.04
3. Wider	33.3 (4)	66.7 (8)	0.0 (0)	
5. Meeting Canadians outside of University				
1. No problem	58.8 (20)	41.2 (14)	0.0 (0)	
2. Small problem	58.6 (17)	41.4 (12)	0.0 (0)	.14
3. Great problem	42.9 (9)	47.6 (10)	9.5 (2)	

Table 26

CONTINUED

Antecedent Variables	Change in General Knowledge			
	Great	Some	None	p.
6. Making friends with Canadians				
1. No problem	52.4 (22)	47.6 (20)	0.0 (0)	
2. Small problem	61.5 (16)	38.5 (10)	0.0 (0)	.05
3. Great problem	50.0 (8)	37.5 (6)	12.5 (2)	
7. Age at arrival in Canada				
1. 19-23	56.5 (13)	43.5 (10)	0.0 (0)	
2. 24-26	61.1 (22)	38.9 (14)	0.0 (0)	.11
3. 27+	47.1 (8)	41.2 (7)	11.8 (2)	
8. Ethnic background				
1. Ibo	78.6 (11)	21.4 (3)	0.0 (0)	
2. Yoruba	55.1 (27)	44.9 (22)	0.0 (0)	.03
3. Other	42.1 (8)	47.4 (9)	10.5 (2)	
9. Father's education				
1. None	66.7 (8)	33.3 (4)	0.0 (0)	
2. Elementary	69.4 (25)	30.6 (11)	0.0 (0)	.11
3. Secondary	45.5 (5)	45.5 (5)	9.1 (1)	
4. Higher	40.0 (6)	60.0 (9)	0.0 (0)	
10. Mother's education				
1. None	60.7 (17)	35.7 (10)	3.6 (1)	
2. Elementary	63.3 (19)	36.7 (11)	0.0 (0)	.15
3. Secondary	20.0 (2)	70.0 (7)	10.0 (1)	
4. Higher	100.0 (2)	0.0 (0)	0.0 (0)	
11. Sisters at university				
1. None	66.0 (33)	34.0 (17)	0.0 (0)	
2. one or more	40.0 (14)	54.3 (19)	5.7 (2)	.02

with making friends with the opposite sex or outside of the university changed most. The younger the student at the time of arrival, the greater the change in general knowledge. The Ibos changed most in this respect, followed by the Yorubas and students from other backgrounds changed least. The higher the mother's education, the greater was the change in this respect. And those students who did not have sisters at university changed more than those who had sisters at the university.

(vi) Change in Skills in Area of Specialization:

Four antecedent variables were related significantly (p .20) to this outcome as follows: 1. Length of stay in Canada (.10) 2. Grades (.10) 3. Circle of Canadian friends (.14) 4. Present age (.14) (Table 11 and Table 27).

The longer the stay in Canada, the greater the change in this respect. The higher the grade point average of the student the higher the acknowledged changed in this respect. The smaller the circle of friends, the greater the change in this area, and the younger the student, the greater the change in skills in the area of specialization.

(vii) Change in Interest in Work:

Three antecedent variables were related significantly to this outcome: 1. Wishes of others important (.02) 2. Circle of Nigerian friends (.16) 3. Meeting Canadians outside of the university (.04) (Table 11 and Table 28).

Table 27

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF CHANGE IN SKILLS IN AREA OF SPECIALIZATION

percentages (and frequencies)

Antecedent Variables	Change in Skills in Area of Specialization			
	Great	Some	None	p.
1. Length of stay in Canada				
1. less than 1 year	37.5 (6)	56.3 (9)	6.3 (1)	
2. 2 years	72.7 (16)	27.3 (6)	0.0 (0)	.10
3. 3 years	45.0 (9)	45.0 (9)	10.0 (2)	
4. 4 years+	75.0 (15)	25.0 (5)	0.0 (0)	
2. Grades				
1. A	72.7 (8)	18.2 (2)	9.1 (1)	
2. B	56.8 (25)	43.2 (19)	0.0 (0)	.10
3. C	62.5 (10)	25.0 (4)	12.5 (2)	
3. Circle of Canadian friends				
1. Smaller	45.5 (15)	48.5 (16)	6.1 (2)	
2. Average	62.2 (22)	37.1 (13)	0.0 (0)	.14
3. Wider	75.0 (6)	12.5 (1)	12.5 (1)	
4. Present Age				
1. less than 26	70.6 (24)	26.5 (9)	2.9 (1)	.14
2. 27+	48.8 (20)	48.8 (20)	2.4 (1)	

Table 28

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF CHANGE IN INTEREST IN WORK

percentages (and frequencies)

Antecedent Variables	Change in Interest in Work			
	Great	Some	None	p.
1. Wishes of others important				
1. Yes	54.8 (23)	21.4 (9)	23.8 (10)	.02
2. No	71.1 (27)	26.3 (10)	2.6 (1)	
2. Circle of Nigerian friends				
1. Smaller	51.2 (11)	31.7 (13)	17.1 (7)	
2. Average	74.2 (23)	12.9 (4)	12.9 (4)	.16
3. Wider	75.0 (9)	25.0 (3)	0.0 (0)	
3. Meeting Canadians outside of University				
1. No problem	72.7 (24)	15.2 (5)	12.1 (4)	
2. Small problem	62.1 (18)	17.2 (5)	20.7 (6)	.04
3. Great problem	50.0 (11)	45.5 (10)	4.5 (1)	

The greater the dependence of the student on the wishes of others, the less was the change in interest in work. The wider the circle of Nigerian friends, the higher the change in interest in work and the more easy it was for the student to meet Canadians outside of the university, the higher was the acknowledged change in this respect.

Of the sixty-four significant relationships ($p \leq .20$) discussed under the section of Assessment of Personal Change, thirty-two were significant at the $p \leq .10$ level as follows:

1. General Personal Change
   1. Money .08
   2. Specialization .08
   3. Circle of Nigerian friends .07
   4. Making friends with opposite sex .02
   5. Feeling lonesome .08
   6. Religion .009
   7. Climate .10
   8. Campus .07
   9. Meeting Canadians outside of University .01
   10. Making friends with opposite sex .01
   11. [redacted]haviour misunderstood .08

2. Change in outlook

	12. Age at arrival in Canada	.07
	13. Psychological health	.08
	14. Father's education	.10
	15. Sisters at university	.005
3. Change in Personal Habits	16. Meeting Canadians outside of university	.02
	17. Making friends with opposite sex	.02
	18. Age at arrival in Canada	.08
	19. Religion	.004
	20. Ethnic background	.0009
4. Change in Human Relations	21. Making friends with opposite sex	.02
	22. Feeling lonesome	.02
	23. Religion	.01
5. Change in General Knowledge	24. Money	.04
	25. Circle of Nigerian friends	.04
	26. Meeting Canadians outside of university	.02
	27. Ethnic background	.03
	28. Sisters at university	.02

6.	Change in Skills in Area of Specialization	29.	Length of stay in Canada .10
7.	Change in Interest in Work	30.	Grades .10
		31.	Wishes of others important .02
		32.	Meeting Canadians outside of university .04

Once again we can summarize this section by pointing to the fact that the relationships which were significant at the $p \leq .10$ level were between those variables that dealt with personality/sociability variables most often. Therefore, some suggestions can be advanced in order to try and effect changes in the personal growth of the students by increasing the opportunity of contact between the foreign students and other Canadians inside and/or outside the universities.

We shall now examine a third category of outcome variables which are related to academic and personal growth change areas in the experience of Nigerian students in Montreal.

3. General Satisfaction Variables

Four variables were studied under this category as follows: (i) Usefulness of studies (ii) Important Institutions to be transferred to Nigeria (iii) Satisfaction with choice of Canada for studies abroad (iv) Will choose Canada again in the future. (Table 11). The assumption behind the selection of these variables was that not only would the students express satisfaction with

choice of country, but they would actively recommend transfer of some of its institutions and would not hesitate in the future, to come back to Canada for study or other purposes.

(i) Usefulness of Studies in Canada:

Seven antecedent variables were significantly related ($p \leq .20$) to this outcome: 1. Grades (.13) 2. Pre-arrival information about Canada (.18) 3. Size of place of origin (.17) 4. Psychological health (.05) 5. Ethnic/tribal background (.07) 6. Mother's education (.04) 7. Feelings about prestige of nationality (.03). (Table 11 and Table 29).

The higher the grade point average of the student, the more useful the student thought his/her studies were in Canada. Those students who did not have any pre-arrival information about Canada found their studies to be more useful than those who had such information at hand. The students from the city found their studies more useful than the students from village backgrounds. Students who rated themselves as being above average on psychological health stated that they found their studies to be more useful than did those students who had rated themselves as only average on psychological health. Ibos found their studies the least useful, followed by Yorubas. The students who had other ethnic/tribal backgrounds stated that they found their studies very useful. The higher the mother's education, the higher was the usefulness of their studies in Canada as rated by the students themselves. Those students who

Table 29

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE: USEFULNESS OF STUDIES IN CANADA

percentages (and frequencies)

Antecedent Variables	Usefulness of Studies in Canada			
	Not Very Useful	Useful	Very Useful	p.
1. Grades				
1. A	9.1 (1)	18.2 (3)	72.7 (8)	
2. B	13.0 (6)	15.2 (7)	71.7 (33)	.13
3. C	0.0 (0)	43.8 (7)	56.3 (9)	
2. Pre-arrival information about Canada				
1. Yes	11.6 (5)	30.2 (13)	58.1 (25)	.18
2. No	7.7 (3)	15.4 (6)	76.9 (30)	
3. Size of place of origin				
1. Village	7.1 (2)	35.7 (10)	57.1 (16)	.17
2. City	10.5 (6)	17.5 (10)	71.9 (41)	
4. Psychological health				
1. Average	12.9 (4)	35.5 (11)	51.6 (16)	.05
2. Above average	9.3 (5)	14.8 (8)	75.9 (41)	
5. Ethnic/tribal background				
1. Ibo	26.7 (4)	13.3 (2)	60.0 (9)	
2. Yoruba	6.1 (3)	30.6 (15)	63.3 (31)	.07
3. Other	5.0 (1)	15.0 (13)	80.0 (16)	
6. Mother's Education				
1. None	14.3 (4)	42.9 (12)	42.9 (12)	
2. Elementary	10.0 (3)	6.7 (2)	83.3 (25)	.04
3. Secondary	8.3 (1)	25.0 (3)	66.7 (8)	
4. College or more	0.0 (0)	0.0 (0)	100.0 (2)	

Table 29

CONTINUED

Antecedent Variables	Usefulness of Studies in Canada			
	Not Very Useful	Useful	Very Useful	p.
7. Feelings about prestige of nationality				.03

had a good image of the prestige of their nationality rated their studies in Canada as being more useful than those who felt bad about their Nigerian citizenship.

(ii) Important Institutions to be Transferred to Nigeria:

Five antecedent variables were significantly (p .20) related to this outcome as follows: 1. Feelings about prestige of nationality (.03) 2. Making friends with Canadians (.07) 3. Making friends with opposite sex (.03) 4. Size of place of origin (.14) 5. Brothers at university (.08).

Those students who found it difficult to make friends with Canadians opposed most the idea of any transfer of Canadian institutions to Nigeria. The students who did not feel good about the prestige of Nigeria opposed the transfer of any institutions more than those who felt good about being Nigerian. Those students who had difficulty making friends with the opposite sex were the most enthusiastic students about transferring educational institutions to Nigeria, while those who did not have any problems in this area were the most enthusiastic students in the sample about the transfer of technological achievements to Nigeria. Transfer of social institutions was supported most by those students who felt good about the prestige of Nigerian citizenship. Transfer of work ethic was supported mostly by those who had difficulty making friends with Canadians.

