

Dimensions of Challenging Parenting Practices: Nigerian Immigrants in the United States

by

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Abstract

The purpose of this study was focused on the critical dimensions of challenging parenting practices via a critical focus on Nigerian immigrants in the United States. The researcher interviewed and observed the environment of the target population which focused on sixteen Nigerian immigrant parents in how they prepare their children for college. One school administrator and one school teacher were interviewed to evaluate their own perception of how Nigerian immigrant parents prepare their children for college. The major results of the findings were proactive parenting strategies. These included cultural orientation; immigrant experience; surviving in the United States; strong parental background; early childhood education; early emphasis on education; close interest in children; regular supervision of children; preservation of indigenous culture; supportive family collaboration; and strong involvement in school activities. The study provided specific recommendations to assist teachers and school administrators in providing support for challenging parenting practices of Nigerian immigrant parents.

Introduction

The central theme of this qualitative study was focused on sixteen Nigerian immigrant families on their parenting practices. The data collected indicated that they demonstrated proactive inclinations in preparing their children for college education right from elementary school. Some of the other features of Nigerian immigrant parents (NIPS) proactive parenting practices included strong cultural orientation; peculiar immigrant experience; strategies for surviving in the united states; strong parental background; early childhood education; early emphasis on education; close interest in children; regular supervision of children; preservation of indigenous culture; supportive family collaboration; and strong involvement in school activities.

Literature Review

African and Nigerian Immigrants in the United States

In a global context, immigration of people has continually been changing the composition of populations in Africa, Asia, Europe and America. “The immigration experience in itself is inherently a journey of hope for the immigrant belief that the future cannot be worse than the past” (Etta, 2005). Immigrants with relevant and appropriate skills are able to integrate socially, economically, culturally, and politically into their communities of abode. Political, social and economic reasons are the most crucial factors that account for African immigrant parents' decisions to leave their countries. An important purpose of their migration is to search for qualitatively better educational opportunities that may have eluded their children in Africa (Kennedy, 1964; Suarez-Orozco, 2001; Suarez-Orozco, 2001; Njubi, 2001; & Achebe, 1994).

Some of the Nigerian immigrants probably came to the United States through student and diversity visa programs (Okoli, 2002; Njubi, 2001; & Akerele, 2003). African (Nigerian) immigrants always go through dynamic phases in the adjustment processes of integration. African immigrant parents move through a tough process of acculturation into the mainstream of American society. They have to educate and retrain themselves for available jobs (Chapman & Bernstein, 2002; Hirschman, DeWind & Kasinitz, 1999).

The diversification of countries on the European and American continents became more noticeable after the Second World War (1939-1945). People started to migrate from African countries to fulfill their educational, political, economic and religious needs (Banks, 2004; Morrison, 2000; Caspe, 2003; & Epstein, 2004).

However, from 1990 to 2000, there was a dramatic increase of African immigrants in Europe and America especially as a result of the economic recessions in most African countries. As a result of these incessant immigrations from Arabian, Latin American, African and European countries to the United States, public schools are much more ethnically complex and diverse in the 21st century than in any former period of educational history. Therefore, teachers are prompted to be sensitive to the cultural identities of their students, so that students will be able to meaningfully integrate, engage and benefit from educational experiences (Baker, 2005; Banks, 2004; & Will, 2003).

Immigrants are often subjected to complex stressful situations as they integrate into the dominant culture. Suarez-Orozco identified some of the dynamics of the stressful processes of immigration and acculturation into the global world. It was reiterated that:

... for many immigrants families, migration results in substantial gains. It provides many challenges to the individual involved. It removes individuals from many of their relationships and predictable context--extended families and friends, community ties, jobs, living situations, customs, and often languages. Immigrants are stripped of many of their social relationships as well as of the social roles that provide them with culturally scripted notions of how they fit into the world resulting in acculturative stress (Suarez-Orozco, 2003, p. 2).

