PSYCHOSOCIAL DETERMINANTS OF SUCCESSFUL RESETTLEMENT AMONG NIGERIAN IMMIGRANTS RESIDENT IN ENGLAND:

A MIXED METHODS APPROACH.

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Dedicated

In Loving Memory

of My Mother

Mrs. Josephine Chinyelu Ogwueleka (Nee Okeke).

11th April 1949 – 28thOctober 2007.

Abstract

This research explores the meaning of successful resettlement and the factors that lead to it for Nigerians living in England. The project aimed to: 1. Explore and illuminate the lived experience of the research community; 2. Develop and test a theoretical model of successful resettlement among the research community. In addressing the research questions (RQs), a mixed-method research design was utilised.

The first study was qualitative. It used an in-depth semi-structured telephone interview to grasp the meaning of successful resettlement and explore factors around it. Thirty-two participants selected through purposive sampling took part. The data collected were analysed using deductive and inductive Thematic Analysis. The following analytical framework which has themes and sub-themes were the main findings: Acculturation Experience; Factors of Successful Resettlement; Mental Wellbeing; and Successful Resettlement. The second study was a quantitative study informed by the findings of Study One. It was aimed at: 1. Further exploring the findings of the first study; 2. Developing a scale that measures successful resettlement. After data cleaning, 213 responses were collected from a Qualtrics online survey. A range of analyses which included exploratory factor analysis was conducted to develop a successful resettlement scale, and multiple regression analysis was used to find out the variables associated with successful resettlement.

The main findings are that successful resettlement means: Being part of the community; Job security; Financial stability; and Accomplishment. Key variables associated with successful resettlement are: An increase in informational support increases wellbeing; An increase in acculturation stress decreases wellbeing; An increase in loneliness decreases wellbeing. These confirm some of the findings of Study One. There was also a significant relationship between successful resettlement and mental wellbeing. This is the first project to develop a scale that measures the successful resettlement of immigrants and find out the meaning and variables associated with successful resettlement from two studies.

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Refugees.

By Brian Bilston (2016).

They have no need of our help
So do not tell me
These haggard faces could belong to you or I
Should life have dealt a different hand
We need to see them for who they really are
Chancers and scroungers
Layabouts and loungers
With bombs up their sleeves
Cut-throats and thieves
They are not
Welcome here
We should make them
Go back to where they came from
They cannot
Share our food
Share our homes
Share our countries
Instead let us
Build a wall to keep them out
It is not okay to say
These are people just like us
A place should only belong to those who are born there
Do not be so stupid to think that
The world can be looked at another way

(Now read from bottom to top).

Table of Contents

List of Tables.

List of Figures.

Chapter 1: Introduction.

Immigration and immigrants have long been a topic of interest to researchers, and in the media; it is therefore pertinent to understand what being successfully resettled means to immigrants and what contributes to it. International migration has been increasing over the years with International Organisation for Migration (IOM) Office of Migration report estimating in their 2022 report that 281 million people have internationally migrated globally. This poses the question of how well migrants successfully resettle, which is the focus of this PhD programme herein. It is also pertinent to understand how the process of being successfully resettled impacts the wellbeing of immigrants and to reveal some factors that can contribute to the Successful Resettlement (SR) of immigrants. These questions are best answered through robust research comprising a mixed methods approach, which this thesis undertakes. The present research has explored and found out what SR means to those who have resettled, and what the variables associated with SR are. Furthermore, a key output from the work has been the development of a scale that will help in measuring the SR of immigrants.

The purpose of this introduction will be to briefly outline what this thesis will cover Chapter-by-Chapter.

1.1. Introduction to the Chapter.

In this Chapter, the research rationale will be presented. This is followed by defining what migration means, who an immigrant is, and reasons for migrating, and then an outline of the methodological approach I took. The original contribution of this research will then be introduced. Finally, a general overview of the thesis will be presented by outlining what is contained in each Chapter of the thesis.

1.2. Rationale for the Research.

Successfully Resettling of Immigrants.

The successful resettlement of immigrants is under researched. Therefore, it is important for this PhD research to explore this novel area. In countries like England, the government usually have resettlement support for refugees but not immigrants. Such support includes providing accommodation, access to welfare and healthcare services, recruitment to jobs, education, and other support services (Tip, et al., 2020). Lack of direct support for immigrants when compared to refugees by the government means immigrants (including African immigrants) face challenges in achieving Successful Resettlement (SR). These challenges include finding employment, racism, discrimination and being socially isolated (Mwanri, 2021). All of which impact the individual psychologically and emotionally during resettlement (Ndofor-Tah, et al., 2019). Post-migration changes in parental roles, family settings, and separation from close family members among African immigrants have been found to impact their mental health (Mwanri, et al., 2022), which can determine how well immigrants successfully resettle. Despite the challenges faced, African immigrants have been found to have factors such as resilience, and ambition which have helped them to pull through and achieve SR (Mwanri et al, 2021). Family has also been found to be a protective factor used by African immigrants to cope with challenges during resettlement (Ikafa, 2022).

Despite the lack of support from the host country and the challenges faced, some of them still successfully resettle, which leads to the question of how and what helps them to achieve this and what exactly SR means to them.

Successful Resettlement (SR) can be defined as the achievement an immigrant has attained based on the person's targeted goal for migrating (e.g., Kyeremeh et al., 2019). SR is important to research as it helps provide an understanding of how people resettle, what helps them to resettle, and how resettlement affects their mental wellbeing when

they migrate from one country to another. Knowing answers to these questions will be beneficial because it will help organisations supporting resettlement to prioritise services for immigrants to resettle (Shaw, et al., 2021). SR cannot be explored without understanding the cross-cultural transition of the immigrants from home country to host country, and acculturation while they are already at the migration destination (e.g., Taylor et al., 2022). Some researchers who examined the cross-cultural transition of immigrants have highlighted the need to understand how this transition affects immigrants (Searle, 1990; Simich, 2010; Ward & Kennedy, 2001). It generally helps us to understand how transition determines how well immigrants successfully resettle by exploring pre-, during, and post-migration experiences.

Successful Resettlement (SR) vs Successful Integration (SI).

During a database search for literature, it was observed that there is more research about successful integration than there is regarding SR. Both concepts can be intertwined because of how closely related they are.

In terms of SR, Ziersch et al. (2020) in their study found the following to mean SR to participants: Citizenship; Social network and support, Security and Sense of belonging; Employment, Adequate housing; Access to health services; Support from settlement services and other services such as transport. In a related study, Shaw et al. (2021) participants described SR to be security as a priority, an education opportunity, being financially stable, and having social connections.

Regarding SI, in their study, Kyeremeh et al. (2019) described SI of both immigrants and refugees as being the responsibility of the government. It is the opportunity to have personal growth and development. However, the concept of SI can be difficult to define because of its complexity – currently, it has no specific definition because it is subjective and not measurable (Harder, et al., 2018). According to Castles et al. (2001, p.12), SI is "individualised, contested, and contextual, controversial and hotly debated." Whereas SR is about achieving the main goal of migrating such as gaining a host country's education, having a host country's citizenship, financial stability, etc.

From studies of the above-mentioned scholars, it is clear that SI and SR are complex concepts to differentiate because of how subjective and interrelated they are. According to Perkins (2021), SR is equivalent to SI. From the reading of literature, in SR migrants take more responsibility in achieving it than they depend on the government. Although host community support is important in SR. SR is more like an individual feeling about what they have achieved. Research questions can also determine the data when finding out either of these concepts. For instance, if a researcher wants to find out the settlement support received from the government and how the individual has adapted to the host community, they may choose to investigate SI, but if they want to find a holistic settlement of immigrants which involves adapting to the host community, and how they have personally achieved their major goal for migrating, they can use choose to explore SR. The latter is the focus of this study.