Table 30

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF IMPORTANT INSTITUTIONS TO BE TRANSFERRED TO NIGERIA

percentages (and frequencies)

Antecedent Variables	Important Institutions to be Transferred to Nigeria					
	Technology	None	Education	Social	Work Ethic	p.
1. Feelings about prestige of Nationality						
1. Good	35.0 (14)	20.0 (8)	20.0 (8)	50.0 (2)	20.0 (8)	.03
2. Bad	25.0 (11)	29.5 (13)	13.6 (6)	25.0 (11)	6.8 (3)	
2. Making friends with Canadians						
1. No problem	38.1 (16)	14.3 (6)	16.7 (7)	19.0 (8)	11.9 (5)	
2. Small problem	30.4 (2)	26.1 (6)	17.4 (4)	17.4 (4)	8.7 (2)	.07
3. Great problem	11.1 (2)	50.0 (9)	16.7 (3)	0.0 (0)	22.2 (4)	
3. Making friends with opposite sex						
1. No problem	41.2 (21)	23.5 (12)	9.8 (5)	15.7 (8)	9.8 (5)	
2. Small problem	21.1 (4)	15.8 (3)	21.1 (4)	21.1 (4)	21.1 (4)	.03
3. Great problem	0.0 (0)	42.9 (6)	35.7 (5)	7.1 (1)	14.3 (2)	
4. Size of place of origin						
1. Village	14.8 (4)	29.6 (8)	18.5 (5)	14.8 (4)	22.2 (6)	.14
2. City	38.9 (21)	24.1 (13)	16.7 (9)	13.0 (7)	7.4 (4)	
5. Brothers at university						
1. None	22.9 (8)	22.9 (8)	25.7 (9)	8.6 (3)	20.0 (7)	.08
2. one or more	34.7 (17)	26.5 (13)	10.2 (5)	20.4 (10)	8.2 (4)	

(iii) Satisfaction with Choice of Canada for Studies Abroad:

Six antecedent variables were significantly related ($p \leq .20$) to this outcome at follows: 1. Size of place of origin (.01) 2. Cosmopolitan/homogeneous nature of place of origin (.18) 3. Wishes of others (.05) 4. Climate (.006) 5. Time available for study (.002) 6. Concern about situation at home (.04) (Table 11 and Table 31).

Students from cities and cosmoplolitan areas were satisfied but the largest percentage of very satisfied students came from villages and homogeneous areas. The less the problems experienced in relation to the rest of the variables, the greater was the satisfaction of the student with the choice of Canada for studies abroad.

(iv) Choosing Canada Again for Studies Abroad in the Future:

Nine antecedent variables were significantly related ($p \leq .20$) to this outcome as follows: 1. Campus (.04) 2. Highest degree aspired to (.03) 3. Specialization (.16) 4. Pre-arrival information about Canada (.01) 5. Behaviour misunderstood (.12). 6. Feelings about prestige of nationality (.17) 7. Circle of Nigerian friends (.006) 8. Marital status (.17) 9. Ethnic background (.18) (Table 11 and Table 32).

Students at the Sir George Williams campus of Concordia university were those who stated most certainly that they will choose Canada again for study abroad, followed by McGill students, then students at

Table 31

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE: SATISFACTION WITH CHOICE OF CANADA FOR STUDIES ABROAD

percentages (and frequencies)

Antecedent Variables	Satisfaction with Choice of Canada for Studies Abroad			
	Not Satis-factory	Satis-factory	Very Satis-factory	p. /
1. Size of place of origin				
1. Village	16.0 (4)	60.0 (15)	24.0 (6)	.01
2. City	19.6 (11)	76.8 (43)	3.6 (2)	
2. Composition of place of origin				
1. Cosmopolitan	18.6 (8)	76.7 (33)	4.7 (2)	.18
2. Homogeneous	20.7 (6)	62.1 (18)	17.2 (5)	
3. Wishes of others important				
1. Yes	26.8 (11)	61.0 (25)	12.2 (5)	.05
2. No	10.0 (4)	85.0 (34)	5.0 (2)	
4. Climate				
1. No problem	8.7 (2)	82.6 (19)	8.7 (2)	
3. Small problem	12.0 (3)	64.0 (16)	24.0 (6)	.006
4. Great problem	32.4 (11)	67.6 (23)	0.0 (0)	
5. Time available for study				
1. No problem	8.3 (4)	81.3 (39)	10.4 (5)	
2. Small problem	50.0 (10)	45.0 (9)	5.0 (1)	.002
3. Great problem	13.3 (2)	73.3 (11)	13.3 (2)	
6. Concern about situation at home				
1. No problem	16.7 (4)	83.3 (20)	0.0 (0)	
2. Small problem	12.5 (4)	78.1 (25)	9.4 (3)	.04
3. Great problem	30.8 (8)	50.0 (13)	19.2 (5)	

Table 32

SIGNIFICANT RELATIONSHIPS ($p \leq .20$) BETWEEN SOME ANTECEDENT VARIABLES AND THE OUTCOME VARIABLE OF CHOOSING CANADA AGAIN FOR STUDIES ABROAD

percentages (and frequencies)

Antecedent Variable	Choosing Canada Again			
	Yes	No	Perhaps	p.
1. Campus				
1. Loyola	5.6 (1)	50.0 (9)	44.4 (3)	
2. S.G.W.	32.4 (12)	21.6 (8)	45.9 (17)	.04
3. Other	10.0 (1)	70.0 (7)	20.0 (2)	
4. McGill	13.3 (2)	46.7 (7)	40.0 (6)	
2. Highest degree aspired to				
1. B.A.	16.7 (6)	33.3 (12)	40.0 (18)	
2. M.A.	37.0 (10)	29.6 (8)	33.3 (9)	.03
3. Higher	5.6 (1)	61.1 (11)	33.3 (6)	
3. Specialization				
1. Arts	25.9 (14)	33.3 (18)	40.7 (22)	
2. Sciences	12.5 (2)	43.8 (7)	43.8 (7)	.16
3. Other	0.0 (0)	75.0 (6)	25.0 (2)	
4. Pre-arrival information about Canada				
1. Yes	31.1 (14)	26.8 (11)	39.0 (16)	.01
2. No	8.1 (1)	48.6 (18)	43.2 (16)	
5. Behaviour misunderstood				
1. No problem	22.9 (8)	40.0 (14)	37.1 (13)	
2. Small problem	9.1 (2)	27.3 (6)	63.6 (14)	.12
3. Great problem	31.8 (7)	40.9 (9)	27.3 (6)	
6. Feelings about prestige of Nationality				
1. Good	23.8 (10)	28.6 (12)	47.6 (20)	.17
2. Bad.	17.9 (7)	48.7 (19)	33.3 (13)	

Table 32

CONTINUED

Antecedent Variable	Choosing Canada Again			
	Yes	No	Perhaps	p.
7. Circle of Nigerian friends				
1. Smaller	20.5 (8)	48.7 (19)	30.8 (12)	
2. Average	26.7 (8)	36.7 (11)	36.7 (11)	.006
3. Wider	0.0 (0)	9.1 (1)	90.0 (10)	
8. Marital Status				
1. Single	25.0 (9)	27.8 (10)	47.2 (17)	.17
2. Married	17.9 (7)	48.7 (19)	33.3 (13)	
9. Ethnic Background				
1. Ibo	42.9 (6)	21.4 (3)	35.7 (5)	
2. Yoruba	18.6 (8)	41.9 (18)	39.5 (17)	.18
3. Other	10.0 (2)	40.0 (8)	50.0 (10)	

Loyola. Seventy percent of the students on other campuses answered no.

CONCLUSIONS AND RECOMMENDATIONS

At the beginning of the thesis eight detailed theoretical propositions were advanced for consideration mostly based on the Sewell and Davidsen study. In concluding our analysis of the data we shall see whether these propositions were supported.

1. MANY OF THE STUDENTS' INITIAL DIFFICULTIES MAY HAVE BEEN AVOIDED IF THEY HAD BEEN BETTER INFORMED BEFORE ARRIVAL ON CANADIAN CAMPUSES ABOUT VARIOUS DETAILS OF THE CANADIAN UNIVERSITY SYSTEM.

This proposition is supported in general. However, it turned out that the students were quite well informed about the Canadian University system. The main problems arose because of the lack of information of the Canadian society in general, and the non-educational institutions and relationships. The variable "Pre-arrival information" was related significantly ($p \leq .20$) to five outcome variables, satisfaction with advising (.16), change in outlook as a result of stay in Canada(.15) usefulness of study (.18), will choose Canada again (.01) colleagues back home less qualified than respondent (.11). However, whether the results were statistically significant or not, this variable made a great deal of difference on the answering pattern of those students who had pre-arrival information about Canada as compared to those who did not have such information on almost all the questions.

2. THE NIGERIAN STUDENTS WILL SHOW THE U-SHAPED DEVELOPMENTAL TREND IN THEIR REACTION AND ADJUSTMENT LIKE MANY RESULTS WHICH HAVE BEEN REPORTED FOR OTHER FOREIGN STUDENT GROUPS.

This proposition was supported in general. On almost all the questions those students who were new arrivals and those who had been in Canada for three or more years had very similar patterns of response as opposed to students who had been in Canada for two years. Age at arrival was also a confounding variable in this case, since some students were much older at arrival than ohters. The variable of age by itself was quite significantly related to the outcome variables and therefore some of the results obtained on length of stay in Canada variable may have been confounded by this factor.

3. SUCCESS IN ACHIEVING AN ACCEPTABLE LEVEL OF ADJUSTMENT IS DEPENDENT TO SOME EXTENT UPON THE LENGTH OF STAY IN CANADA.

This proposition was supported in general. For a more detailed discussion see proposition 2.

4. SUCCESS IN THE ATTAINMENT OF SOJOURN OBJECTIVES DEPENDS TO SOME EXTENT UPON THE AGE AND GENERAL LEVEL OF MATURITY OF THE STUDENTS.

This proposition was supported in general. For a more detailed discussion see propositions 2 and 3 and most of the tables in the Findings section.

5. THERE MAY BE KEY ATTRIBUTES IN SUCCESSFUL CROSS-CULTURAL LEARNING: THESE ARE ADEQUATE MEANS OF COMMUNICATION, i.e., THE STUDENTS' ENGLISH LANGUAGE FACILITY, AND WILLINGNESS TO SUBMIT TEMPORARILY TO DIFFERENT STANDARDS, i.e., SOME PERSONALITY CHARACTERISTICS SUCH AS PERSONAL FLEXIBILITY AND LACK OF SELF-DEFENSIVENESS.

This proposition was supported in general. Psychological health, feeling lonesome, circle of Nigerian and Canadian friends, meeting Canadians outside of university, importance of the wishes of others for the respondent, ease of making friends with Canadians and with the opposite sex were all taken as representing key attributes of personality flexibility. As already discussed in the previous paragraphs detailing the findings of this study, all these variables were significantly related to many of the outcome variables.

6. THE NIGERIAN STUDENTS' REACTIONS TO THE HOST COUNTRY WILL HEAVILY BE INFLUENCED BY THIER PERCEPTIONS OF HOW THEY, THEMSELVES, AND THEIR OWN COUNTRY ARE PERCEIVED AND EVALUATED BY CANADIANS.