Akerele (2003) and David-West (2004) have indicated that the political, social, religious and economic situations in African countries have changed in the last two decades. Scholars and business entrepreneurs have started to migrate to Europe and the United States of America to seek better opportunities in education and quality of life, and assist their relatives who are still living in Africa.

These trends of immigration have changed the evolving profile of the general African American population in the public schools and communities. The children of African immigrants have changed the ethnic composition of minorities in the public school system. The scope and sequence of parenting practices of American families have been modified (Phan, 2004). It has been estimated that minority children in the public schools in the United States will be about 38.2% in the year 2010. John Fitzgerald Kennedy (1964) stated that:

There were probably as many reasons for coming to America as there were people who came. It was a highly individual decision. Yet it could be said that three large forces--religious persecution, political oppression and economic hardship provided the chief motives for the mass migrations to our shores. They were responding in their way, to the pledge of the Declaration of Independence: the promise of life, liberty and the pursuit of happiness.

Okome (2002) believes that the need to survive economically has been paramount over other factors, such as religious and political motivations. It was observed by Akerele (2003) and Ogbu (2003) that some Africans come to the United States of America in search of riches; some other immigrants have come to raise their standard of living above the poverty level (Hirschman, Kasinitz, & DeWind, 1999; Kennedy, 1964; & Njubi, 2002).

Although there was opportunity for schools and communities to learn about racial socialization by immigrant parents, anti-racial institutions negatively impacted this development (Akerele, 2003). Achebe (1994) and Bakers (2005) have recognized that some government and ethnic groups have criticized the process of African immigrant assimilation. Esses (2001) believes that the process of immigrant racial socialization will become more difficult because of the World Trade Center September 11th, 2001 tragedy. It has become more common for immigrants and others, who speak foreign languages, follow strange customs, and who appear indifferent or antagonistic to the United States, to experience confrontations.

Hughes (2003) in a study confirmed that: (a) "Parents are the primary socializing agent for their children;" (b) There are positive parenting outcomes when parents have racial and cultural discussions with their children; and (c) African American parents are willing to share issues of cultural socialization with their children as other ethnically different parents. Jambunaathan, Burts, and Pierce (2000) in a study of comparing parent attitudes among five ethnic groups in the United States reported "immigrant mothers had more inappropriate expectations of their children than nonimmigrant mothers." It was concluded that "Culture plays a large role in parenting styles." It is important for schools and agencies that work with parents to be aware of this scholarly information (Child Welfare League of America, 2000).

Wood and Baker (1999) found that "African American parents expressed more interest in parenting education in the school than white parents whereas white parents reported attending more parenting events than African American parents." Similarly, Gist (2002), quoting Auerbach (1989), stated that "... the social context of families such as socioeconomic conditions, cultural differences and family structures were problematic obstacles that had ultimately undermined and hindered the possibility for learning social issues such as housing, health care and employment have hindered literacy development (Auerbach, 1989, p. 28).

Coates (2004) framework concerns itself with some basic principles of parent involvement in school. He stated that schools should select different practices that will meet the needs of these students and families. Parenting beliefs of immigrants influence their children's school choice and participation in education (Coates, Salina, Sanders, & Simon, 1997; Bornstein, 2004).

The dimensions of the acquisition of social skills by Nigerian immigrant children involve interpersonal skills (conflict management, relationships with others, and pro-social behaviors), school engagement activities (cooperative, individualistic and competitive learning), and individual skills (self-control, social confidence, empathy/sympathy and commitment) (Hair, Jager & Garrett, 2001).

Methodological Construct

The researcher interviewed and observed the environment of the target population that was focused on sixteen Nigerian immigrant parents on how they prepare their children for college. One school administrator and one school teacher were interviewed to evaluate their own perception of how Nigerian immigrant parents prepare their children for college.

Quantitative Research Results and Discussions

Some of the research results produced a conceptual and theoretical framework that indicated that Nigerian immigrant parents were inclined to *proactive parenting practices* in raising and preparing their children for college. Strauss and Corbin (1998) defined qualitative research as:

... any type of research that produces findings not arrived at by statistical procedures or other means of quantification. It can refer to research about person's lives, lived experiences, behaviors, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena and interactions between nations. Some of the data may be quantified as census or background information about the persons or objects studied but the bulk of the analysis is interpretative (Strauss and Corbin, p.10 –11).