Kyeremeh et al.'s (2019) study carried out in Canada among Africans was about SI while Ziersch et al.'s (2020) study carried out in South Austria among Asians was about SR. Kyeremeh et al., Shaw et al., and Ziersch et al.'s studies were qualitative and did not go further to explore their findings quantitatively in a bigger sample. Also, the literature reviewed indicates that currently, there is no existing scale measuring SR. This research, therefore, fills part of this gap by developing and testing a scale measuring the key elements of SR and how it is perceived from the unique perspective of being a Nigerian immigrant in England. In this research programme, Study One will investigate the uniqueness of what it means to be successfully resettled among Nigerian immigrants resident in England. The findings will be used to develop a questionnaire to find the variables associated with SR and develop a SR scale in Study Two; thus, addressing limitations of previous work as noted above. Other related studies have not examined the variables associated with SR. Related studies have focused more on economic success (Amundson et al., 2011) or successful integration (Kyeremeh et al., 2019) mainly on refugees and asylum seekers (e.g., Darawsheh et al., 2021; Evers, 2020) from other ethnic groups, but this PhD programme is focusing on the SR of immigrants of a specific country. The emic approach of specifically developing the SR scale from the community

makes this project original as well. Before I discuss the further details of the project, it is pertinent here to discuss the rationale for conducting the research with a Nigerian population. To this I will provide some brief historical context, followed by what makes Nigerians a unique sample to research with, highlighting the convergences and divergences in background and culture with other African migrants, which is relevant to this research.

With this clarity of the difference and similarities between SR and SI and why SR was specifically chosen for this research, I will now go on to discuss the reason Nigerians in England were chosen as the research sample.

Why Research a Nigerian Population?

A Brief History of Nigerians Moving to England.

There is a history of why Nigerians choice of migration is England. This is linked with the colonisation history between Nigeria and the British; Nigeria's oil boom; and political insurgence in the country. This history will now be elaborated on.

More people from West African countries have been found to migrate to Western countries such as England than people from other African nations because of their colonial relationship with Britain (Flahaux, & de Haas, 2016). A major pull factor for Nigerians moving to England is the shared history of colonisation (Hernandez-Coss & Bun, 2007; Spaan & Van Moppes, 2006; Van Hear et al., 2004). Also, the official language of Nigeria is English, which potentially makes it easier for Nigerian immigrants to communicate in England.

The Discovery of oil in the Southern East of Nigeria in 1956 (Abah & Naankiel, 2016), led Nigeria to gain fourth position in the global Oil Producing and Exporting Countries in the early 1970s which led foreign investors to come and invest in Nigeria. This made the currency strong and on par with others such as the British Pound. However, the African-wide recession of the late 1970s and early 1980s decreased the gains of oil (Chete, et al.,

2014). From then on, the economy has been unstable leading to an increase in unemployment from 3.1 to 23.9 per cent between 1991 and 2011 (Darkwah & Verter, 2014). This and other factors, such as political and economic instability in a growing population, have led to an increase in migration of sub-Saharan Africans, such as Nigerians, to migrate to Western countries, such as England (Adepoju, 2011). The quest and expectation to have a better life have increased the influx of Nigerians to other continents such as Europe (which includes England), North America, and Asia (Okeke-Ihejirika, & Odimegwu, 2023).

Recently, there has been an increasing need for Nigerians to migrate to England (another country) legally or otherwise (Okunde, et al., 2023; Okunade, 2021a) due to insurgence leading to insecurity, a declining economy, and poor governance. Additional reasons for this massive migration of Nigerians to other parts of the world are to export their professional and/or personal skills where they can be better appreciated and recognised (e.g. Okunde, et al., 2023). Okunde et al. (2023), found that the most popular way for Nigerians to migrate to the UK (England) is through a study permit because it is an easier route for those who can afford the exorbitant study fees.

All these factors explain why many Nigerians migrate to England. The following section will discuss the population of Nigerians in England.

Population of Nigerians in England.

The Office of National Statistics (ONS, 2022) estimated that 1.2 million people have internationally migrated, compared to 557,000 people who have emigrated during the same year. In 2022, long-term international migration will have resulted in a net increase in the UK population by 606,000. According to the ONS (2019) from 1 July 2016 to 30 June 2017, the population of Nigerian-born people living in the UK was estimated at, 190,000 (Confidence Interval (CI) of 21,000). ONS also stated that 102,000 (CI, 15,000) residents in the UK have Nigerian citizenship. In the 2021 census, 270,768 stated Nigeria as their home country, and 271,390 stated Nigeria as their ethnic group in England and

Wales which is 0.5% of the population (ONS, 2023). This suggests that the number of Nigerians migrating to England is forecast to keep increasing. With this great number of Nigerians in the UK, it then poses the question of what SR means and the factors that contribute to it among the Nigerian community in England.

Having reviewed the history of Nigerians moving to England and the population of Nigerians in England, it is pertinent to also understand how the process of successful resettlement or being successfully resettled is associated with the mental wellbeing of the researched community. The next section will discuss this necessity by exploring the mental wellbeing of immigrants as it relates to successful resettlement.

The link between Mental Wellbeing of Immigrants and Successful Resettlement.

Palmary (2018) found a connection between migration and psychology which includes factors such as the mental wellbeing of immigrants, trauma interventions at the community level, the integration experience of migrants, and the impact of discrimination. Therefore, it is pertinent to explore the connection between SR and mental wellbeing and not just the meaning of SR and its factors. Research conducted by Aluh et al. (2023) found that of the 91 Nigerian immigrants in Canada who took part in their research, 51.7% of them indicated being depressed. Participants were assessed with the Patient Health Questionnaire (PHQ-9) at post-migration of which some participants were 10 years post-migration. SR occurs at the post-migration level. This then points out the importance of finding the link between SR and mental well-being among Nigerian immigrants in England, which is an important aspect of research yet to be explored.

Rationale for Researching with a Nigerian Population

Whilst the above background is not exhaustive, it does establish that there is an important shared history between the UK, Nigeria, and other migrants with colonial history with Britain (e.g., Gupta, 2011), and that Nigerian and other immigrants contribute significantly to the population of the UK. With such a significant migration and resettlement pattern

evident, it is important therefore to explore in-depth what successful resettlement means and how this can potentially affect the mental health of immigrants choosing to migrate to and resettle in the UK. In this section, we will argue for how researching these issues in a Nigerian population can yield findings that can help us understand the experiences of other migrants with colonial connection with Britain.

In general, the overarching rationale for this research is to find out what Successful Resettlement means and what contributes to it which is a novel area that needs exploring. Nigerian immigrants with colonial history with the British and a huge population in England has been chosen to explore this and find answers to the research questions. The relationship between the British and Nigerians and other countries with a history of colonialism with the British has made English language as their official language (e.g., Sayedayn, 2021). This is a major reason England is a preferred destination for the migration of such population.

Overall, little work has been done concerning Nigerian migrants and it is important because it helps to understand how pre-migration aspirations of Nigerian immigrants influence their post-migration goals which is SR. Although a unique population within themselves, studying the successful resettlement of Nigerian migrants in England is important in understanding the experiences of not just their population but those shared with other migrants with the same history of colonialism with the British, offering valuable insights into wider resettlement experiences. As part of this broader comprehension, there are finer grained distinctions to be accounted for. For example, the collective challenges faced by peoples from various nations migrating to the UK, be that though conflict, natural disaster, or development projects, all of which bring to light issues to do with loss of livelihood, stigmatization, and integration (e.g., Lincoln et al., 2021; Nkimbeng et al., 2021; Sriram., 2020).

Firstly, it is important to consider the initial motivations for migration. Many migrants (including Nigerians) wish to come to the UK seeking economic stability and growth. Driven by limited employment opportunities and poverty in their home countries, the potential to earn higher wages in the UK cannot only help them prosper but also means they can financially support family back home. Educational attainment is another key factor that attracts migrants such as Nigerians to the UK, which is home to several world-leading universities. These migrants may decide to migrate to leave behind political instability and seek a safer, more secure political climate in the UK. Researching the motives and desires that Nigerians hold can help us understand more deeply the reasons and aspirations why other migrants seek to resettle in the UK.