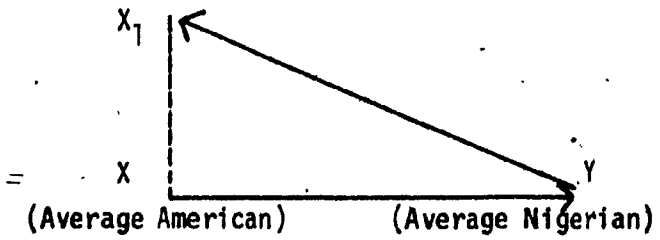
The most important variable in this respect is the variable concerning the "Feeling about Prestige of Nationality". Although this variable was significantly related to only a few outcome variables, it is important to note that those who felt good about

the prestige of their nationality consistently answered in a pattern different from those who did not feel good about the prestige of their nationality, although the results were not statistically significant most of the time, the trend was very indicative of a sharp division in outcome results based on this factor.

7. THERE ARE A NUMBER OF FACTORS IN THE INDIVIDUALS' BACKGROUND, INTELLECTUAL ORIENTATIONS, PERSONALITY AND IN THE SOCIAL AND ACADEMIC ASPECTS OF HIS SOJOURN WHICH ARE CLOSELY AND CONSISTENTLY RELATED TO THE OUTCOME OF FOREIGN STUDY.

This proposition was supported in general. For the details, Table 11 provides a summary. The discussion of Chapter Five illustrates the most important variables.

8. ACCORDING TO BENNET et. al. WHEN A PERSON FROM A NATIONAL SOCIETY WITH HIERARCHICAL TENDENCIES ENCOUNTERS A PERSON FROM A SOCIETY WITH EGALITARIAN TENDENCIES, AND MOREOVER WHEN THE COUNTRY OF THE LATTER IS GENERALLY HIGH IN THE ESTIMATION OF THE FORMER, THE IDEALIZED DIAGRAM WOULD BE AS FOLLOWS:



We could not control for the hierarchical tendencies of the two cultures involved in the encounter. However, there seems to be some support for this statement if we consider the influence of the ethnic background, (Ibo - Yoruba - Other) and the size of the place of origin in the results obtained. Further analysis in this direction is recommended.

From the point of view of the educational policy maker, this study provides a detailed analysis of important factors in the adjustment of Nigerian students to Montreal and the Universities in Montreal. Most of the factors which are significantly related to successful outcomes are of such a nature that changes and modifications can be introduced to obtain the desired outcomes. Furthermore, this study provides a detailed case study which can be used with the CBIE Description Report of Foreign Students at Post Secondary Institutions in Canada, 1977.

On the basis of the findings it is possible to make many tentative suggestions for the guidance of student exchange programmes between Canada and Nigeria. However we shall be satisfied at this stage by presenting the data in detail and letting the policy makers and those involved in advising Nigerian students to arrive to their own conclusions and recommendations.

The next step in the research area should be a longitudinal study of the effects of cross-cultural education on attitudes and personality of the Nigerian students as well as on the contributions these students

make to their own culture upon return to Nigeria. The longitudinal design to be used in such a study should secure data for the whole period of the Canadian residence for a group of Nigerian sojourners, starting before their departure for Canada and extending to their return to Nigeria and their jobs.

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APPENDIX I

TITILAYO AYENI
DEPARTMENT OF EDUCATION
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MONTREAL

M.A. IN EDUCATIONAL STUDIES

TOPIC: AN INQUIRY INTO THE FACTORS AFFECTING THE SOCIAL AND ACADEMIC ADJUSTMENT OF NIGERIAN STUDENTS IN MONTREAL

INTERVIEW SCHEDULE

This interview schedule is for my M.A. thesis in Educational Studies:

AN INQUIRY INTO THE FACTORS AFFECTING THE SOCIAL AND ACADEMIC ADJUSTMENT OF NIGERIAN STUDENTS IN MONTREAL

The purpose of this study is to develop a better understanding of Nigerian students on Canadian Campuses and to improve, where possible, the success of their stay.

The information we wish to obtain from you is absolutely confidential and no personal information will be released to any person, agency or organization. You will notice that the questionnaire does not bear any identification number. Furthermore, for complete anonimity we are not even attaching a name or any other form of identification.

Therfore it is extremely important that you fill in the questionnaire completely and as thoroughly as possible since we have no other way to get back to you to check missed questions.

Your participation and cooperation are urgenly needed and requested.

Thank you for your cooperation.

SCHOOLING AND EDUCATIONAL HISTORY

		Frequency	Percentage
1.	SEX		
	1. Male	76	86.4
	2. Female	12	13.6
2.	RELIGION		
	0. No answer	3	3.4
	1. Christianity	70	79.5
	2. Muslim	9	10.2
	3. None	6	6.8
3.	LENGTH OF STAY		
	0. No answer	6	6.8
	1. Less than 1 year	16	18.2
	2. 1-2 years	25	28.4
	3. 3 years	20	22.7
	4. 4 years	12	13.6
	5. 5 years	4	4.5
	6. 6 years	3	3.4
	7. 7-10 years	1	1.1
	8. 11 +	1	1.1

	Frequency	Percentage
4. AGE AT ARRIVAL		
0. No answer	9	10.2
1. 19-20	3	3.4
2. 21-23	21	23.9
3. 24-26	38	43.2
4. 27-30	13	14.8
5. 30-40	4	4.5
5. PRESENT AGE		
0. No answer	9	10.2
1. 19-20	1	1.1
2. 21-23	3	3.4
3. 24-26	32	36.4
4. 27-30	34	38.6
5. 31-40	9	10.2
6. INSTITUTION		
0. No answer	3	3.4
1. Loyola	20	22.7
2. S.G.W.	38	43.2
3. LaSalle	7	8.0
4. McGill	15	17.0
5. Other	5	5.7

	Frequency	Percentage
7. WHERE YOU WERE BORN		
0. No answer	3	3.4
1. Village	11	12.5
2. Small Town	17	19.3
3. City	57	64.8
8. LENGTH OF STAY THERE?		
0. No answer	2	2.3
1. Short while	17	19.3
2. Whole life	66	75.0
3. Never lived there	1	1.1
4. Can't remember	2	2.3
9. WHAT WAS YOUR HOUSE LIKE?		
0. No answer	9	10.2
1. Village compound	12	13.6
2. City - compound	11	12.5
3. Small City Apartment	9	10.2
4. Large City Apartment	7	8.0
5. Bungalow	40	45.5
10. WHAT KIND OF PEOPLE LIVED THERE?		
0. No answer	10	11.4
1. Cosmopolitan	43	48.8
2. Indigenes	32	36.4
3. Other	13	14.8
4. Don't know	1	1.1
5. Not sure	1	1.1

	Frequency	Percentage
11. ELEMENTARY SCHOOL ATTENDED		
0. No answer	2	2.3
1. Catholic	22	25.0
2. Protestant	40	45.0
3. Muslim	6	6.8
4. Community school	12	13.6
5. Private school	5	5.7
6. Not specified	1	1.1
12. SCHOOL SEGREGATED BY SEX.		
0. No answer	3	3.4
1. Segregated by sex	21	29.9
2. Mixed	60	68.2
3. Other	4	4.5
13. SUBJECT BEST LIKED IN ELEMENTARY		
0. No answer	2	2.3
1. Arts/Commerce	50	56.8
2. Social Science	1	1.1
3. Science/Maths	35	39.8
14. SUBJECT LEAST LIKED IN ELEMENTARY		
0. No answer	6	6.8
1. Arts/Commerce	44	50.0
2. Social Science	2	2.3
3. Science/Maths	28	31.8
4. Other	8	9.1

	Frequency	Percentage
15. HOW DID YOU GET ALONG WITH OTHER KIDS?		
0. No answer	2	2.3
1. Did not	1	1.1
2. Some	5	5.7
3. Average	22	25.0
4. Very well	58	65.9
16. HOW DID YOU GET ALONG WITH TEACHERS?		
0. No answer	3	3.4
1. Did not	3	3.4
2. Some	7	8.0
3. average	21	23.9
4. Very well	49	55.7
4. Other	5	5.7
17. HOW DID YOU COMPARE WITH OTHER PUPILS EDUCATIONALLY?		
0. No answer	3	3.4
1. Lower than average	1	1.1
2. Lower 50% of class	1	1.1
3. Average	24	27.3
4. Upper 25%	22	25.0
5. Upper 10%	37	42.0

		Frequency	Percentage
18.	WHERE DID YOU GO TO HIGH SCHOOL?		
	0. No answer	4	4.5
	1. Technical/Trade	8	9.1
	2. Comprehensive	70	79.5
	3. High School	5	5.7
	4. Teacher Training College	1	1.1
19.	WAS THE SCHOOL SEGREGATED BY SEX?		
	0. No answer	4	4.5
	1. Segregated	44	50.0
	2. Mixed	37	42.3
	3. Other	3	3.4
20.	WHAT LINE OF STUDY DID YOU FOLLOW?		
	0. No answer	4	4.5
	1. Arts/Commerce	45	51.1
	2. Social Science	2	2.3
	3. Science/Maths	30	34.1
	4. Technical Studies	6	6.8
	5. Teacher Training College	1	1.1
21.	SUBJECT BEST LIKED IN HIGH SCHOOL		
	0. No answer	1	1.1
	1. Arts/Commerce	37	42.0
	2. Social Science	2	2.3
	3. Science/Maths	48	54.5

		Frequency	Percentage
22.	SUBJECT LEAST LIKED IN HIGH SCHOOL		
	0. No answer	3	3.4
	1. Arts/Commerce	43	48.9
	2. Social Science	1	1.1
	3. Science/Maths	38	43.2
	4. 1 & 3	1	1.1
	5. None	2	2.3
23.	HOW DID YOU COMPARE WITH FELLOW STUDENTS ACADEMICALLY?		
	0. No answer	3	3.4
	1. Lower than 50%	1	1.1
	2. Average	17	19.3
	3. Upper 25%	41	46.6
	4. Upper 10%	26	29.5
24.	HOW DID YOU GET ALONG WITH FELLOW STUDENTS (HIGH SCHOOL)?		
	0. No answer	4	4.5
	1. Some	3	3.5
	2. Average	21	23.9
	3. Very well	60	68.2
25.	HOW DID YOU GET ALONG WITH TEACHERS?		
	0. No answer	8	9.1
	1. Some	8	9.1
	2. Average	25	28.4
	3. Very well	47	53.4

	Frequency	Percentage
We are also interested in having some information about some of our students who had had university education before coming to Canada. Questions 26-40 are for this exercise.		
26. WHERE DID YOU GO TO COLLEGE/ UNIVERSITY?		
0. No answer	76	86.5
1. Nigeria	10	11.4
2. Other European country	1	1.1
3. Other	1	1.1
27. BREAK BETWEEN HIGH SCHOOL AND ENTERING THE UNIVERSITY		
0. No answer	76	86.4
1. Yes	10	11.4
2. No	2	2.3
28. LENGTH OF BREAK BETWEEN HIGH SCHOOL AND UNIVERSITY		
0	78	88.6
	4	4.5
	1	1.1
	3	3.4
	2	2.3
	78	88.6
...ifying year	9	10.2
2. War	1	1.1

	Frequency	Percentage
30. WHAT WAS YOUR MAJOR IN UNDERGRADUATE?		
0. No answer	77	67.5
1. Arts	5	5.7
2. Philosophy	2	2.3
3. Medicine	2	2.3
4. Technical Education	2	2.3
31. HOW WELL DID YOU DO THERE?		
0. No answer	77	87.5
1. Average	4	4.5
2. Above average	3	3.4
3. Upper 10%	4	4.5
32. DID YOU CONTINUE GRADUATE STUDIES BEFORE COMING TO CANADA?		
0. No answer	78	88.6
1. Yes	1	1.1
2. No	9	10.2
33. WHERE?		
0. No answer	82	93.2
1. Nigeria	4	4.5
2. Europe	2	2.4

	Frequency	Percentage
35. DID YOU OBTAIN A DEGREE?		
0. No answer	78	88.6
1. Yes	8	9.1
2. No	2	2.3
36. WHICH DEGREE?		
0. No answer	77	87.5
1. B.A.	5	5.7
2. N.C.E.	2	2.3
3. M.B.B.S.	2	2.3
4. Inter AIB	1	1.1
5. Diploma	1	1.1
37. WHICH DEPARTMENT WERE YOU ENROLLED IN?		
0. No answer	79	89.8
1. Arts	5	5.7
2. Science	1	1.1
3. Medicine	1	1.1
4. Social Sciences	1	1.1
38. WHAT WAS YOUR SPECIALIZATION?		
0. No answer	77	87.5
1. French literature		
2. Metal work		
3. Arts Subjects		
4. Biology		
5. English Methodology		
6. Urban Planning.		