The responses of Nigerian Immigrant parents were as follows:

Regular Supervision of Children

Nigerian Immigrant parenting (NIP) Clinical Pharmacist NOS 15 had had some unpleasant experiences with the teachers about what his children told him. Shortly after these incidents he decided to change his approach about the regular supervision of his children in their school, he explained that:

It is hard for me as a parent to see that my children have not attached the same level of seriousness to their academic work. I am ready to send them to any school that they are willing to attend, but I am not going to waste my money if they are not ready. My eldest child was very intelligent.

The class teacher sent a note to us that she has never seen a child that is as intelligent as he was. Other children in the school started to pick on him all the time. Sometimes, he was pulled out of the playground and he will be prevented from playing with other children. This incident of social humiliation continued for a very long time. The teachers did not do anything about it. On one occasion when one of our children was celebrating birthday, one of the teachers was invited. The sister stated that her brother was always embarrassed in this teacher's class. When his son was asked about the issues he sobbed endlessly. He was informed by one of the teachers that "B" is a good grade; he should not work hard to get an "A" because both grades are the same. I will not allow these terrible incidents repeat themselves again. I will be watchful about the emotional dispositions of my children.

Nigerian immigrant parent Nigerian immigrant parent (NIP) Clinical Psychologist Administrator, NOS 16 expressed the opinion in response to the need to always supervise their children:

I let my children know that it is always necessary to pay attention when teachers are discussing details about the foundations of some particular concepts, values or skills, or the application of any ideas. I ensure that they go to school prepared to learn. One of the ways of doing this is to always make sure their home work exercises are completed. I reinforce them consistently by saying you all can do well in any subject in the school. I let them know that what they need include obedience, collaboration, attention, consistency, hard work and self confidence. Success in academic work is not a magical act; it is an effort that is motivated to be engaged in consistent learning and integration of knowledge.

Nigerian immigrant parent (NIP) Credentialed Teacher in Childhood Education, NOS 3 observed that her children were unduly harassed by other students in the school. She called the teacher and also sent a note to the school. One of the teachers expressed that that was nothing they could do about the behaviors perpetuated on her children. She formally informed the school that if no actions are taken, she will report the matter to the superintendent of the district. The school eventually does something about the issues of physical harassment and psychological intimidations. She stated:

Teachers perception of Nigerian immigrant children academic competence is very likely, may influence their learning performances. Sequel to this is that the preparation made by Nigerian immigrant parents in creating conducive environment for academic engagement sometimes neutralizes unwelcoming school environment and student hostile behaviors towards minorities. Nigerian immigrant parents should ensure that their children are regularly and meaningfully supervised so that they will be able to engage in school work to the extent that they can demonstrate consistent level of participation in all activities that are associated with academic purposes.

Nigerian immigrant parent (NIP) Clinical Psychologist Administrator, NOS 16 stated that regular supervision of children and visit to their schools are necessary routines that should be maintained. Parents regularly contact and collaborate with their children's teachers, participate in open house, conferences and school-community events. Parents visit the school districts offices to get additional resources that are relevant for their children's academic activities. She expressed emphatically that:

I visit my children's school on my day off work. I guided my children with putting restrictions on things and setting boundaries. I always tell my children to respect every person outside the home just as you respect your parents. I tell them that they should not allow anybody to pick up from except me. I tell them that once I say "no" it is "no". Then once I say "yes" it is "yes". My children do not question my authority, but I make sure that they are involved in setting the rules for the home. My decisions are inspired by our Christian beliefs. I let my children know that one of the secret of success in life is "WORK, PRAY, WORK, PRAY, WORK and PRAY". I let my children know the type of situations and circumstances that I went through when I was growing up. I tell them that my parents did not read any manual on parenting, but there know what was right and wrong. I visit their schools without letting them that I was coming. I also emphasize that they should learn Nigerian or Spanish language because either of these language would strengthen their culture, intensify their knowledge and assist them to integrate socially into any society. I read poems to them that reflect different activities about human lives in times of apparent bliss and conflicts.