Secondly, the process of integration is something that requires further consideration. Migrating from Africa and other continents to the UK is not just migrating to another country, but also another continent. The migrant faces an extended period of time in which they will have to make many adjustments to their lifestyle. One of the primary concerns will be adapting to British culture. Despite sharing a common language in English, there can be subtle differences in communication and societal strategies and norms. Unfortunately, many Africans upon arriving the host nation can experience racial prejudice and discrimination in a variety of settings (work, school, while socialising, etc.) and this can hinder their integration as well has have detrimental effects on their mental wellbeing. As mentioned earlier, one driver for immigrants such as Africans migrating to the UK is the desire for economic stability, however, before that can be achieved, there most likely will be a period from arrival onwards where they can face financial hardship and can struggle to find employment or have access to public funding. By exploring the stories of resettled Nigerians, data from this study can provide nuanced insights into how immigrants from other various nations in general cope with the culture shock of moving to a new country, a new continent.

Thirdly, some thought must be accorded to the community and social networks migrants build when they arrive in the UK. Many migrants such as African and Asian migrants depend on strong social networks (friends, family, communal organisations) to help them resettle into their host country and overcome financial, emotional, and logistical challenges that they may encounter. Religion plays an important role in many Africans lives, and it is known that upon arrival to a host nation such as the UK, Africans of different religious denominations will form community groups and regional associations to help them embed into the local communities. Given that Nigerians tend to retain robust bonds with their ancestry, for example, in terms of their cultural, linguistic, and religious traditions while still integrating with the culture of their host community (Anuonye,2024), researching with this community can provide pointers as to how other African migrants and other migrants with strong family ties such as Southern Asians sustain their identities during the resettlement process and beyond. The impact Nigerians have had already on the UK workforce and economy has been significant (Heffer, 2024), and further information about how Nigerians resettle, in terms of their ability to acquire education and employment, may emphasize the potential for other communities to do the same. Nigerians are well-known to form highly integrated communities that are crucial in fostering support and belonging to new arrivals (e.g., Alabi, 2024), and understanding the nuances of this community can help us make sense of how other African communities are able to develop, grow, and uphold their communities.

Lastly, the journey to and resettling in a new country can also take its toll on the mental wellbeing of migrants. Researching with a Nigerian community can also help us understand what the mental health challenges are for them and other African migrants, and how SR relates to the mental wellbeing of other African migrants (Alemi et al., 2021; Saasa et al.,2021).

1.3. What is Migration?

Human migration is operationally defined as moving from an initial place of residence to reside in another place (e.g., IOM, 2022). Therefore, it could be local (one town to the next or one state to the other) or international (from one country to another). However, researchers have defined migration in more elaborate ways, for instance, Bhugra (2004) defined migration as a process of social change where an individual or group of people move from one geographical area to another to improve their economic status, get a better education, or other reason to live in the new area permanently or for a prolonged period. Idemudia and Boehnke (2020), defined international migration as moving from one country to another irrespective of the immigration status. Virupaksha et al. (2014) argued that migration is more than simply moving to a new location but rather involves decision-making, physical movement from one geographical area to another, following and going through procedures, adapting to the host culture, and becoming part of the host culture. Part of this thesis explores some of these assertions. For instance, adapting and becoming part of the host community is classed as acculturation. This thesis will focus specifically on international migration because the population of interest have moved from one country (Nigeria) to another (England).

1.4. Who is an Immigrant?

IOM (2022) defines an international migrant as:

"Any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is."

According to Idemudia and Boehnke (2010) migrants include students, visitors, international tourists, refugees, diplomats, economic migrants, and undocumented migrants. Idemudia and Boehnke further explained that a student may decide to stay in the host country and become an asylum seeker or an irregular migrant or choose to apply

as a refugee or destroy their identification such as a passport to become stateless. This means a change of immigration status when an individual's situation changes. Despite this complexity, Tariq (2021) suggests that immigrants are the same because of the similarity of travelling out of their home country to live in a new country. Suggesting that anyone who has travelled from their home country to live in another country is an immigrant irrespective of whether they have moved as students, refugees, asylum seekers, etc. However, other researchers such as Darawsheh (2021); Hack-Polay and Mahmoud (2020); Kamimura (2021); and Ziersch (2020) have separated refugees and/or asylum seekers, and expatriates, from immigrants. These studies will be reviewed later in Chapters 2 and 3.

1.5. Reasons for Migration.

Idemudia and Boehnke (2020) assessed Africans in Europe to find their reasons for migrating, they found that the challenges the participants faced in their home countries such as poor economy, poverty, a threat to life, unemployment, corruption, and poor infrastructures were the reasons people migrate. The motivations for West African migration are usually economic hardship and unemployment (Horwood et al., 2018). Other motivations found among African immigrants in the past decade include "deteriorating political, socio-economic and environmental conditions, as well as armed conflict, insecurity, environmental degradation and poverty" (African Union, 2018, p.3), and individual-driven motivation (Idemudia & Boehnke, 2020). However, in a related study, Issak (2021), argued that poverty is not the root cause of African migration. The countries Issak's study examined were Eritrea, Djibouti, Ethiopia, and Somalia. Although economic factors (poverty, unemployment, and lack of welfare system) are drivers of African migration, major factors include political instability and environmental reasons due to climate change which makes farming less productive than it used to be. Social-cultural and network factors come into play as well, whereby family expectations to succeed in life, push young adults to migrate to other countries. In some African cultures like Nigeria,

parents raise and provide for their children, and children are expected to reciprocate as parents get older as found in Issak's study. This can put pressure on a young adult to move into a country with a stable economy to help provide for the family.

International migration can occur in the aftermath of a war as a result of political oppression or volatility. For instance, thousands of Romanians migrated to other European countries and the Middle East post-World War II as political refugees, and after 1989 their rate of migration peaked and expanded to countries such as Canada due to political instability (Culic, 2010). Bauer and Zimmermann (2018) also pointed out that the reasons for the migration of Eastern Europeans are economic and politically motivated. Another reason for global international migration highlighted by a study in Australia is having an international education and gaining the host country's work experience post-study of which major destinations are the UK, Canada, USA, and Australia (Tran, et al., 2020). This is also the case with Nigerians who migrate to England to acquire British education which will increase their potential of getting jobs globally.

Hajian et al. (2020) reviewed 25 articles to find out why healthcare professionals from countries such as Nigeria have recently been migrating to Western countries including England. They found that the main reasons were low income, an unfavourable socioeconomic situation, political instability, and a lack of professional and educational opportunities together with family and personal concerns.

The understanding of what migration is and who an immigrant is helps in having a broader knowledge of what SR means to immigrants which will be discussed in the next Section.

1.6. Methodological Approach.

This research takes a mixed methods approach employing an exploratory sequential mixed-method design (Berman, 2017). This approach was taken because it is the most appropriate method for scale development (Creswell & Tashakkori, 2007), which will be discussed in further detail in Chapter 3.

The research will be carried out in two main stages - Study One utilising a qualitative approach using semi-structured interviews conducted with Nigerian immigrants. The data will be analysed using inductive and deductive Thematic Analysis (Xu & Zammit, 2020), with NVivo Pro 12 (released in 2018). Study Two, which will be informed by the findings of Study One, will take a quantitative approach; first by developing a new SR scale to assess factors of SR, and then by testing the scale in a questionnaire survey. The survey also aimed to explore the variables associated with SR. Both stages will be discussed in Chapters 3 to 6 of this thesis.

1.7. Original Contribution to Knowledge.

The following are the key contributions to knowledge for the research reported in this thesis. They are briefly outlined here and then discussed in more detail in Chapter 8.

This research is unique in being the first to explore and understand the meaning of SR and its factors among Nigerians in England.

Study One indicates the uniqueness of what it means for Nigerian immigrants residing in England to be successfully resettled, and the factors that contribute to their SR.