		Frequency	Percentage
39.	HAVE YOU PUBLISHED ARTICLES IN JOURNALS?		
	0. No answer	79	89.8
	1. Yes	1	1.1
	2. No	8	9.1
40.	NAME OF JOURNAL		
	0. No answer	87	98.1
	1. English Methodology	1	1.1
41.	WAS THERE ANY BREAK BETWEEN HIGH SCHOOL AND YOUR COMING TO CANADA?		
	0. No answer	18	20.5
	1. Yes	63	71.6
	2. No	6	6.8
	3. Other	1	1.1
42.	HOW LONG?		
	0. No answer	19	21.6
	1. 1 year	13	14.8
	2, 2 years	10	11.4
	3. 3 years	16	18.2
	4. 4 years	8	9.1
	5. 5 - 10 years	12	13.6
	6. 11+	8	9.1
	7. 13+	1	1.1
	8. 15+	1	1.1

		Frequency	Percentage
43.	WHAT WERE YOU DOING?		
	0. No answer	23	26.1
	1. Working	52	59.1
	2. War	5	5.7
	3. Qualifying Year	2	2.3
	4. N.Y.S.C.	3	3.4
	5. H.S.C. (AL)	2	2.3
	6. Nothing	1	1.1

We are interested in knowing about the process of students' choice of Canada and at what age they arrived. We would also want to know if in future they have an opportunity to study abroad, they will choose Canada again.

44.	HOW OLD WERE YOU WHEN YOU FIRST DECIDED TO COME TO CANADA?		
	0. No answer	8	9.1
	1. Up to 18	8	9.1
	2. 19-20	5	5.7
	3. 21-23	35	39.8
	4. 24-26	18	20.5
	5. 27-30	12	13.6
	6. 30-40	1	1.1
	7. 41+	1	1.1

		Frequency	Percentage
45.	WHAT WERE THE CIRCUMSTANCES OF YOUR DECISION?		
	0. No answer	8	9.1
	1. Another Commonwealth Country	6	6.8
	2. Further studies	47	53.4
	3. Easier admission policy	11	12.5
	4. Presence of relatives	4	4.5
	5. Tourist hope	9	10.2
	6. Family commitment	1	1.1
	7. CUSO (exchange program)	2	2.3
46.	IF IN FUTURE YOU ARE AGAIN GIVEN A CHANCE TO GO ABROAD, WILL YOU CHOOSE CANADA?		
	0. No answer	7	8.0
	1. Yes	17	19.3
	2. No	31	35.2
	3. Perhaps	33	37.5
47.	IF YOUR ANSWER TO QUESTION 46 IS NO, - WHICH COUNTRY WOULD YOU PREFER?		
	0. No answer	53	60.2
	1. Europe	9	10.2
	2. U.S.A.	17	19.3
	3. Nigeria	5	5.7
	4. Other European country	1	1.1
	5. Other African country	3	3.4

		Frequency	Percentage
48.	HOW OR WHY DID YOU CHOOSE THE INSTITUTION WHERE YOUR ARE STUDYING PRESENTLY?		
	0. No answer	13	14.8
	1. Research	5	5.7
	2. Resource Book	5	5.7
	3. By application	11	12.5
	4. Canadian Embassy	3	3.4
	5. A friend abroad	19	21.6
	6. Renowned Center of Learning	27	30.7
	7. Low school fees	2	2.3
	8. Eschange (CUSO, CIDA)	2	2.3
	9. Love of big cities	1	1.1
49.	WHAT ARE YOU STUDYING?		
	0. No answer	5	5.7
	1. Arts	54	61.4
	2. Social Science	4	4.5
	3. Science/Maths	16	18.2
	4. Technical Education	5	4.5
	5. Hotel Management	4	4.5
	6. Tourism	1	1.5
50.	DO YOU PLAN ON GETTING A DEGREE?		
	0. No answer	2	2.3
	1. Yes	81	92.0
	2. No	3	3.4
	3. Perhaps	1	1.1
	4. Qualifying Year	1	1.1

		Frequency	Percentage
51.	WHAT IS THE HIGHEST DEGREE EXPECTED?		
	0. No answer	2	2.3
	1. B.A.	39	44.3
	2. M.A.	27	30.7
	3. Ph.D.	9	10.2
	4. Other/Diploma	11	12.5
52.	WHEN DO YOU HOPE TO GET THIS DEGREE?		
	0. No answer	7	8.0
	1. Soon	36	40.9
	2. 1-2 years	30	34.1
	3. 3 years	5	5.7
	4. 4 years	5	5.7
	5. 5 years	1	1.1
	6. 5 years	4	4.5
53.	DO THE WISHES OF OTHERS PLAY AN IMPORTANT PART IN YOUR PLANNING?		
	0. No answer	5	5.7
	1. Yes	43	48.9
	2. No	40	45.5
54.	IF YES TO QUESTION 53 WHOSE?		
	0. No answer	44	50.0
	1. Parents	21	23.9
	2. Members of Extended Family	2	2.3
	3. Fiancée	14	15.9
	4. Professors	1	1.1

		Frequency	Percentage
54.	Continued...		
	5. Nigerians	3	3.4
	6. Nigerian Government	2	2.3
	7. People with similar interest	1	1.1
55.	WHO PAID YOUR TRANSPORTATION TO CANADA?		
	0. No answer	5	5.7
	1. Nigerian Government	40	45.5
	2. Canadian Government	3	3.4
	3. Nigerian Institution	2	2.3
	4. Personal	15	17,0
	5. Family/relatives	17	19.3
	6. Other	6	6.8
56.	WHO WILL PAY YOUR TRANSPORTATION BACK TO NIGERIA?		
	0. No answer	5	5.7
	1. Nigerian Government	40	45.5
	2. Canadian Institution	3	3.4
	3. Nigerian Institution	2	2.3
	4. Personal	15	17.0
	5. Family/relatives	17	19.3
	6. Other	6	6.8

	Frequency	Percentage
57. HOW MUCH ASSISTANCE DO NIGERIAN STUDENTS NEED IN THEIR STUDIES IN CANADA?		
0. No answer	3	3.4
1. A great deal	65	73.9
2. Some	19	21.6
3. None	1	1.1
58. WHAT KIND OF ASSISTANCE DO THEY NEED?		
0. No answer	5	5.7
1. Political situation	3	3.4
2. Financial and job	74	84.1
3. 1 and 2	1	1.1
4. Information	2	2.3
5. Academic	1	1.1
6. Emotional	1	1.1
7. Other	1	1.1
59. WHO SHOULD GIVE THIS ASSISTANCE?		
0. No answer	6	6.8
1. Nigerian Embassy	68	77.3
2. Parents	2	2.3
3. Fellow Nigerians	2	2.3
4. Sponsors	2	2.3
5. 1 and 3	4	4.5
6. Professors	3	3.4
7. Other	1	1.1

	Frequency	Percentage
60. HOW MUCH ASSISTANCE DO THEY NEED TO BECOME ACQUAINTED WITH LIFE IN CANADA BEFORE LEAVING NIGERIA?		
0. No answer	3	3.4
1. A great deal	63	71.6
2. Some	19	21.6
3. None	3	3.4
61. IF THEY NEED ASSISTANCE - WHAT KIND?		
0. No answer	8	9.1
1. Embassy	12	13.6
2. Ministry of Information	36	40.9
3. Media	1	1.1
4. 1 and 2	12	13.6
5. Financial	19	21.6
62. WHO SHOULD GIVE THAT ASSISTANCE?		
0. No answer	8	9.1
1. Embassy	35	39.8
2. Ministry of Information	3	3.4
3. Media	1	1.1
4. 1 and 2.	1	1.1
5. 2 and 3	7	8.0
6. Parents	6	6.8
7. Canadian Government	1	1.1
8. Student Foreign Advisor	26	29.5

		Frequency	Percentage
63.	WERE YOU ADEQUATELY INFORMED ABOUT CANADA BEFORE COMING HERE?		
	0. No answer	5	5.7
	1. Yes	43	48.9
	2. No	38	44.3
	3. Other	1	1.1
64.	IF YES, IN WHAT RESPECT?		
	0. No answer	15	17.0
	1. Regarding status as Commonwealth citizen	6	6.8
	2. Climatic and financial hardship	28	31.8
	3. Social Adjustment	14	15.9
	4. Nothing	2	2.3
	5. Educational and Policial systems	6	6.8
	6. Prevailing conditions	16	18.2
	7. Immigration problems	1	1.1
65.	WHY DID YOU CHOOSE CANADA FOR STUDY ABROAD?		
	0. No answer	15	17.0
	1. Sent by government scholarship	6	6.8
	2. Sent by mission scholarship	28	31.8
	3. Reputation in the field of study	14	15.9
	4. Reputation in the field of practical training	2	2.3
	5. System similar to home country	6	6.8
	6. Presence of relatives and friends	16	18.2
	7. Knowledge of host country's language	1	1.1

		Frequency	Percentage
66.	HOW DO YOU RATE YOUR GENERAL SATISFACTION WITH THIS CHOICE OF COUNTRY?		
	0. No answer	3	3.4
	1. Not satisfied	16	18.2
	2. Satisfied	60	68.2
	3. Very satisfied	8	9.1
	4. Other	1	1.1
67.	IF VERY SATISFIED - WHY?		
	0. No answer	48	54.5
	1. Purpose of study achieved	17	19.3
	2. High academic standards	9	10.2
	3. Good teaching methods	7	8.0
	4. Good equipment and study facilities	5	5.7
	5. Other	2	2.3
68.	IF NOT SATISFIED - WHY?		
	0. No answer	70	79.5
	1. Purpose of study abroad not achieved	2	2.3
	2. Lack of academic guidance	2	2.3
	3. Shortcoming of equipment and facilities	12	13.6
	4. Financial problems	2	2.3

		Frequency	Percentage
69.	HAVE YOU PARTICIPATED IN ANY INFORMATION ABOUT CANADA?		
	0. No answer	5	5.7
	1. Yes	21	23.9
	2. No	62	70.5
70.	HOW OFTEN?		
	0. No answer	71	80.7
	1. Very often	2	2.3
	2. Several	5	5.7
	3. Many	4	4.5
	4. Once	3	3.4
	5. Scarcely	2	2.3
	6. Other	1	1.1
71.	IN WHAT AREA OF CANADIAN LIFE WERE YOU BEST INFORMED?		
	0. No answer	15	17.0
	1. Social	22	25.0
	2. Political	12	13.6
	3. Climatic	14	15.9
	4. Sexual	4	4.5
	5. Communication	10	11.4
	6. Immigration	3	3.4
	7. Cultural	1	1.1
	8. Economic sector	2	2.3
	9. All of the above	5	5.7

		Frequency	Percentage
72.	THROUGH WHAT MEDIA DID YOU RECEIVE THIS KNOWLEDGE?		
	0. No answer	12	13.6
	1. Radio	14	15.9
	2. Newspaper	11	12.5
	3. T.V.	15	17.0
	4. Other		
	5. All media	4	4.5

In the next section, we would like to collect some information about the students' satisfaction with the academic experience in Canada.