Preservation of Indigenous Culture

Most Nigerian immigrant parents (NIPS) give certain names to their children to deliberately establish attitudes of positive expectations and hopeful possibilities for them. Some of the Nigerian names could be classified into five distinctive categories: (a) Personal introduction announcing the gift and purpose that the person is expected to attain; (b) Personal identity that reveals individual uniqueness; (c) Personal information indicating the resources that that person will make available to others through his or her gifts; (d) Personal inspiration that relates to encouragement and inspiration that the individual will bring to himself/herself and others; and (e) Personal individuality that explains the peculiar strengths and apparent limitations that everybody has.

Some of the reasons that Nigerian immigrant parents gave in the interview, for giving certain names to their children are to: (i) Help their Nigerian immigrant children confront adversities with resilience and determination. (ii) Direct their Nigerian immigrant children's thoughts with creative adjustment and positive inclinations. (iii) Give their Nigerian immigrant children the anticipation of the benefit of hard work and experience.

(iv) Prepare their Nigerian immigrant children to remain positive and confident in difficult situations and circumstances. (v) Prepare their Nigerian immigrant children to identify the best opportunities in every situation of challenge. Nigerian immigrant parent (NIP) Clinical Psychologist Administrator, NOS 16 read this passage from the report he got about education in Nigeria: The Nigerian education system witnessed tremendous expansion between independence in 1960 and 1995. However, the rate declined after 1986 when economic depression resulted in the introduction of the Structural Adjustment Programme. A population explosion, frequent changes in the government due to military coups, a depressed economy and unplanned and uncontrolled educational expansion all created an environment of crisis in the education system. The crises included those of poor funding, inadequate facilities, admission and certificate racketeering, examination malpractices, general indiscipline and the emergence of secret cults. Personnel management problems resulted in frequent strikes and closures and the abandonment of academic standards. The thesis is that any society which stimulates the uncoordinated growth of its education system and then fails to provide the necessary dedicated teachers, teaching and learning facilities and operating funds for staff and student welfare services, is creating an environment within which all types of problems and crises will flourish. Lessons for other developing nations include the need for democratically elected stable governments instead of military regimes and better planning, funding and management of the education system.

Nigerian immigrant parents (NIPS) support their children to develop insights and wisdom necessary for adaptation to novel situations and circumstances. To inspire their Nigerian immigrant children to sacrifice immediate pleasures to gain useful experiences and rewards in the future. To create sensitive awareness in their Nigerian immigrant children so that they will be able to learn from experiences; The central theme of Nigerian immigrant parenting practices indicated that they demonstrated proactive inclinations in preparing their children for college as much as possible; To persuade their Nigerian immigrant children to respect the authorities of elders and other people in authority; and To encourage their Nigerian immigrant children to recognize their uniqueness and possibilities that awaits them in the future.

Most Nigerian immigrant parents (NIPS) still maintain the tradition roles of father and mother. Nigerian immigrant parent (NIP) NOS 15 stated in the interviewed stated:

The choice to have children by Nigerian immigrant children is a cultural priority, the responsibility of preparing their children for college is a generational sacrifice and the desire to support their children for success in life is a sociological necessity. To a large extent, not to have children as a Nigerian is an ultimate failure in life. To have children and not prepare them for college is a generational challenge. To have children and not support them to succeed in life is a cultural irresponsibility and societal negligence.

Most Nigerian immigrant parents (NIPS) tell their children stories about Nigerian traditional beliefs and customary practices. They share the rituals of their religious adherences, which demonstrate inherent resilience, industry and respect for people. Nigerian immigrant parents allow their children to interact with some people who are not aware or familiar with African and Nigerian history. Nigerian immigrant parents inform their children that it is their responsibility to learn the history of Nigeria and teach others about it. Nigerian immigrant parent (NIP) Nursing Practitioner NOS 14 interviewed stated:

A teacher in my son's school stated that she know some details about Nigerian culture because her brother's wife is from Nigeria, and she had watched lots of movies from Nigeria and have also eaten some Nigerian food. She also went to the library to get some books that were written specifically about the history and geography of Nigeria. We establish appropriate emotional, physical and social boundaries. One the Nigerian immigrant parents remarked that "When my children go to social activities, I ensure that they are going to where they intended that they are going. I go myself to check if they are actually there.