Study Two evaluates a broad range of variables mapped out in Study One, whereas previous studies have not done this. The findings of Study One were used to develop a scale in Study Two to further explore Study One findings. Study Two is the first of its kind to explore SR quantitatively among immigrants in a larger population.

Both studies made this project innovative in deriving a detailed definition of SR and developing and evaluating a scale for measuring SR of immigrants.

1.8. Overview of the Thesis.

In this Section, a brief overview of what is contained in each Chapter of the thesis is provided.

Chapter 2 of this thesis presents a review of the literature. It starts by discussing how the method of literature review was chosen after reviewing different methods. After this is a review of literature that is related to SR, acculturation, and cross-cultural transition complete with the theoretical perspective that underpins them. This is followed by a review of the literature on factors of SR, how SR impacts mental wellbeing and wellbeing theory. Based on the literature reviewed, Chapter 2 concludes by presenting a model of SR with its factors and relationship with mental wellbeing, as well as explicating the focused aims and objectives of the research. These are framed as tangible RQs.

Chapter 3 is devoted to addressing the methodological considerations for both studies. It starts with a debate of emic and etic approaches used in the research and moves into a detailed justification for the use of mixed methods research design for the PhD program. This is followed by specific methodology for Study One starting with study design, how Thematic Analysis was chosen for the analysis of Study One, the choice of one-to-one interviews, how the interview schedule was developed leading to the final schedule, and ethical considerations for Study One. The next Section is the methodological considerations for Study Two. This starts with the study design, followed by the definition of SR, the development of items to explore SR and the choice of standardised scale to be used in the questionnaire. This leads to the final set of questionnaires with ethical considerations for Study Two. The data management plan in place for both studies will be presented before concluding the Chapter.

Chapter 4 discusses the methods for Studies One and Two. It first presents the methods which includes how participants were recruited. It then addresses the process of data collection and how data were transcribed. It then presents the analytical procedure and then reflexivity. The next Section discusses methods used in Study Two. It starts with a discussion of how participants were recruited and the analytical procedure followed. A

detailed reflection on the best practice step followed in developing the SR scale is presented before concluding the Chapter.

Chapter 5 discusses in detail the qualitative findings with a focus on the report of the analysis. It breaks the report into pre-migration, post-migration, and SR sections which also involves its relationship with mental wellbeing for a lucid understanding of the participants' experiences in different stages.

Chapter 6 presents detailed analyses and results of Study Two. It starts with a specific focus on scale development. It presents five main stages of this process in sequential order, which are data cleaning, item analysis, factor analysis, test-retest reliability, and Pearson's correlation for chosen items. It then covers the development of a manual for the SR scale. The second part of the chapter is the analyses and results presented with a focus on finding the variables associated with SR. This starts by presenting the initial necessary actions taken for the analysis. It is then followed by analysis to find what the variables associated with SR, and relationship between SR and Wellbeing.

Chapter 7 is an elaborate discussion of the two studies after integrating both findings by considering how they have both addressed the RQs.

Chapter 8 is the concluding Chapter of the thesis, in which I will present how the aims and objectives have been addressed, the outcome of the research, the original contribution to knowledge, the implications of the research, and recommendations for further studies.

1.9. Conclusion of the Chapter.

This Chapter has presented the rationale for the research with some definitions around migration and the methodological approach used. It has also introduced the original contribution of this programme of work to the extant knowledge base and provided a structural overview of the thesis.

Chapter 2: Literature Review.

2.1. Introduction to the Chapter.

This Chapter will explore a range of literature and theory relating to this PhD program. It will start by exploring different methods of literature review and justifying the choice for a mixed methods approach to literature review. It will then define the Successful Resettlement (SR) of immigrants as found in the literature and the theoretical perspective of being successful before reviewing some related articles. Cross-cultural transition and acculturation experience of immigrants with their theoretical perspective will also be explored. The literature will further explore the currently known factors of Successful Resettlement (SR), namely education-related factors, employment-related factors, person-related factors, and support-network related factors. The association between mental wellbeing and SR of immigrants will also be further explored and supported with a theory of wellbeing. Identified gaps in literature from this chapter will also be discussed. This Chapter concludes by introducing a literature-based model of factors of SR of immigrants. Limitations of previous research findings are synthesised to produce tangible, focused Research Questions (RQs) with affiliated aims and objectives.

2.2. Method of Literature Review.

At the start of this research, one of the first decisions made was to decide the type of literature review to use. To help understand the different types of reviews, Grant and Booth (2009) used the Search Appraisal Synthesis and Analysis (SALSA) method to identify 14 types of reviews. SALSA was used to identify mixed methods as the most appropriate method of literature review for this research. Please see Appendix A for how this decision was made and more information on the database search. The search helped in identifying relevant literature reviewed in this Chapter.

2.3. What is Successful Resettlement of Immigrants?

Oxford Learner's Dictionary (2019) defined success as "achieving your aims or what was intended." According to Dyke and Murphy (2006), the quest for success can define the type of choices people make which includes the choice to migrate from one country to another, to have a more successful life. Hall and Chandler (2005) suggest that success should be defined "in terms of how it looks through that person's eyes" (p. 157). This suggests that success is subjective. Immigrants have been observed to work hard toward economic success (e.g., Allen, 2006). Successful integration of immigrants has been interpreted as being able to earn the same or more than the origins of the host country (Li & Li, 2013; Mata & Pendakur, 2017).

In Kyeremeh et al.'s (2019) study, participants who were African immigrants described integration as 'becoming part of', 'fitting into', 'transitioning into', 'being a full member of', 'actively involved in spheres of society', and 'settling into' the host country. Most of the participants indicated that integration is majorly the process of becoming a full part of the host country. These themes were identified as some of the definitions of SR among immigrants. Their research will be reviewed in the latter part of this Section.

From the above descriptions, SR is operationally defined for this research as the achievement the immigrant has attained or aims to attain, based on the person's targeted goal(s) for migrating. It is what the individual perceives as being successfully resettled, which could be economic status, level of educational attainment, being in a stable relationship, obtaining host country's citizenship, or achieving work-life balance. This means that SR is subjective and idiosyncratic. Subjective success is defined as an individual's personal feelings about their achievement (e.g., Judge et al., 1995; Nabi, 2003). For this project, it could be what immigrants have achieved, or what they aim to achieve after migration. One key aspect of my research aimed to explore was what SR means specifically to Nigerian immigrants resident in England and the factors that can lead to it. Although SR is partly about achieving a pre-migration goal, it is an ongoing process

(Kyeremeh et al., 2021). Now the key research terms have been defined, the theoretical underpinning of success will be discussed.

2.3.1. The Theoretical Perspective of Success.

As stated in 2.3 above, success can be attributed to someone's achievement. The drive to achieve something is based on motivation. Motivation can be defined as what makes people initiate, direct, and persevere which leads to goal-orientated behaviour (Dweck & Elliot, 1983; Maehr & Meyer, 1997). In psychology, a goal can be described as the outcome of something someone has been trying to achieve (e.g., Zusho & Maehr, 2009).

There are several psychological theories that can help explain the motivations and goals of immigrants in their quest for resettlement. One of these is Emmons' Hierarchy of Goals (HoG) Model.

Emmons' Hierarchy of Goals (HoG) Model. Emmons described the hierarchy of goals as:

"...key integrative and analytic units in the study of human motivation [contributing] to long-term levels of well-being. Subjective well-being (SWB) refers to long–term affective states of emotional well–being as well as cognitive states of life satisfaction and meaning in life...Personal strivings are consciously accessible and personally meaningful objectives that people pursue in their daily lives...Personal strivings refer to the typical goals that a person characteristically is trying to accomplish." (Emmons, 2005, p. 732).