73.	ACADEMIC SATISFACTION		
	0. No answer	2	2.3
	1. Very dissatisfied	5	5.7
	2. Fairly dissatisfied	13	14.8
	3. Fairly satisfied	51	58.0
	4. Very satisfied	16	18.2
	5. Other	1	1.1
74.	WITH THE ADVISORY SYSTEM AT YOUR INSTITUTION		
	0. No answer	7	8.0
	1. Very dissatisfied	2	2.3
	2. Fairly dissatisfied	19	21.6
	3. Fairly satisfied	50	56.8
	4. Very satisfied	10	11.4

	Frequency	Percentage
75. RECOGNITION FOR PREVIOUS ACADEMIC WORK		
0. No answer	5	5.7
1. Very dissatisfied	12	13.6
2. Fairly dissatisfied	15	17.0
3. Fairly satisfied	41	46.6
4. Very satisfied	15	17.0
76. MATERIALS COVERED IN CLASS		
0. No answer	3	3.4
1. Very dissatisfied	7	8.0
2. Failry dissatisfied	7	8.0
3. Fairly satisfied	57	64.8
4. Very satisfied	14	15.9
77. AVAILABILITY OF COURSES DESIRED		
0. No answer	-	-
1. Very dissatisfied	3	3.4
2. Fairly dissatisfied	10	11.4
3. Fairly satisfied	49	55.7
4. Very satisfied	17	19.3
78. THE QUALITY OF INSTRUCTION		
0. No answer	2	2.3
1. Very dissatisfied	4	4.5
2. Fairly dissatisfied	17	19.3
3. Fairly satisfied	49	55.7
4. Very satisfied	16	18.2

	Frequency	Percentage
79. UNIVERSITY REQUIREMENTS		
0. No answer	6	6.8
1. Very dissatisfied	7	8.0
2. Fairly dissatsifed	10	11.4
3. Fairly satisfied	51	58.0
4. Very satisfied	14	15.9
80. WITH RESEARCH FACILITIES		
0. No answer	16	18.2
1. Very dissatisfied	4	4.5
2. Fairly dissatisfied	17	19.3
3. Fairly satisfied	35	39.8
4. Very satisfied	16	18.2
81. REPUTATION OF THE UNIVERSITY IN YOUR FIELD		
0. No answer	7	8.0
1. Very dissatisfied	6	6.8
2. Fairly dissatisfied	6	6.8
3. Fairly satisfied	58	65.9
4. Very satisfied	14	15.9
82. GERNERAL ACADEMIC STANDARDS		
0. No answer	7	8.0
1. Very dissatisfied	6	6.8
2. Fairly dissatisfied	9	10.2
3. Fairly satisfied	51	58.0
4. Very satisfied	15	17.0

		Frequency	Percentage
83.	OTHER APSECTS OF ACADEMIC MATTERS: SPECIFY		
	0. No answer		
	1. Very dissatisfied		
	2. Fairly dissatisfied		
	3. Fairly satisfied		
	4. Very satisfied		
84.	REASONS FOR DISSATISFACTION		
	0. No answer	69	78.4
	1. Lack of academic guidance	2	2.3
	2. Social discrimination	2	2.3
	3. Financial & housing problems	9	10.2
	4. Language problems	4	5.4
	5. Lack of recognition for previous work	1	1.1
85.	ARE YOU AWARE OF ANY CANADIAN AID GIVEN TO NIGERIA?		
	0. No answer	2	2.3
	1. Yes	38	43.2
	2. No	47	53.4
	3. Other	1	1.1
86.	WHAT ARE THE MOTIVES OF THE CANADIANS IN GIVING THIS HELP?		
	0. No answer	34	38.6
	1. Donor's interest	19	21.6
	2. Don't know	13	14.8
	3. Help to poor countries	17	19.3

		Frequency	Percentage
86.	Continued		
	4. Aid to Commonwealth Country	2	2.3
	5. Political Reasons	2	2.3
	6. Peace to mankind	1	1.1
87.	WHAT IS THE EFFECT OF THIS AID ON YOUR GOVERNMENT'S ECONOMIC & SOCIAL DEVELOPMENT?		
	0. No answer	26	29.5
	1. Little	28	31.8
	2. Medium	16	18.2
	3. Great	12	13.6
	4. Don't know	6	6.8

We are interested in the different problems or difficulties foreign students sometimes have at different times in their stay in Canada. The following questions will be for such problems.

88.	NOT HAVING ENOUGH MONEY		
	0. No answer	2	2.3
	1. No problem	16	18.2
	2. Small problem	32	36.4
	3. Great problem	38	43.2

	Frequency	Percentage
89. GETTING USED TO THE CLIMATE		
0. No answer	2	2.3
1. No problem	24	27.3
2. Small problem	26	29.5
3. Great problem	36	40.9
90. FINDING A HOUSE		
0. No answer	-	-
1. No problem	51	58.0
2. Small problem	24	27.3
3. Great problem	13	14.8
91. NOT HAVING FOOD I AM USED TO		
0. No answer	1	1.1
1. No problem	40	45.5
2. Small problem	39	44.3
3. Great problem	8	9.1
92. NOT UNDERSTANDING ENGLISH		
0. No answer	-	-
1. No problem	81	92.0
2. Small problem	5	5.7
3. Great problem	2	2.3
93. NOT UNDERSTANDING FRENCH		
0. No answer	-	-
1. No problem	26	29.5
2. Small problem	27	30.7
3. Great problem	35	39.8

		Frequency	Percentage
94.	NOT BEING ABLE TO EXPRESS MYSELF IN ENGLISH		
	0. No answer	1	1.1
	1. No problem	81	92.0
	2. Small problem	2	2.3
	3. Great problem	4	4.5
95.	NOT BEING ABLE TO EXPRESS MYSELF IN FRENCH		
	0. No answer	2	2.3
	1. No problem	21	23.9
	2. Small problem	25	28.4
	3. Great problem	40	45.5
96.	FEELING LONESOME FOR MY HOME AND FAMILY		
	0. No answer	1	1.1
	1. No problem	20	22.7
	2. Small problem	37	42.0
	3. Great problem	30	34.1
97.	MAKING FRIENDS WITH CANADIANS		
	0. No answer	1	1.1
	1. No problem	42	47.7
	2. Small problem	27	30.7
	3. Great problem	18	20.5

	Frequency	Percentage
98. MAKING FRIENDS WITH THE OPPOSITE SEX		
0. No answer	-	-
1. No problem	51	59.1
2. Small problem	21	23.9
3. Great problem	15	17.0
99. MEETING CANADIANS OUTSIDE OF UNIVERSITY SETTING.		
0. No answer	1	1.1
1. No problem	34	38.6
2. Small problem	29	33.0
3. Great problem	24	27.3
100. GETTING A JOB IF I WANT ONE		
0. No answer	4	4.5
1. No problem	10	11.4
2. Small problem	8	9.1
3. Great problem	66	75.0
101. FINDING THE SCHOOL WORK TOO DIFFICULT		
0. No answer	2	2.3
1. No problem	46	52.3
2. Small problem	32	36.4
3. Great problem	8	9.1
102. FINDING OUT ABOUT WHAT COURSES TO TAKE		
0. No answer	-	-
1. No problem	60	68.2
2. Small problem	23	26.1
3. Great problem	5	5.7

		Frequency	Percentage
103:	NOT HAVING ENOUGH TIME TO STUDY		
	0. No answer	1	1.1
	1. No problem	49	55.7
	2. Small problem	22	25.0
	3. Great problem	16	18.2
104.	GETTING ALONG WITH MY ADVISOR		
	0. No answer	4	4.5
	1. No problem	54	61.4
	2. Small problem	22	25.0
	3. Great problem	16	18.2
105.	GETTING TO TRAVEL IN CANADA		
	0. No answer	-	-
	1. No problem	56	63.6
	2. Small problem	23	26.1
	3. Great problem	9	10.2
106.	CONCERN ABOUT RACIAL DESCRIMINATION		
	0. No answer	-	-
	1. No problem	17	19.3
	2. Small problem	32	36.4
	3. Great problem	39	44.3

		Frequency	Percentage
107.	KEEPING UP WITH THE NEWS FROM HOME		
	0. No answer	-	-
	1. No problem	27	30.7
	2. Small problem	31	35.2
	3. Great problem	30	34.1
108.	CONCERN ABOUT FAMILY		
	0. No answer	2	2.3
	1. No problem	24	27.3
	2. Small problem	32	36.4
	3. Great problem	30	34.1
109.	HAVING MY BEHAVIOR MISUNDERSTOOD		
	0. No answer	-	-
	1. No problem	37	42.0
	2. Small problem	26	29.5
	3. Great problem	23	26.1
110.	ANY OTHER PROBLEM?		
	0. No answer	68	77.3
	1. Hypocrisy among native students	5	5.7
	2. Depression	12	13.6
	3. Immigration problems	2	2.3
	4. Other	1	1.1

		Frequency	Percentage
111.	DO YOU THINK UNIVERSITIES SHOULD HELP FOREIGN STUDENTS FIND LIVING QUARTERS WHEN THEY ARRIVE?		
	0. No answer	2	2.3
	1. Yes	77	87.5
	2. No	9	10.2
112.	ARE YOU SATISFIED WITH YOUR PRESENT HOUSING ARRANGEMENTS?		
	0. No answer	2	2.3
	1. Not satisfied	16	18.2
	2. Fairly dissatisfied	11	12.5
	3. Fairly satisfied	40	45.5
	4. Very satisfied	19	21.6
113.	WHAT ARE YOUR PRESENT HOUSING ARRANGEMENTS?		
	0. No answer	1	1.1
	1. Room in a private home	8	9.1
	2. Dormitory	2	2.3
	3. Apartment	73	83.0
	4. Sorority or fraternity	3	3.4
	5. Family/Relative	1	1.1
114.	IF YOU ARE NOT LIVING WITH YOUR PARENTS WHEN DID YOU LAST LIVE WITH THEM?		
	0. No answer	23	26.1
	1. Less than 1 year	8	9.1
	2. 1 year	15	17.0
	3. 2 years	10	11.4
	4. 3 years	9	10.2
	5. 4 years	4	4.5