Nigerian immigrant parents (NIPS) are very committed to nurturing their children with positive thoughts hoping that when they are in midst of other people they will exhibit acceptable attitudes and admirable behaviors. Nigerian immigrant parents do this not as an end in itself, but as a means to achieving sound academic achievement that might prepare their children for suitable careers and relevant profession. The process of cultural discipline is associated with apparent pain and chosen sacrifice. Nigerian immigrant parent (NIP) Missionary/Priest, NOS 1 interviewed stated:

It is expected that children should do well at all cost. The expectations from Nigerian immigrant children require that Nigerian immigrant children should perform well as best as they could but not in any standards less than what their parents had attained. Parents always do everything within their power and influence to make sure that their will do well and achieve higher than they have attained. The family creates the foundation for all learning experiences in the future. Parents have the responsibility to show the children the values and belief system that every person has practiced for the healthy development of relationships in the family. Families play an important role in shaping children's behaviors and early learning experiences with their psychosocial environment.

Extended families have standards of expectations in regards to success in school. They express their expectations for academic success by participating in the relationships that will enhance these children's success. Nigerian immigrant parents identified that the success of every child is the glory of the family and the extended family members also benefit from the glamour of excellence. Nigerian immigrant parents (NIP) Researcher/Scientist, NOS 9 stated:

I have three children, I make as a point of duty to treat all of them in the same irrespective of their unique abilities because I realize from experience that each child is specially endowed with capabilities that is different. I have been taught by own parents as well that you may not know the child that will eventually bring prestige and glory to your family, he or she may not have been the brightest of the brightest amongst your children. In our culture, the values of children are priceless. So when you have children hold them with respect. So the practical lesson here is that we support all our children in academic, sporting and other extracurricular activities.

Nigerian immigrant parent (NIP) Clinical Psychologist Administrator NOS 9 indicated that every parent should treat every child with respect because they may not be aware of the child that will raise the banner of greatness for the family. Nigerian names for children reflect the much-desired expectations children are mandated to fulfill. Generational responsibilities are continuous. Nigerian immigrant parents recognize that every generation struggle to fulfill its desired goals to create opportunities for succeeding generations. In this regards, it was recognized by one of the Nigerian immigrant parents that every opportunity given to Nigerian immigrant children is a privilege for the succeeding generations of children. Nigerian immigrant parents identified that there are five generational identities and cultural responsibilities of Nigerian or African people. These are: (1) UNBORN: (Conception); (2) CHILD: Early Childhood (Birth to 5 years); Middle Childhood (6 years to 8 years); Later Childhood (9 years to 14 years); (3) ADOLESCENT: (Identity formation); (4) ADULT and the (5) SPIRIT. According to this explanation, it is only the category of children that requires parenting.

There is no age of child emancipation in Nigeria. Some Nigerian immigrant parents do not restrict their children to specific age limit for their support especially when they are doing things that are worthwhile including going to college. Nigerian immigrant children are given such names as *OMOSEFE* (Every child is greater than the benefits of wealth); *OMOSIGHO* (The prestige of children is greater the glamour of wealth); *ENORU-OMWEN* (Hard work pays); *AMAWIANHOTA* (He or she who does not prepare for the future should not expect any surprise) *AJAGUNGBADE* (I fought and won the crown). *IGHODARO* (I am looking forward to the future with great inspiration and expectations).

Most Nigerian immigrant parents (NIP) support their children to develop personally, financially, socially, culturally and professionally to the extent that is mutually responsible. Nigerian immigrant children's relationships with their parents are not legally regulated as observed by typical American families. "Well with the culture, you know when you have a culture it has to modify people's behaviors. In our culture that is what we know to govern ourselves. This is called frame of reference. It is very, very important especially for somebody older than you to respect the person. It is the same thing when people like your grandparents deserve your respect."