Therefore, immigration and SR are forms of personal striving with the ambition to have long-term betterment. The application of Emmons' theory to the field of SR helps us to understand the motivation of immigrants such as the Nigerian population being studied in this PhD program to move from Nigeria due to unconducive conditions such as political instability to England to achieve a long-term goal of a better life where there is better political stability. The theory indicates how immigrants can take steps to personally strive to achieve their main goal of migrating. Figure 2.1 illustrates the application of Emmons'

theory to explain the steps the Nigerian immigrant will take from the lowest step (5) to the highest step (1).
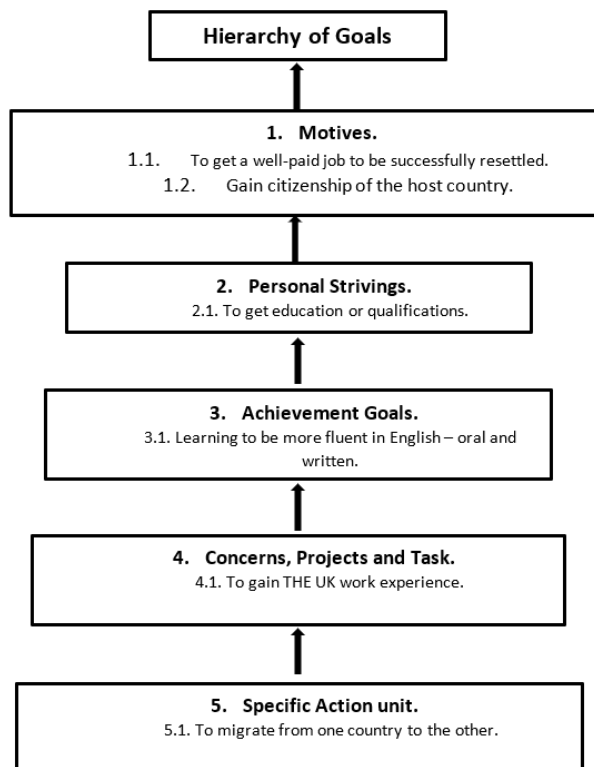
Figure 2.1

Adapted from Hierarchy of Goals Model (Emmons, 1989 pp. 87–126) and its application to Nigerian Immigrants achieving SR in England.

Being hierarchical, the HoG model starts with a specific action unit, which might be deciding to leave the home country for a host country (5.1). It moves into concerns, projects, and tasks (4.1), such as gaining recognisable work experience. The third step is the achievement goal which for an immigrant in the UK may be to learn how to communicate the English language fluently (written and spoken) (3.1). The next step, which is personal striving, maybe to achieve education in an area in which the immigrant is not educated (2.1). However, in a situation where they are already educated, they may go for higher education and/or acquire some professional qualifications. The final step is the motives for achieving this goal which for an immigrant may be to use the education to

get a well-paid job (1.2) or use the well-paid job to work towards achieving citizenship of the country (1.1).

The application of the HOG model to this research provides us with some understanding about how the participants strive to achieve SR and how it links to their mental wellbeing. This is because achieving or not achieving SR has mental health implications for immigrants.

This is unlike other success theories such as the attributional theory of achievement motivation and motion which stresses how emotions motivate achievement (Weiner, 1985) which is not the interest of this research. Situated expectancy-value theory (SEVT) was not chosen because it is mainly focused on the short and long-term academic achievement of students based on the student's expectations and values (Anderman, 2020). This research is interested in the SR of immigrants irrespective of what this success might be whether education or something else such as financial stability. It is not specific to academic achievement, therefore, SEVT was not a chosen theory that explains the researched topic better.

The application of Emmons' theory is a novel element in this research as it has not been used before to explore the SR of immigrants. However, it was used recently in Clark et al.'s (2022) study of the personal striving of mentally tough Australian rules footballers. Clarke and colleagues found different motivational agendas among four players which were: 'mentally tough motives', 'narcissistic motives', 'communion and growth motives', and 'vulnerable/anxious motives.' They concluded that the motivation for mentally tough athletes may vary. These findings can be applied tentatively to help explain the mental toughness of immigrants striving to successfully resettle, which may also vary based on their idiosyncratic migration experiences.

However, the theory has been criticised for its lack of emphasis on the importance of emotions in achieving a goal. According to Siegert and Taylor (2004), the theory was overly focused on longitudinal emotional adjustment, such as the meaning of life and its

satisfaction. The importance of this theory for this research is that it explains the hierarchy an immigrant could follow to achieve SR which is their main intention for migrating, however, what must also be considered is what are the initiating drivers for migrating, and the psychological and emotional nuances of the migration journey.

Subsequent to Emmons' theory is Zusho and Maehr's (2009) Achievement Goal Theory (AGT). However, AGT is not particularly concerned with *what* the individual is trying to achieve like the HoG model, but rather with *why* they are trying to achieve that goal (Urdan & Maehr, 1995). For instance, asking the question of why someone would move out of their home country to a foreign country. Two aspects of AGT suggest an answer to this (e.g., Ames, 1992; Dweck & Leggett, 1988; Maehr & Nicholls, 1980; Nicholls, 1984). Firstly, it might be because they want a better opportunity to improve their professional expertise which shows mastery of the content (their profession). Secondly, the individual may want to showcase their professional expertise in a place where it can be better recognised.

The two points above are examples of career-related reasons for migrating and achieving that would then mean SR for the person. There are many others as noted by Zusho and Maehr (2009): "In short, achievement of goals is similar to personal strivings and motives, which explains why individuals make choices toward certain outcomes or behaviours away from others" (p. 78). Theoretically, the AGT is a combination of other goal models that differentiates between an approach goal and an avoidance goal. The former focuses on acquiring gain while the latter is focused on avoiding loss. These are crossed with a mastery goal that results in four achievement goals as outlined in the model depicted in Figure 2.2:
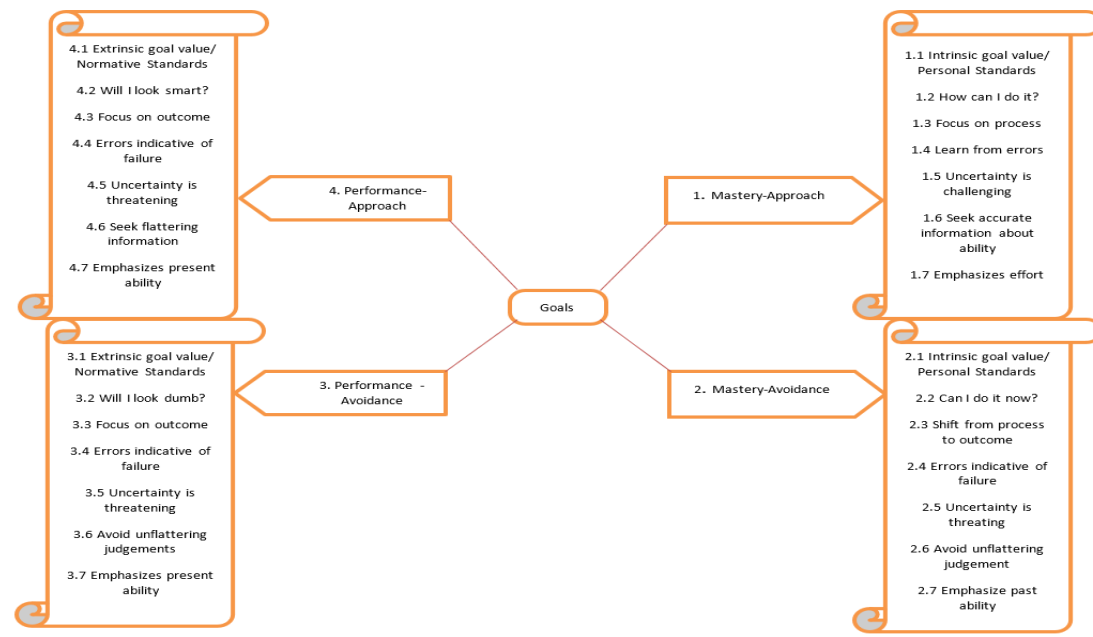
Figure 2.2

Adapted from Model of Achievement Goal (Zusho & Maehr, 2009).