		Frequency	Percentage
114.	Continued		
	6. 5 years	15	17.0
	7. 10+	4	4.5
115.	DID YOU HAVE A JOB IN NIGERIA BEFORE COMING TO CANADA?		
	0. No answer	2	2.3
	1. Yes	71	81.6
	2. No	10	11.5
	3. Don't know	3	3.4
	4. Other	1	1.1
	5. Sort of	1	1.1
116.	WHAT TYPE OF WORK WAS IT?		
	0. No answer	11	12.5
	1. Civil Service	46	52.3
	2. Teaching	26	29.5
	3. Medical Practitioner	1	1.1
	4. Technical Line	1	1.1
	5. Stevedoring	2	2.3
	6. Business	1	1.1

		Frequency	Percentage
117.	WHAT IS THE NAME OF THE POSITION?		
	0. No answer	12	13.6
	1. Civil servant	12	13.6
	2. Teacher/Headmaster	39	44.3
	3. Medical Officer	1	1.1
	4. Technical Officer	6	6.8
	5. Clerk	11	12.5
	6. Education Officer	2	2.3
	7. Entrepreneur	2	2.3
	8. Marine Commandant	2	2.3
	9. Broadcaster	1	1.1
118.	HOW LONG WERE YOU HOLDING THAT POSITION?		
	0. No answer	11	12.5
	1. Less than 1 year	24	27.3
	2. 2 years	23	26.1
	3. 3 years	14	15.9
	4. 4 years	5	5.7
	5. 5 years	6	6.8
	6. 6 years	3	3.4
	7. 7 years	1	1.1
	8. 7+	1	1.1

		Frequency	Percentage
119.	DO YOU EXPECT TO RETURN TO THIS JOB?		
	0. No answer	13	14.8
	1. Yes	13	14.8
	2. No	52	59.1
	3. Perhaps	7	8.0
	4. Don't know	1	1.1
	5. It depends	1	1.1
	6. Other	1	1.1
120.	WHAT PROFESSIONAL FIELD DO YOU HOPE TO GO TO IN NIGERIA WHEN YOU GO BACK?		
	0. No answer	1	1.1
	1. Engineering	14	15.9
	2. Medicine	9	10.2
	3. Teaching	20	22.7
	4. Civil Service	22	25.0
	5. Social Work	1	1.1
	6. Accounting	2	2.3
	7. Hotel Business	10	11.4
	8. Stevedoring	6	6.8
	9. Can't decide	3	3.4

		Frequency	Percentage
121.	DO YOU HAVE A SPECIFIC JOB WAITING FOR YOU WHEN YOU RETURN TO NIGERIA?		
	0. No answer	3	3.4
	1. Yes	26	29.5
	2. No	48	54.5
	3. Perhaps	9	10.2
	4. Probably	1	1.1
	5. Don't know	1	1.1
122.	HOW DO YOU ASSESS THE POTENTIAL USE OF YOUR STUDY IN CANADA REGARDING YOUR PROFESSIONAL CHALLENGE FOR THE FUTURE IN NIGERIA?		
	0. No answer	-	-
	1. Not very useful	9	10.2
	2. Quite useful	20	22.7
	3. Very useful	59	67.0
123.	WHAT SORT OF PROFESSIONAL SITUATION DO YOU HOPE TO HAVE ATTAINED IN TEN YEARS TIME AND HOW DO YOU RATE YOUR CHANCES OF ATTAINING THIS?		
	0. No answer	1	1.1
	1. Leading position in my field	65	73.9
	2. Higher Grade	21	24.1
	3. Change job	1	1.1

	Frequency	Percentage
124. HOW WOULD YOU COMPARE YOURSELF WITH THOSE COLLEAGUES OF YOUR WHO WOULD HOLD A SIMILAR JOB EXCEPT FOR FOREIGN EXPERIENCE?		
0. No answer	13	14.8
1. Less Realistic	36	40.9
2. Same Level	38	43.2
3. More Qualified	1	1.1
125. COLLEAGUES BEING HARDWORKING?		
0. No answer	13	14.8
1. Less hard working	34	38.6
2. Same level	41	46.6
126. COLLEAGUES BEING PRACTICAL?		
0. No answer	13	14.8
1. Less practical	50	56.8
2. Same level	25	28.4
127. COLLEAGUES BEING PROGRESSIVE?		
0. No answer	15	17.0
1. Less progressive	22	25.0
2. Same level	51	58.0
128. COLLEAGUES QUALIFIED FOR THE JOB?		
0. No answer	15	17.0
1. Less qualified	22	25.0
2. Same level	51	58.0

		Frequency	Percentage
129.	COLLEAGUES BEING RESPECTED?		
	0. No answer	15	17.0
	1. Less respected	29	33.0
	2. Same level	44	50.0
130.	COLLEAGUES BEING POPULAR?		
	0. No answer	14	15.9
	1. Less popular	23	26.1
	2. Same level.	51	58.0
131.	REGARDING YOUR FIELD OF SPECIALIZATION, WHAT CONDITIONS DO YOU EXPECT TO MOVE INTO AFTER YOU RETURN HOME?		
	0. No answer	2	2.3
	1. Return to former job	13	14.8
	2. Positive Expectation	73	83.0
132.	DO YOU THINK NIGERIAN STUDENTS RETURNING TO NIGERIA FROM STUDY IN CANADA NEED ANY ASSISTANCE IN THEIR PROFESSIONAL FIELD?		
	0. No answer	2	2.3
	1. Yes	56	63.6
	2. No	30	34.1
133.	IF YES - WHAT SORT OF ASSISTANCE AND WHO SHOULD GIVE THAT ASSISTANCE?		
	ADEQUATE PAY AND PROMOTION:		
	0. No answer	35	39.8
	1. Government	45	51.1
	2. University	2	2.3
	3. Private organization	4	4.5
	4. Individuals	1	1.1

		Frequency	Percentage
133.	Continued.		
	5. All	1	1.1
134.	PLACEMENT:		
	0. No answer	35	39.8
	1. Government	45	51.1
	2. University	4	4.5
	3. Private organization	2	2.3
	4. Individual	1	1.1
	5. All	1	1.1
135.	GOOD CONDITION OF WORK:		
	0. No answer	34	38.6
	1. Government	48	54.5
	2. University	2	2.3
	3. Private organization	2	2.3
	4. Individuals	1	1.1
136.	EQUIPMENT AND FACILITIES:		
	0. No answer	34	28.6
	1. Government	45	51.1
	2. University	7	8.0
	3. Private organization	1	1.1
	4. All	1	1.1

		Frequency	Percentage
137.	RECOGNITION:		
	0. No answer	38	43.2
	1. Government	41	46.6
	2. University	3	3.4
	3. Private organization	1	1.1
	4. Individuals	3	3.4
	5. All	2	2.3
138.	OTHER:		
	0. No answer	71	80.7
	1. Government	14	15.9
	2. University	1	1.1
	3. Private organization	1	1.1
	4. Individuals	1	1.1
139.	DO YOU RECALL ANY PLEASANT EXPERIENCES FROM YOUR FIRST DAY IN CANADA?		
	0. No answer	1	1.1
	1. Snow	22	25.0
	2. Lack of experience	19	21.6
	3. None	33	37.5
	4. Attitude to foreigners	1	1.1
	5. Warm reception	6	6.8
	6. Beautiful scenery	1	1.1
	7. Local French accent	2	2.3
	8. Prudence	1	1.1
	9. Dedication to work	1	1.1
	10. Other	1	1.1

		Frequency	Percentage
140.	ANY UNPLEASANT EXPERIENCES FROM YOUR FIRST DAY IN CANADA?		
	0. No answer	-	-
	1. Weather	8	9.1
	2. None	30	34.1
	3. Social discrimination	17	19.3
	4. Hypocrisy	7	8.0
	5. Immigration problem	7	8.0
	6. Language barrier (French)	14	15.9
	7. Dishonesty (Taxi fare)	2	2.3
	8. Loneliness	1	1.1
	9. Theft (belonging in hotel)	1	1.1
	10. Food problems	1	1.1
141.	DID ANYBODY MEET YOU WHEN YOU ARRIVED IN CANADA?		
	0. No answer	4	4.5
	1. Canadian friend	6	6.8
	2. Nigerian friend	18	20.5
	3. Relatives	50	67.0
	4. Other	1	1.1

		Frequency	Percentage
142.	WHAT ARE YOUR IMPRESSIONS OF THE WAY YOUR SPONSORING AGENCY HAS HANDLED YOUR CASE?		
	0. No answer	33	37.5
	1. Satisfied	39	44.3
	2. Dissatisfied	11	12.5
	3. Nothing	5	5.7
143.	DID YOU FEEL THAT YOU WERE ACCEPTED BY OTHERS AT THE UNIVERSITY: AS WELL AS OTHER STUDENTS WERE?		
	0. No answer	16	18.2
	1. Yes	50	56.8
	2. No	21	23.9
	3. Not sure	1	1.1
144.	AS WELL AS ANY OTHER FOREIGN STUDENT WAS?		
	0. No answer	7	8.0
	1. Yes	68	77.3
	2. No	12	13.6
	3. Not sure	1	1.1
145.	HOW DID YOU FEEL ABOUT THE PRESTIGE YOUR NATIONALITY GAVE YOU? HOW DID IT COMPARE WITH THE PRESTIGE OF OTHER NATIONALITIES IN THE EYES OF CANADIANS?		
	0. No answer	-	-
	1. Very good	42	47.7
	2. More of a hindrance	2	2.3
	3. Lack of financial assistance	2	2.3
	4. None	19	21.6

		Frequency	Percentage
145.	Continued.		
	5. 3rd World national	5	5.7
	6. Ashamed	2	2.3
	7. Disappointed	1	1.1
	8. Not much	13	14.8
	9. Cannot be compared	1	1.1
	10. Other	1	1.1
146.	HOW MUCH DO YOU THINK CANADIANS ARE INTERESTED IN NIGERIA?		
	0. No answer	1	1.1
	1. None	29	33.0
	2. Fairly Interested	49	55.7
	3. Very much interested	7	8.0
	4. Don't know	2	2.3
147.	HOW WOULD YOU RATE THE GENERAL KNOWLEDGE OF CANADIANS ABOUT NIGERIA?		
	0. No answer	3	3.4
	1. None	31	35.2
	2. Barely informed	45	51.1
	3. Fairly well informed	7	8.0
	4. Well informed	2	2.3

		Frequency	Percentage
148.	HOW MUCH DO YOU FEEL PEOPLE HERE TO BE INTERESTED IN YOUR FOREIGN EXPERIENCE?		
	0. No answer	3	3.4
	1. Not interested	39	44.3
	2. Fairly interested	35	39.8
	3. Very interested	11	12.5
149.	WHICH PROBLEMS AND ASPECTS OF YOUR COUNTRY ARE CANADIANS MOST INTERESTED IN KNOWING FROM YOU?		
	0. No answer	1	1.1
	1. Standard of living	20	22.7
	2. None	15	17.0
	3. Political situations & economy	23	26.1
	4. Going back or not	7	8.0
	5. Culture	12	13.6
	6. Last Civil War	1	1.1
	7. Discrimination among Tribes	1	1.1
	8. Diseases	3	3.4
	9. Life expectancy	1	1.1
	10. Educational system	1	1.1
	11. Per capital income	1	1.1
	12. Other	1	1.1
	13. Man power elites	1	1.1