It is a popular maxim that “*The words of our elders are words of wisdom*” We will always believe that our elders have been through that particular situation or circumstances that we are contending with. So while our culture is a way of learning for them, the people should also learn from them. We respect them because it was their lives that beget our lives. They were here before us anyway. So it is just like children growing up. They first of all learn how to sit, and then walk. After that they want to be like their father or mother. Eventually they are looking upward to their parents. Even if they are not your parents you have to look up to them as your elders and respected people in the communities.

One of the Nigerian immigrant parents was asked this question: “In Nigeria there are lots of family interactions among family members that are not available in the United States. Do you miss those types of interactions? Nigerian immigrant parent (NIP) Researcher/Scientist NOS 8 responded:

When I came here it was difficult. I remember that I came to join my husband here. The first year I cried uncontrollably. Even now that my kids are grown up, even though it is expensive we still try to take our kids home to Nigeria and stay at home and see lots of our extended family members because we believe in extended family. When we took our kids home about five years ago we could not believe how large our extended family was. Here I am just here by myself. So it is very important as part of growing up to enjoy those privileges instead of just staying here in America without the love of closed relatives and family members.

Nigerian immigrant parent (NIP) Medical Doctor, NOS 5 was asked this question: Question 1: How do you prepare your children for college?

I have eight years old and four months old baby. I know at this age they are still very young. I know that they understand but they may not internalize these ideas. I teach them moral values and social values. I teach them issues that have to do with social interactions and setting boundaries. These ideas of setting boundaries will continuously build into their lives, so that when they become adults these things will be helpful to them. This also will teach them how to live in this world. I teach them physical, emotional, moral and social values that will enable them to develop appropriate boundaries.

Supportive Family Collaborations

One of the formidable tasks that Nigerian immigrant parents contend with in the United States is the issue of caring for their children, while they are at work. The extent of the challenges of child care problems experienced by Nigerian immigrant children varies from family to family. As a result of the high cost of child care services, some families may decide to agree on either the father or the mother may become the temporary child care provider.

This decision is sometimes based on whoever makes the highest income or has the most convenient career that will accommodate the interest of everybody of the family. Alternative plans are made by different families to provide child care among themselves depending on their respective schedules of work. Sometimes, younger adult who have completed high school or are in junior college are paid to support other adults during long and short holidays to provide child care at relatively cheaper rates than the conventional day care providers would charge. Nigerian immigrant parent (NIP) Nursing Practitioner NOS 14 stated that:

For one year my wife did not take up any professional career. We agreed that she should forget about her medical career. She was at home raising the children and supporting them. We eventually brought a family member from Nigeria. It was this family member that helped us to provide child care and cultural orientations for the children while we were away from during our professional career.

Some Nigerian immigrant parents (NIPS) sometimes discussed with African immigrant parents in African Association of Kern County about their socio-cultural and educational matters pertaining to their children. The areas of their common interest and concerns are mostly specific to children's educational activities and professional inclinations. Some of the occasions where they talk about critical issues in their children's psychosocial and educational development include attendance at birthday celebrations, graduation ceremony, sporting competitions and lunch engagements. Nigerian immigrant parent (NIP) Chemical Engineer, NOS 3 stated in the interviewed stated:

I think within our... I must tell you I have watched some of the members of our association, I have seen the way they have done with their children and I must tell you I have been so proud. There was a situation where some children from single parents tend not to do well. There are instances among my people; I have seen a single mother raised two daughters to Harvard University. I have seen some other parents who have sent their children to Ivy League colleges within our community. That in itself is worthy of emulation. As we start to compare notes, we notice that there has been one significant advantage in this process. We are able to talk while we meet and we exchange ideas on what to do at school. What levels... how not to push the kids not too far. We have also been blessed with some of our members who are counselors at high schools. They come in our meeting and share secrets on how to push our kids to advance. So within the association in itself our children they have been doing believe me, exceedingly well in their studies. I think we have 99.9% of success in an attempt to get out children from high school to colleges, and not just only colleges mainly Ivy League and other high ranking universities in the country. That is based on the upbringing of the parents back from home. They came here with a purpose.