Figure 2.2 above describes the model that was formulated from AGT. As with Emmons' HoG model, this theory can be applied to explain how an individual can pursue a goal to achieve being successfully resettled.

A. Mastery-approach goal (1) – This is based on learning and understanding the criteria for achieving a particular goal. For an immigrant, it would mean gathering information on how to achieve their SR goal. For instance, if the goal is to have financial stability, they would need information on the criteria of the host country for getting a good-paying job and work towards it.

B. Mastery-avoidance goal (2) – This is based on an individual attempt not to lose one's skill or competence. An applied example to SR could be an immigrant who may have had other job experiences that are not recognisable in the host country which they may like to retain by transferring the skills in a current job they they have in the host country. For instance, someone who is a nurse in Nigeria and is currently working in a bank in England would use her skills of keeping records and accountability learnt in nursing to work in the bank as an officer.

C. Performance-avoidance goal (3) – This is based on an individual's attempt not to appear incompetent in the presence of others (e.g., Elliot & McGregor, 2001; Pintrich, 2000). In terms of SR, this could be an immigrant who wants financial stability to be successfully resettled and would not want to be on the bad side of the company they work for and lose their job. They will keep away from anything that would make them look incompetent at work to achieve their main goal.

D. Performance-approach goal (4) – This is based on an individual's attempt to perform better than others. Applying this to SR, could refer to an immigrant whose skills are still in question because of not having the host country's work experience would work extra hard to prove their competency. They would also seek performance appraisal that will get them promoted to a desired position for that financial stability which is the main goal of migrating.

All these are different approaches that an individual can choose to be successfully resettled in a new place.

Emmons' (1989) HoG model explains the steps an individual can take in achieving a goal while Zusho and Maehr's (2009) AGT is more specific about how the individual can take the avoidance or approach patterns in achieving their goal. HoG shows a more linear, straightforward approach to achieving a goal, which is not always the case because there may be stumbling blocks on the way to achieving that goal. For immigrants aiming to achieve SR, such stumbling blocks could include non-recognition of foreign education and work experience (Baker, et al., 2021; Loosemore, et al., 2021); language barriers (Agyekum, et al., 2021); cultural differences (Molana & Sadat, 2020). AGT is a more realistic model which shows how an individual weighs their options by trying to achieve their goal. Both theories help in understanding how an individual can work towards achieving their immigration goal to be successfully resettled. These theories were chosen because of their relevance to this research. For instance, HoG explains how participants of this research can follow one step at a time to achieve SR while AGT explains how the participant achieves SR by avoiding things that will hinder such achievement like breaking

the law of the host country and approaching things that will help them achieve SR, for example acquiring education or work experience in the host country. Both theories are important in understanding how the participants of this research tried to achieve SR.

Studies about success are usually about academics (e.g., Bernard et al., 2015); career (e.g., Bozionelos et al., 2016); work/project management (e.g., Kaiser et al., 2015); ageing (e.g., Cise et al., 2018); and sports (e.g., Barba, 2017). The novel approach taken in this research is that it is investigating something more holistic, which is SR.

Immigrants can face challenges in the process of being successfully resettled. For instance, the research by Darawsheh et al. (2021) explored the resettlement experience of 14 Syrian refugees resident in the USA (Florida, New York, New Jersey, and Nebraska). The data were analysed using Interpretative Phenomenological Analysis (IPA). Participants reported that the host country does not provide psychological support which is usually required by refugees. The research suggested that the policy does not have a provision that suits the refugees to enable them to be successfully resettled. For instance, lack of guidance on how to get a job, help with the language barrier, and lack of economic support because Medicaid and food stamps were limited to when the refugee starts earning a certain amount of money, which was not enough.

In similar research, Mwanri et al. (2021) qualitatively explored the factors that contribute to the SR of African immigrants. The research interviewed 27 skilled adult immigrants residing in South Australia. Some of the challenges faced by the participants were being able, or unable, to meet the expectations of resettlement, limitations to employment, and the experience of racism and discrimination. However, these challenges were handled with resilience through their capability to excel, hard work, community and family support network, and maintaining cultural values and religious beliefs. The participants also expressed being proud to contribute to the Australian economy and willingness to change the negative narrative of an African immigrant.

The research by Darawsheh et al. (2021) and Mwanri et al. (2021) has highlighted the challenges faced in achieving SR and the importance of host country support in achieving SR. Unlike Darawsheh et al. research, Mwanri et al. went further to find out how immigrants were able to cope with these challenges. Both pieces of research are vital for this research in understanding some of the challenges the participants are likely to face that can hinder achieving SR. Although, Darawsheh et al.'s study provided vital information on immigrant's challenges, the number of participants were small. Therefore, the present research will utilise more participants to have a better grasp of the information required to answer the research questions.

The above studies outline some of the challenges faced that can impede being successfully resettled. However, some factors can help to be SR despite these challenges. For instance, Ziersch et al. (2020) conducted individual interviews with 44 participants resident in South Austria who are originally from Asia or Africa to explore the resettlement of immigrants. The data were analysed inductively based on Grounded Theory. The result indicated the following factors to mean being successfully resettled: Citizenship, which gives access to facilities; Social network and support, which gives a sense of belonging, which was received mainly from religious groups and home community; Feeling safe and belonging; Employment – some reported being unemployed or not being able to secure a permanent job; Adequate housing; Access to health services; Support from settlement services and other services such as transport. This study explored the coping strategies used for the challenges and found what SR means to the participants, which are all important for this research. It did not just find what SR means to the participant but also why achieving that is important to them which indicates the depth of the research. For instance, being a citizen gives them access to facilities.

Research by Kyeremeh et al. (2019) assessed the meaning of successful integration among African immigrants in Canada (London, Ontario). The explorative qualitative research was drawn from 29 participants (19 males and 10 females). Participants suggested that achieving their major goal of migrating was an indicator of being

successfully integrated. According to the findings, such goals include fluency in the English language, a higher level of education, the ability to transfer skills in the labour market, getting a lucrative job, and mainly being a full part of the host community. These findings support the assertion that SR is equivalent to successful integration (e.g., Perkins, 2021). This research is like Ziersch et al.'s study in finding what SR could mean to immigrants, which is important to this research. These are all important studies for this PhD program because they help to understand the challenges of migration, coping strategies used, and what SR means to the participants. However, none of these studies have explored the stages of migration to understand the nuances of why what they attribute as SR is important to them, which is a gap this research intends to fill.

In a similar study, Parajuli et al. (2019) explored the resettlement challenges and dilemmas of 30 Bhutanese refugee women in Melbourne, Australia. The participants were interviewed, and the following challenges were identified; cultural discontinuity, changed dependency, and a sense of not belonging. The dilemmas were that of despondency and contentment, gratitude and regret, and identity as an Australian or refugee. Illiteracy and lack of English language proficiency restricted how they socially connect to their local community. As mothers, they were concerned about the future of their children; this was a significant part of being successfully resettled. These findings may be different from men, which suggests a need to explore the resettlement journey and experience from the perspective of both males and females. The challenges found Parajuli et al.'s study are different from the findings of Darawsheh (2021) which were mainly related to lack of support from the host country. This suggests that the present research might have similar findings and other findings that are more unique to Nigerian immigrants in England that support them to be successfully resettled.

In a related study, Curry et al. (2018) also found that a lack of support from the host country as part of what affects SR. In the study, nine former refugees who had lived in New South Wales Australia for at least five years were assessed to find what SR means to them. Analysis of the data collected through face-to-face interviews revealed challenges

such as finding employment as the most significant one; social network – although they report having received support from government and individuals, it was impeded by discrimination and racism; and resettlement policies that do not help them to be successfully resettled. In as much as someone may be motivated to achieve their goal of being successfully resettled, these impediments can hinder or delay it. Participants defined SR in three main themes, namely:

1) Securing employment which means being financially independent.