		Frequency	Percentage
150.	DO YOU FIND SERIOUS MISCONCEPTIONS AMONG CANADIANS ABOUT NIGERIA?		
	0. No answer	6	6.8
	1. Yes, alot	65	73.9
	2. No	13	14.8
	3. Some	2	2.3
	4. Sometimes	2	2.3
151.	IN WHAT RESPECT DO YOU FEEL YOU CHANGED AS A RESULT OF YOUR STAY?		
	GENERAL KNOWLEDGE:		
	0. No answer	2	2.3
	1. Great extent	47	53.4
	2. Some extent	36	40.9
	3. None	2	2.3
	4. Other	1	1.1
152.	SKILL IN SPECIALIZATION FIELD:		
	0. No answer	4	4.5
	1. Great extent	49	55.7
	2. Some extent	32	36.4
	3. None	3	3.4
153.	INTEREST IN WORK:		
	0. No answer	3	3.4
	1. Great extent	54	61.4
	2. Some extent	20	22.7
	3. None	11	12.5

		Frequency	Percentage
154.	PERSONAL HABITS:		
	0. No answer	4	4.5
	1. Great extent	28	31.8
	2. Some extent	44	50.0
	3. None	12	13.6
155.	OUTLOOK ON LIFE:		
	0. No answer	4	4.5
	1. Great extent	42	47.6
	2. Some extent	34	38.6
	3. None	8	9.1
156.	HUMAN RELATIONS		
	0. No answer	8	9.1
	1. Great extent	38	43.2
	2. Some extent	33	37.5
	3. None	9	10.2
157.	OTHER		
	0. No answer	66	75.0
	1. Great extent	12	13.6
	2. Some extent	6	6.8
	3. None	3	3.4
	4. Don't know	1	1.1

		Frequency	Percentage
158.	HOW MUCH DO YOU THINK YOU HAVE CHANGED DURING YOUR STAY IN CANADA?		
	0. No answer	5	5.7
	1. Not at all	8	9.1
	2. To some extent	45	51.1
	3. To a great extent	30	34.1
159.	WHEN YOU RETURN TO NIGERIA DO YOU EXPECT TO NOTICE ANY DIFFERENCE BETWEEN YOUR INTERESTS AND OPINIONS AND THOSE OF YOUR		
160.	FRIENDS AT HOME:		
	0. No answer	5	5.7
	1. Yes	75	85.2
	2. No	7	8.0
	3. Other	1	1.1
161.	RELATIVES AT HOME:		
	0. No answer	5	5.7
	1. Yes	67	76.1
	2. No	15	17.0
	3. Other	1	1.1
162.	WHAT DO YOU THINK ARE THE MOST SIGNIFICANT DIFFERENCES BETWEEN NIGERIA AND CANADA?		
	0. No answer	4	4.5
	1. Standard of study	6	6.8
	2. Social life and moral norms	27	30.7
	3. Standard of economics & technology	35	39.8
	4. Administration	14	15.9
	5. Other	2	2.3

		Frequency	Percentage
163.	WHAT INSTITUTIONS, WAYS OF LIVING, VALUES AND IDEAS OF CANADA WOULD YOU INTRODUCE TO NIGERIA?		
	0. No answer	3	3.4
	1. Technology	23	26.1
	2. Health	2	2.3
	3. None	21	23.9
	4. Education	14	15.9
	5. Social system	12	13.6
	6. Attitude to work	11	12.5
	7. Politics	1	1.1
	8. Others	1	1.1
164.	HOW WOULD YOU RATE YOUR ENGLISH ABILITY?		
	0. No answer	5	5.7
	1. Excellent	21	23.9
	2. Good	52	59.1
	3. Fair	10	11.4
165.	HAVE YOU TAKEN TOEFL (TEST OF ENGLISH AS A FOREIGN LANGUAGE)?		
	0. No answer	9	10.2
	1. Yes	32	36.4
	2. No	46	52.3
	3. Don't know	1	1.1

		Frequency	Percentage
166.	WHAT WAS YOUR SCORE?		
	0. No answer	57	64.8
	1. Less than 350	1	1.1
	2. 351-450	1	1.1
	3. 451-550	4	4.5
	4. 551-650	12	13.6
	5. 651-750	8	9.1
	6. 751-850	3	3.5
	7. Not necessary	1	1.1
	8. Very much above average	1	1.1
167.	WHAT OTHER LANGUAGES DO YOU SPEAK?		
	0. No answer	13	14.8
	1. 1 African language	33	37.5
	2. 2 African languages	33	37.5
	3. 1 African, 1 European	24	27.3
	4. 2 African, 2 European	3	3.4
	5. More	1	1.1
	6. None	2	2.3
168.	HAVE YOU EVER BEEN TO FOREIGN COUNTRIES BEFORE COMING TO CANADA?		
	0. No answer	9	10.2
	1. Yes	37	42.0
	2. No	42	47.7

		Frequency	Percentage
169.	WHERE?		
	0. No answer	51	58.0
	1. Europe	31	35.2
	2. North America	1	1.1
	3. Other African countries	3	3.4
	4. America	2	2.3
170.	HOW LONG?		
	0. No answer	50	58.8
	1. Less than 1 year	24	27.3
	2. 2 years	9	10.2
	3. 3 years	4	4.5
	4. 5 years	1	1.1
171.	IF YOU COMPARE YOURSELF TO MOST PEOPLE OF YOUR AGE IN NIGERIA, HOW EASILY WOULD YOU SAY THAT YOU MAKE FRIENDS?		
	0. No answer	4	4.5
	1. Much more difficult than an average	1	1.1
	2. Not quite as easily as an average	9	10.2
	3. About as easily as an average person	50	56.8
	4. More easily than an average person	23	26.1
	5. Other	1	1.1

		Frequency	Percentage
	We are interested in some of the different reasons people have for coming to Canada to study. Hence, questions 172-183 are reserved for such exercises.		
172.	GETTING TO KNOW PEOPLE IN CANADA WELL		
	0. No answer	3	3.4
	1. Not at all important	42	47.7
	2. Somewhat important	31	35.2
	3. Very important	12	13.6
173.	GETTING TRAINING IN MY FIELD		
	0. No answer	3	3.4
	1. Not at all important	5	5.7
	2. Somewhat important	12	13.6
	3. Very important	68	77.3
174.	GETTING A DEGREE		
	0. No answer	4	4.5
	1. Not at all important	2	2.3
	2. Somewhat important	16	18.2
	3. Very important	66	75.0
175.	SEEING DIFFERENT PARTS OF CANADA		
	0. No answer	5	5.7
	1. Not at all important	36	40.9
	2. Somewhat important	39	44.3
	3. Very important	8	9.1

		Frequency	Percentage
176.	FINDING OUT HOW PEOPLE LIVE IN CANADA		
	0. No answer	5	5.7
	1. Not at all important	33	37.5
	2. Somewhat important	40	45.5
	3. Very important	10	11.4
177.	LEARNING ABOUT THE FORM OF GOVERNMENT IN CANADA		
	0. No answer	4	4.5
	1. Not at all important	42	47.7
	2. Somewhat important	29	33.0
	3. Very important	13	14.8
178.	HAVING A CHANCE TO BE AWAY FROM HOME		
	0. No answer	2	2.3
	1. Not at all important	37	42.0
	2. Somewhat important	35	39.8
	3. Very important	14	15.9
179.	HAVING A CHANCE TO LIVE WITH PEOPLE IN ANOTHER COUNTRY		
	0. No answer	2	2.3
	1. Not at all important	37	42.0
	2. Somewhat important	35	39.8
	3. Very important	14	15.9

		Frequency	Percentage
180.	FINDING OUT HOW PEOPLE IN MY PROFESSION WORK IN CANADA		
	0. No answer	4	4.5
	1. Not at all important	21	23.9
	2. Somewhat important	25	28.4
	3. Very important	38	43.2
181.	FINDING OUT MORE ABOUT WHAT I AM LIKE		
	0. No answer	4	4.5
	1. Not at all important	25	28.4
	2. Somewhat important	28	31.8
	3. Very important	31	35.2
182.	HAVING DIFFERENT EXPERIENCES		
	0. No answer	4	4.5
	1. Not at all important	3	3.4
	2. Somewhat important	37	42.0
	3. Very important	44	50.0
183.	MEETING PROFESSIONAL COLLEAGUES		
	0. No answer	9	10.2
	1. Not at all important	18	20.5
	2. Somewhat important	24	27.3
	3. Very important	37	42.0

		Frequency	Percentage
	We are interested in a list of things that people can do together. And we are equally interested in how important it would be for them sharing this experience with Canadians during their stay.		
184.	TALK ABOUT COURSES AND STUDIES		
	0. No answer	2	2.3
	1. Not at all important	5	5.7
	2. Somewhat important	32	36.4
	3. Very important	49	55.7
185.	VISITS IN EACH OTHERS ROOM OR HOMES		
	0. No answer	4	4.5
	1. Not at all important	31	35.2
	2. Somewhat important	39	44.3
	3. Very important	14	15.9
186.	TALK ABOUT LITERATURE, MUSIC, ARTS		
	0. No answer	2	2.3
	1. Not at all important	24	27.3
	2. Somewhat important	48	54.5
	3. Very important	14	15.9
187.	TALK ABOUT FAMILIES AND LIFE AT HOME		
	0. No answer	3	3.5
	1. Not at all important	27	30.7
	2. Somewhat important	41	46.6
	3. Very important	17	19.3

		Frequency	Percentage
188.	TALK ABOUT OR DO THE SORT OF THINGS YOU WOULD TALK ABOUT OR DO ONLY WITH YOUR BEST FRIENDS AT HOME		
	0. No answer	5	5.7
	1. Not at all important	35	39.8
	2. Somewhat important	31	35.2
	3. Very important	16	18.2
	4. Other	1	1.1
189.	ARE THERE OTHER NIGERIAN STUDENTS IN YOUR CLASSES?		
	0. No answer	-	-
	1. Yes	72	81.8
	3. No	16	18.2
190.	OFTEN DISCUSS TOPICS OF COURSE		
	0. No answer	20	22.7
	1. Yes	62	70.5
	2. No	6	6.8
191.	OFTEN DISCUSS TOPICS OF INTELLECTUAL INTEREST		
	0. No answer	18	20.5
	1. Yes	62	70.5
	2. No	8	9.1
192.	SOMETIMES ENGAGE IN SOCIAL CONVERSATION		
	0. No answer	19	21.6
	1. Yes	54	61.4
	2. No	15	17.0

		Frequency	Percentage
193.	EVER TALK ABOUT PERSONAL MATTERS		
	0. No answer	19	21.6
	1. Yes	40	45.5
	2. No	29	33.0
	Are there any Nigerian students in your classes with whom you do any of the following?		
194.	OFTEN DISCUSS TOPICS OF COURSE		
	0. No answer	6	6.8
	1. Yes	76	86.4
	2. No	6	6.8
195.	OFTEN DISCUSS TOPICS OF INTELLECTUAL INTEREST		
	0. No answer	8	9.1
	1. Yes	71	80.7
	2. No	9	10.2
196.	SOMETIMES ENGAGE IN SOCIAL CONVERSATION		
	0. No answer	5	5.7
	1. Yes	69	78.4
	2. No	14	15.9
197.	EVER TALK ABOUT PERSONAL MATTERS		
	0. No answer	8	9.1
	1. Yes	38	43.2
	2. No	42	47.7