It is been instilled in all of us parents that we must succeed coming back from Nigeria. We have been told that education will lead you to a greater height. We keep reinforcing this to our children that they too must climb higher and education is an easy path to get that done. So we have been so fortunate and that has one of the most outstanding benefits of been a member of the African association and that in itself would continue to take us...I think we have an edge by virtue of our been together, we able to compare notes come up with the best and improved ways to get our children to get to higher places.

It was observed from the interviews with some Nigerian immigrant parents (NIPS) have different levels of political, economic, social and cultural interactions. The intensity of family connections, neighborhood relationships and communal interactions are greatly influenced by distinct phenomena. In a follow up interview with Nigerian immigrant parent (NIP) Clinical Psychologist Administrator NOS 16 indicated in the interview that:

Some of these phenomena include individual's traditional responsibilities, chronological ages, political activities, educational attainments, type of immigration, ages of children, first or second generation immigrant to the United States at family level, regions of birth within Nigeria, years arrived in the United States, professional identity, business relationships, specific bi-ethnic identity, (if parents belong to the same tribes or different tribes in Nigeria) tribal and ethnic affiliations, and religious commitment.

Strong Involvement in School Activities

Nigerian immigrant parent (NIP) Doctor of Philosophy and Professor in English Language NOS 12 responded to question 7 in the following way:

That is an excellent question. The school they went to they were really great. Infact the children were fully occupied, they participated in the regular school hours and after school hours. They have to go for soccer. They have to go for dance. The only time that I really see them is when they come home in the evening or sometimes on weekends. They have soccer practice. They were really busy. Any time I can sneak in to talk to them about their health and how they were doing in school" He explained further that:" That is true. There are times when they really want to relax, and not do their home work. We also find a way for them to do their homework. They must do their homework. Every evening a time was scheduled for them to do their homework. It was arranged that before 8pm was time for homework. Then after 8pm we might allow them to watch one or two shows. By 9 pm they are already in bed. They had a schedule that we follow. We really believed in it. The best way to learn is to be able to bring back what they learned in school and to be to do the homework.

So they did very well too in their homework and school work. I notice that in some areas To define their success, it has to be broken down into bits and pieces. So I give an instance that ...where I break it down to my son has the expectations to do well in Science and Mathematics. He does well in History and Art subjects. In last semester, he came back with "A" grades in Mathematics and Sciences. He felt a sense of accomplishment, because this is what we have been pushing him to do. If before get home he called me in the office, to say mission accomplished. At that time, I called his teachers immediately and I told him I appreciate what he did, for been able to guide him to achieve that level of performance. I shared with that I wanted him to be good in Mathematics and Science. This is the area where I could be of help to him, and the teacher said that he has never received that kind of compliment before. He came back and said that he was going to keep an eye on him, and help us encourage him to do well in those areas, so that we both achieve the same goal at home. In terms of being successful that has been a success for him, because he begins to realize that what we been discussing is to let him know that we know he is doing. Nigeria itself needs technological sophistication just like the United States and these kids must be encouraged to be interested in Science and Math that can put them at that level.

In response to this question: In what ways are you involved in your children's education?
Nigerian immigrant parent (NIP) Chemical Engineer, NOS 3 stated:

In the past there we have been very involved. We took very active role; especially my wife takes a deep interest in their education. My wife volunteered in the PTA (Parent-Teacher-Association) program. To go to classes and watch the kids learn. She volunteered as part of the PTA (Parent-Teacher-Association). So in those regards, we were known by most of the teachers and so there was a particular attention focused on our kids by virtue of our activities and relationship with the school in the association. We made several and anytime we think that are going wrong we go to the school principal. Sometimes the things we over react to are situations for minor issues. We explain to them look these poor grades are not acceptable. He has to be cautioned. By virtue of that we encourage and the teachers to challenge them more than are required. So that helped us in the past to have known the fact that we demand some degree of I think over the years we have set up certain rules and standards that being that they have no other job or assignment or business except their education at this age and to study. We also set it up the rules that when they come back from school, before they get into any activities, all the school work must be completed. As soon as they arrive from school, the first call they make is to tell us they are at home. The second call is for them to say we are done with our homework, and sometimes when they have some challenges or problems with their homework they notify me, so that I can get home on time, so that I can assist them. So the rules have been set that and they know that we take seriously to enforcing the rules that have been set. So they learn to deal with it on their own.

He explained further by saying:

From studies and as far or even as recently as about the beginning of this semester I got another confirmation from another counselor at Stockdale High School Bakersfield, they told me that children that participate in sports and music generally tend to do well in the academics, that is been a study reveal to them plus I think participating in sports and other extracurricular activities sometimes helps the children to learn more into the environment and the world in which they are going to go in. So we encourage them to do that to broaden their scope broaden their lives. Sports kind of teach you endurance, stress relief and so all those activities combined together actually are part of your education. We encourage them to do it. The time my daughter was not participating or play active role in sports, or she wanted to do was read. She was always reading and reading, we kind put some lean (restrictions) on that you got to participate in sports to just make her a little bit athletic and get involved in other extracurricular activities. It is part of their social development that we do encourage and it helps them in their studies too.

There was a follow up question to investigate in detail some of the peculiar experiences that he would to share as the president of African association of Kern County. In response to this question: Lastly, as the leader of this organization, you are like the father of a whole group people by virtue of your position, and based on that in your own experience, what are some of the things based on your experience and interactions and what you have gained from people and what you have shared with people what are some the things that you think are...will be most appropriate in preparing children for college? In response to this question Nigerian immigrant parent (NIP) Chemical Engineer, NOS 3 stated:

I think within our... I must tell you I have watched some of the members of our association, I have seen the way they have done with their children and I must tell you I have been so proud. There was a situation where some children from single parents tend not to do well. There are instances among my people; I have seen a single mother raised two daughters to Harvard University. I have seen some other parents who have sent their children to Ivy League colleges within our community. That in itself is highly commendable. We start to compare notes, and that has been one significant advantage. We are able to talk while we meet and we exchange ideas on what to do at school. What levels... how not to push the kids not too far. We have also been blessed with some of our members who are counselors at high schools. They come in our meeting and share secrets on how to push our kids to advance. So within the association in itself our children they have been doing well believe me, exceedingly well in their studies. I think we have 99.9% of success in an attempt to get out children from high school to colleges, and not just only colleges mainly Ivy League and other high ranking universities in the country. That is based on the upbringing of the parents back from home.

They came here with a purpose. It is been instilled in all of us parents that we must succeed coming back from Nigeria. We have been told that education will lead you to a greater height. We keep reinforcing this to our children that they too must climb higher and education is an easy path to get that done. So we have been so fortune and that has one of the most outstanding benefits of been a member of the African association and that in itself would continue to take us...I think we have an edge by virtue of our been together, we able to compare notes come up with the best and improved ways to get our children to get to higher places.

Conclusions

The dynamics of parental communication engages the Nigerian immigrant children in the intricate process to receive, perceive and process ideas, concepts and precepts that would enhance his/her knowledge, skills and values necessary for meta-cognitive reflections and peculiar social and political adjustments. Cultural orientation furnishes the Nigerian immigrant children with overt and covert dynamics of human understanding that would inspire integrity, sincerity and insight. Opportunities to acquire vibrant experiences, opportunities and expectations in education were harnessed through stability, commitment and discipline enforced by Nigerian immigrant parents.

In the areas for further research, recommendations have been made that efforts have to be focused on public schools on ways to use teachers' education in addressing some of the critical challenges to African immigrant parents. Specific recommendations should be made to assist parents and school administrators in providing support for challenging parenting practices that might be anticipated with African immigrant parents.

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