2) Social network and relationship – A place they can feel connected to and part of.

3) Support services – Ability to access services that can help them achieve their goal. As much as this study is in-depth and provides relevant information in understanding what helps immigrants' resettlement, the sample size (n=9) is small, limiting any generalisability. More participants will be more representative of the researched community. Seven of the participants are of African origin. Although they are refugees, the study still provides information about the SR of Africans.

Amundson et al. (2011), examined the transition experience of 20 Chinese immigrants (10 men and 10 women) who deem themselves to be successful and have lived in Canada for at least 10 years. The participants were chosen because they felt that they had successfully transitioned into a new culture and were also willing to share their success stories. The exploratory interview-based approach was used for data collection. The participants were seen for the first time for the interview and a second time to ascertain that they were comfortable with the analysis of the interview. Issuing participants with their interview scripts for verification ensures the accuracy of the script which validates the research. However, the potential disadvantage of this is that the participants may decide to tell their story differently which may delay the period of study. The number of participants could have been at least 25 to get more information from the participants (Dworkin, 2012). This flaw in the study has been noted by this PhD research to ensure that a well-representative sample is used in gathering information required to answer the

research question. Amundson et al. (2011) study has provided vital findings in understanding SR just like other studies reviewed such as Parajuli et al., and Darawsheh et al. However, Amundson et al.'s findings would have been further explored in a larger population quantitatively. This could have been due to the lack of an adequate scale used in measuring SR which this present research intends to address. The enhanced critical incident method was used for data analysis which resulted in four major factors of success, these are: having a positive attitude and personality; skills and resource development; education and work experience; and community and family support. These factors can help an immigrant to be successfully resettled.

When comparing these studies in defining SR, although their findings have different themes, there are similarities as well. For instance, Kyeremeh et al. (2019) and Ziersch et al. (2021) studies found being part of the community is important to the participant. Amundson et al., Curry et al. (2018), and Ziersch et al. (2021) studies found having a support network as a meaningful part of SR. The common theme found among the four studies is securing employment. These findings are important in understanding what SR means and why it is important to the participants of this PhD research. The studies are pertinent for this thesis in finding out what SR means to Nigerians in England which helps to set out the research questions and interview questions. This thesis will aim to explore these questions raised above in later Chapters. The theories explored above helped indicate how an immigrant can set a goal to achieve SR. The theories also help to show how the researched community can avoid or approach certain acculturation to achieve their goal of migrating. The studies reviewed herein are limited by failing to address the cross-cultural and acculturation experiences of their participants before exploring what SR means to them, and ultimately exposing their aim of migration. Also, from the literature reviewed, there is no quantitative research to explore the idiographic meaning of SR in a larger population. Part of this limitation is the lack of an appropriate nomothetic measuring tool designed specifically to measure SR. The development of such a tool is part of the aims and objectives of this programme of research.

The following Sections will be a critical review of the processes of migration which are cross-cultural transition and acculturation. The essence of these is to explore and understand the different stages of migration and how the experiences at different stages can contribute to their SR.

2.4. Cross-Cultural Transition Experience and SR of Immigrants.

Cross-cultural transition refers to three distinct stages of changes that occur when an individual moves from one culture to the other namely: pre-migration, during migration, and post-migration (e.g., Ward & Kennedy, 2001).

The pre-migration stage describes the experiences and changes that occur in the home country or area that made the person decide to migrate. The during-migration stage describes the experiences the person encountered in their journey into a new culture. The last stage, post-migration, outlines the experiences and changes that occur while the person has moved into a new culture. This final stage is where acculturation occurs. The process of acculturation is defined by Berry (2003) in terms of movement which is moving to, moving out, and moving against the factors that affect acculturation. This suggests that the migrant may decide to accept, reject, or kick against the host culture, in the acculturation process.

2.4.1. The Theoretical Perspective of Cross-Cultural Transition – Integrative Theory.

Kim (2001) developed an integrative theory of cross-cultural adaptation. The integrative theory explains the cross-cultural adaptation processes of individuals who have moved from one culture to the other such as immigrants, expatriates, refugees, and sojourners which the theory referred to as strangers. Some of the concepts of this theory are found in the acculturation theory such as acculturation, psychological adjustment, assimilation, and integration. There are three boundary conditions posited by the theory which are:

1. The stranger has had a basic culture before moving into a new culture.

30

2. The stranger's basic personal and social needs are dependent on the host culture.

3. The stranger engages in first-hand communication with the host culture.

These boundary conditions help in understanding the cross-cultural experience of the immigrant which is vital for this research in understanding how participants transition between their familiar extant culture and the new host country culture, of which they are dependent. These concepts also explain the acculturation process of immigrants vital for this research. Using the word "stranger" for someone who has moved from a familiar culture into a new culture is arguably inappropriate, because the new culture may not seem strange due to frequently visiting the place before deciding to relocate to it.

The three assumptions of the theory are:

1. Cross-cultural adaptation is a basic life activity to adapt to a new environment.

2. The challenges of adapting to this new environment require communication.

3. This communication leads to the transformation of the individual over time.

Inherent in these assumptions is the central role of communication in transitioning into and integrating with a new culture. This will help this PhD research in understanding how participants have used communication in their acculturation process and whether it helped in achieving SR.

Figure 2.3 below explains the relationship between the concepts of cross-cultural adaptation.
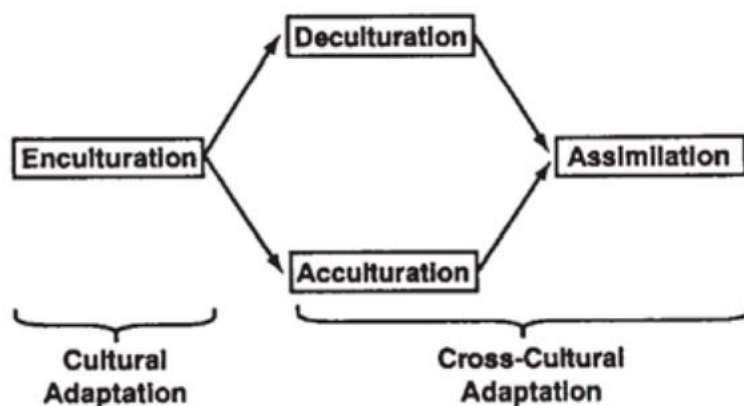
Figure 2.3
Kim, 2001's Relationship among Terms Associated with Cross-Cultural Adaptation.

The process begins with *Enculturation*, which is learning the norms and values of a culture. When an individual moves from one culture to the other, there is a split of the already acquired culture in the home culture. This split is either to deculturate and/or enculturate which is a way of adapting to the new culture. *Deculturation* is unlearning some of the things learnt from the home culture and *Acculturation* is learning the new culture. Allied to this is the process of *Assimilation*, whereby the individual's lifestyle has changed to adapt to the host culture. These processes occur due to interacting and communicating with the host community, and their ethnic group as well. It is important to note that these processes vary between individuals and can cause some levels of stress and anxiety because of trying to adapt to the new culture, which is likely to be unfamiliar to the individual. These concepts are vital in understanding the different approaches immigrants use to adapt to the host community. This can also determine how well immigrants SR. For instance, interacting with the host community as a way of adaptation can help in the SR of immigrants (e.g., McKeown & Dixon, 2017; Ward & Rana-Deuba, 2000).

The integrative theory is structured around six dimensions:

Dimension 1 - Personal communication is based on the competence of the host communication which could be information that will help them to adapt to the host culture.

Dimension 2 - Host social communication, which consists of the host interpretational communication and host mass communication.

Dimension 3 - Ethnic social communication, which consists of 'ethnic interpersonal' and 'ethnic mass communication' and the degree of 'host receptivity', 'host conformity pressure', and the stranger's 'ethnic group strength'.

Dimension 4 - Environment, which is important in the communication process.