		Frequency	Percentage
	Are there any faculty persons with whom you do the following:		
198.	OFTEN DISCUSS TOPICS IN YOUR AREA OF SPECIALIZATION		
	0. No answer	1	1.1
	1. Yes	76	86.4
	2. No	11	12.5
199.	OFTEN DISCUSS OTHER TOPICS OF INTELLECTUAL INTEREST		
	0. No answer	3	3.4
	1. Yes	59	67.0
	2. No	26	29.5
200.	SOMETIMES ENGAGE IN SOCIAL CONVERSATION		
	0. No answer	4	4.5
	1. Yes	49	55.7
	2. No	35	39.8
201.	EVER TALK ABOUT PERSONAL MATTERS		
	0. No answer	4	4.5
	1. Yes	27	30.7
	2. No	56	63.6
	3. Other	1	1.1
202.	COMPARED WITH OTHER NIGERIAN STUDENTS IN CANADA, WOULD YOU SAY YOU HAVE		
	0. No answer	1	1.1
	1. Smaller circle of Nigerian friends	42	47.7
	2. About average number of Nigerian friends	33	37.5
	3. A much wider circle of Nigerian friends	12	13.6

		Frequency	Percentage
203.	COMPARED WITH OTHER NIGERIAN STUDENTS IN CANADA WOULD YOU SAY YOU HAVE		
	0. No answer	9	10.2
	1. A smaller circle of Canadian friends	36	40.9
	2. About average number of Canadian friends	35	39.8
	3. A much wider circle of Canadian friends	8	9.1
204.	DO YOU BELONG TO CLUBS AND ORGANIZATIONS IN CANADA?		
	0. No answer	14	15.9
	1. Officer in Organization	7	8.0
	2. Active member	18	20.5
	3. Non member	49	55.7
205.	WHILE IN NIGERIA DID YOU EVER HAVE ANY CLOSE NON-NIGERIAN FRIENDS?		
	0. No answer	3	3.4
	1. Yes	44	50.0
	2. No	40	45.5
	3. Other	1	1.1
206.	WHAT NATIONALITY?		
	0. No answer	40	45.5
	1. Other African	15	17.0
	2. European	13	14.8
	3. American	5	7.5
	4. Canadian	6	6.8

		Frequency	Percentage
206.	Continued.		
	5. West Indian	1	1.1
	6. Middle Eastern	4	4.5
	7. Asians	4	4.5
207.	WHAT IS YOUR MARITAL STATUS?		
	0. No answer	4	4.5
	1. Single	38	43.2
	2. Separated	1	1.1
	3. Married	40	45.5
	4. Engaged	5	5.7
208.	IF YOU ARE MARRIED WHEN WERE YOU MARRIED?		
	0. No answer	45	51.1
	1. Less than 1 year	13	14.8
	2. 2 years	9	10.2
	3. 3 years	7	8.0
	4. 4 years	5	5.7
	5. 5 years	2	2.3
	6. 6+	6	6.8
	7. Other	1	1.1
209.	DID YOU BRING YOUR SPOUSE WITH YOU?		
	0. No answer	43	48.9
	1. Yes	24	27.3
	2. No	21	23.9

		Frequency	Percentage
210.	DO YOU INTEND TO BRING HIM/HER SOON?		
	0. No answer	63	71.6
	1. Yes	11	12.5
	2. No	13	14.8
	3. Other	1	1.1
211.	DO YOU HAVE ANY CHILDREN?		
	0. No answer	43	48.9
	1. Yes	32	36.4
	2. No	13	14.8
212.	HOW MANY?		
	0. No answer	55	62.5
	1. 1	24	27.3
	2. 2	5	5.7
	3. 5	3	3.4
	4. 6	1	1.1
213.	DID YOU BRING YOUR CHILDREN TO CANADA?		
	0. No answer	53	60.2
	1. Yes	10	11.4
	2. No	25	28.4
214.	IF NO, DO YOU INTEND TO BRING THEM SOON?		
	0. No answer	66	75.0
	1. Yes	6	6.8
	2. No	16	18.2

		Frequency	Percentage
215.	WHAT IS THE REASON OF YOUR NOT BRINGING YOUR SPOUSE OR YOUR CHILDREN TO CANADA?		
	0. No answer	69	78.4
	1. Financial problems	5	5.7
	2. Visa problems	3	3.4
	3. Other specify	10	11.4
	4. Family problems	1	1.1
216.	IF YOU ARE NOT MARRIED, WOULD YOU CONSIDER MARRYING WHILE IN CANADA?		
	0. No answer	44	50.0
	1. Yes	20	22.7
	2. No	24	27.3
217.	CONSIDER MARRYING A CANADIAN WHILE IN CANADA?		
	0. No answer	44	50.0
	1. Yes	12	13.6
	2. No	32	36.4
218.	WOULD YOU CONSIDER MARRYING SOMEONE FROM NIGERIA WHILE IN CANADA?		
	0. No answer	42	47.7
	1. Yes	24	27.3
	2. No	20	22.7
	3. Other	2	2.3

		Frequency	Percentage
219.	HOW WOULD YOU PRESENTLY RATE YOUR OWN HEALTH - PHYSICAL?		
	0. No answer	2	2.3
	1. Below average	1	1.1
	2. Average	19	21.6
	3. Above average	66	75.0
220.	PSYCHOLOGICAL		
	0. No answer	1	1.1
	1. Below average	2	2.3
	2. Average	31	35.2
	3. Above average	54	61.4
221.	HAVE YOU HAD ANY SERIOUS ILLNESS OR MEDICAL PROBLEMS IN THE PERIOD WHILE YOU HAVE BEEN IN CANADA?		
	0. No answer	1	1.1
	1. Yes	8	9.1
	2. No	77	87.5
	3. Other	1	1.1
	4. Don't know	1	1.1
222.	WHAT IS THE OCCUPATION OF YOUR FATHER OR THE HEAD OF THE HOUSEHOLD IN WHICH YOU GREW UP?		
	0. No answer	10	11.4
	1. Landlord/Big business	22	25.0
	2. Small business	7	8.0
	3. Professor	5	5.7

		Frequency	Percentage
222.	Continued.		
	4. Teacher	8	9.1
	5. Religions Minister	2	2.3
	6. Skilled Labour	18	20.5
	7. Unskilled labour	16	18.2
223.	HOW MUCH EDUCATION HAS YOUR FATHER HAD?		
	0. No answer	10	11.4
	1. No school	12	13.6
	2. Elementary	36	40.9
	3. Some secondary	6	6.8
	4. Finished secondary	5	5.7
	5. Some college	7	7.5
	6. B.A.	8	9.1
	7. Higher	2	2.3
	8. Unknown	2	2.3
224.	HOW MUCH EDUCATION HAS YOUR MOTHER HAD?		
	0. No answer	14	15.9
	1. No school	28	31.8
	2. Elementary	30	34.1
	3. Some secondary	6	6.8
	4. Finsihed secondary	6	6.8
	5. Some college	2	2.3
	6. B.A.	2	2.3

		Frequency	Percentage
225.	HOW MANY OLDER BROTHERS DO YOU HAVE IN YOUR FAMILY?		
	0. No answer	37	42.0
	1. one brother	17	19.3
	2. two brothers	14	15.9
	3. three brothers	8	9.1
	4. four brothers	7	8.0
	5. five brothers	2	2.3
	6. six brothers	1	1.1
	7. seven brothers	1	1.1
	8. eight brothers	1	1.1
	9. nine brothers	1	1.1
226.	HOW MANY OLDER SISTERS?		
	0. No answer	37	42.0
	1. one sister	17	19.3
	2. two sisters	9	10.2
	3. three sisters	12	13.6
	4. four sisters	6	6.8
	5. five sisters	4	4.5
	6. six sisters	1	1.1
	7. nine sisters	2	2.3

		Frequency	Percentage
227.	HOW MANY YOUNGER BROTHERS?		
	0. No answer	28	31.8
	1. one younger brother	14	15.9
	2. two younger brothers	15	17.0
	3. three younger brothers	9	10.2
	4. four younger brothers	8	9.1
	5. five younger brothers	6	6.8
	6. six younger brothers	4	4.5
	7. seven younger brothers	2	2.3
	8. nine younger brothers	2	2.3
228.	HOW MANY YOUNGER SISTERS?		
	0. No answer	38	43.2
	1. one younger sister	20	22.7
	2. two younger sisters	16	18.2
	3. three younger sisters	7	8.0
	4. four younger sisters	4	4.5
	5. five younger sisters	1	1.1
	6. six younger sisters	1	1.1
	7. seven younger sisters	1	1.1

		Frequency	Percentage
229.	HOW MANY BROTHERS DO YOU HAVE WHO HAVE ATTENDED A UNIVERSITY?		
	0. No answer	38	43.2
	1. one brother	20	22.7
	2. two brothers	16	18.2
	3. three brothers	7	8.0
	4. four brothers	4	4.5
	5. five brothers	1	1.1
	6. six brothers	1	1.1
	7. nine brothers	1	1.1
230.	HOW MANY SISTERS DO YOU HAVE WHO HAVE ATTENDED A UNIVERSITY?		
	0. No answer	52	59.1
	1. one sister	22	25.0
	2. two sisters	6	6.8
	3. three sisters	2	2.3
	4. four sisters	4	4.5
	5. five sisters	2	2.3
231.	DO YOU KNOW ANYONE WHO HAS STUDIED IN CANADA AMONG YOUR FRIENDS AND RELATIVES IN NIGERIA, OTHER THAN BROTHERS OR SISTERS?		
	0. No answer	10	11.4
	1. Yes	49	55.7
	2. No	29	33.0

		Frequency	Percentage
232.	WHEN YOU HAVE A SERIOUS PROBLEM THAT REQUIRES SOMEONE ELSE WHOM DO YOU USUALLY TALK IT OVER WITH IN NIGERIA?		
	0. No answer	8	9.1
	1. Immediate family	63	71.6
	2. Extended family	9	10.2
	3. Minister of Religion	6	6.8
	4. Teacher	1	1.1
	5. Friends	1	1.1
233.	WHAT GROUP OF PEOPLE IN NIGERIA COME CLOSEST TO HAVING THE SAME IDEAS AS YOU HAVE WITH REGARDS TO POLITICS, ECONOMICS, RELIGION?		
	0. No answer	23	26.1
	1. Age group	20	22.7
	2. Ethnic group	18	20.5
	3. Political group	2	2.3
	4. None	13	14.8
	5. Common people	2	2.3
	6. Elites	9	10.2
	7. Family members	1	1.1
234.	COMPARED TO OTHERS IN NIGERIA OF YOUR OWN AGE GROUP, WOULD YOU SAY YOU:		
	0. No answer	4	4.5
	1. Depend on other people very little	40	45.5
	2. You are independent	43	48.9
	3. You very much depend on others	1	1.1

		Frequency	Percentage
235.	HOW CERTAIN ARE YOU THAT YOU WILL RETURN TO NIGERIA?		
	0. No answer	4	4.5
	1. Uncertain	6	6.8
	2. Certain you will return as soon as possible	78	88.6
236.	SINCE YOU HAVE REGISTERED AT A CANADIAN COLLEGE/UNIVERSITY WHAT HAS BEEN YOUR GRADE POINT AVERAGE?		
	0. No answer	14	15.9
	1. A	11	12.5
	2. B	46	52.3
	3. C	14	15.9
	4. Below C	2	2.3
	5. No grade yet	1	1.1
237.	WHAT IS YOUR ETHNIC BACKGROUND?		
	0. No answer	4	4.5
	1. Hausa	4	4.5
	2. Ibo	15	17.0
	3. Yoruba	49	55.7
	4. Tiv	9	10.2
	5. Efik	2	2.3
	6. Other	5	5.7