Dimension 5 - The stranger's predisposition, which is important for the adaption. The individual preparation for the new culture, the extent of the individual's closeness to their ethnic group, and the degree of the individual's openness, resilience, and positivity to their personality.

Dimension 6 - Intercultural transformation, which is influenced by all 5 above dimensions. These are behavioural changes occurring in the individual such as 'functional fitness', 'psychological health', and 'intercultural identity'.

The integrative theory helps in understanding the process of immigrants' adaptation. It also highlights how different forms of communication by the immigrant can promote integration into the new culture, which is vital if they are to feel successfully resettled. This theory is important for this present research in understanding the different types of communication utilised by the participants in adapting to English culture and how it contributed to achieving SR. This theory has received some empirical support. For example, Pitts (2009) investigated the adjustment of short-term students and found that participants' daily talk with co-nationals enabled adjustment and development of cultural identity in the long run. A study by McKay-Semmler and Kim (2014) applied the theory to assess the role of communication in the adjustment of Hispanic youths in the USA. They found that participants who had competence in communicating with the host engaged better and had better psychological health. However, the process of moving between cultures can be difficult, with many unforeseen challenges ahead.

The transition of migrants from their home country to the host country has been of research interest for many years now but can date back to the 1960 study of culture shock (Oberg, 1960). Culture shock is the overwhelming experience that causes psychological discomfort which occurs when an individual goes into a new culture different from what they already know (Ward et al., 2020). Integrative theory acknowledges the psychological and physiological distress that moving into a new place causes the individual, including culture shock (Kim, 2017). Applying integrative theory in this research will help to establish a conceptual basis to further understand the potential stresses migrating Nigerians may undergo in the process of adapting to the English culture.

Some people successfully resettle within a short time while for others it takes them a lot longer. Others may not ever be able to successfully resettle. The cross-cultural transition experience of an immigrant can determine how well they can successfully resettle. The literature below explores these assertions.

A study by Anderson (2017) explored the attitudes of host countries towards refugees in Greece and the United States of America (USA). The qualitative study interviewed 10 US and 10 Greek citizens. The interview was analysed using Thematic Analysis (TA) which identified two main themes. USA citizen participants were concerned about either the wellbeing of the refugees or the safety of the USA citizens with the influx of refugees. However, the influx of refugees concerned Greek citizen participants based on their economic wellbeing and fear of not being able to support the needs of the host community. The researcher seems to have intentionally chosen a country with a dwindling economy (Greece) and another with a growing economy after the recession (USA) at the time of the research to ascertain if the economic condition of the host country determines how the immigrants are treated. Irrespective of this, both still showed a major concern for their country's economy in receiving refugees/immigrants. This finding could be an explanation for the experience of hostility such as discrimination against migrants from host countries. However, the number of participants used for this study is too small to be a representative sample of a whole country. Using a larger, more representative sample from different regions of the country may have given a more illustrative and valid result of the country's attitude towards immigrants.

Employment opportunities for migrants are a major concern during the transition; for example, Nunn et al. (2014) interviewed 51 young adult refugees aged between 18-27 years. The participants were 25 females and 26 males of which 65% were originally Africans, 31% were originally from the Middle East, and 4% were originally from Eastern Europe. The study explored how aspirations, responsibilities, family, education, and

networks influence employment pathways. The interview was analysed with the TA. The authors concluded that despite all obstacles faced, such as the transition between education, unemployment, and long-term prospects for a satisfactory job, they were majorly found to desire to live a good life. Living a good life could mean SR for immigrants. Employment-related challenges are not the only challenge faced by immigrants; they also go through traumatic experiences that can affect how well they successfully resettle. For example, in a study by Idemudia et al. (2013), they explored the migration challenges among Zimbabwean refugees before, during, and post-arrival in South Africa (SA). Ten female and ten male adults participated in the research which is enough participants for publication (Dworkin, 2012). The semi-structured interview was used to examine three main areas which were:

a) experiences at home, motivation for leaving home, and what they expect in SA.

b) their experience while immigrating to SA, and

c) experiences encountered since migration.

The study also had a 90-minute gender-specific discussion with the participants which was audio-recorded and transcribed. The transcript was analysed qualitatively which indicated that challenges and trauma were experienced by the participants in all three stages (pre-migration, mid-migration, and post-migration) of their transition. Although there were some experiential differences between the male and the female participants, they had common traumatic experiences. This directs the present research to explore the gender difference of the participants regarding the meaning and variables associated with SR. Idemudia and colleagues also found that three sub-themes contributed to their reason for migrating, two sub-themes of negative and traumatic experiences during mid-migration, and two post-migration challenges. These trauma experiences indicated at all stages of transition may negatively impact how they successfully resettle. This study helps in highlighting the experience of immigrants at different stages of migration. However, it would have been helpful to further explore how the trauma experiences impacted their

resettlement journey. This present research explores the stages of migration of Nigerian immigrants in England leading to SR, its variables, and mental health implications.

This Section has highlighted some of the challenges faced during the cross-cultural transition which are mainly employment opportunities, trauma, and having a sense of belonging and adapting to a new culture. However, none of the previous research discussed explored further if the challenges faced were a contributing factor to how immigrants resettle which is an identified gap that this research will fill part of. Another gap in the literature is that the cross-cultural transition of Nigerians in England and how it affects SR is yet to be examined. The importance of this is to understand how their experiences in Nigeria influenced their SR in England. Exploring the cross-cultural transition of immigrants helps to understand why a particular thing means SR to them. For instance, if economic hardship is the reason for migrating, they will focus on things that will alleviate that hardship in their post-migration stage such as gaining English work experience and/or education where necessary. This then means that for such participants, financial stability will mean SR for them.

The next Section will explore acculturation which is an important part of the cross-cultural transition. Post-migration which is the last stage of cross-cultural transition is where acculturation occurs and it is at this stage that immigrants can achieve SR. Therefore, it is pertinent to explore this important aspect to further understand how acculturation experiences can influence how immigrants successfully resettle. Literature relating to acculturation experiences which also ascertains some concepts of the integrative theory will also be explored.

2.5. Acculturation Experience and SR of Immigrants.

Acculturation is the process of cultural, psychological, and social change that an individual goes through to integrate their home culture into a new culture to live comfortably in that new culture (e.g., Ng et al., 2017).

Four characteristics of acculturation have been identified by Berry (2001), which are cultural heritage, cultural identity, relationships with out-group members, and ethnicity whether majority or minority group. These characteristics are used by migrants to adjust to a new culture. He further proposed four patterns of acculturation which are assimilation, integration, separation, and marginalisation. *Assimilation* is defined as fully adapting to the new culture by losing the culture of origin which means that the original culture is discarded to adapt to the new culture (Ward & Rana-Deuba, 1999). *Integration* is accepting and adapting to the new culture and the culture of origin as well. This means retaining the original culture and adapting to the new culture as well (Bourhis et al., 2009). *Separation* is choosing to maintain the original culture with less adaptation to the new culture (Bourhis et al., 2009). *Marginalisation* is maintaining the culture of origin while rejecting adaption to the new culture. This means choosing their way of living which defines them (Berry et al., 1989). The practicality of someone completely taking a new culture without retaining the culture they used to know is slim except if they migrated at a young age with little or no understanding of the previous culture (e.g., Amin, 2020). Integration and separation seem to be a more realistic method of adjustment. However, integration which is more likely to improve SR and the possibility of SR with marginalisation may not be likely. This is because accepting and interacting with the host community can positively impact SR (e.g., Kyeremeh et al., 2019). Individual differences can play a role in what pattern of acculturation they choose. The understanding of an individual's acculturation pattern helps in understanding how they successfully resettle.

Bhugra (2004) suggested that the acculturation process can be affected by a sense of loss, dislocation, alienation, and isolation. The acculturation process can lead to a stressful life experience which is referred to as acculturative stress (Berry, 1992). This is consistent

with the study of Dana (1996) that stress was a major factor of acculturation. This may hinder the process of being successfully resettled by immigrants. Discrimination is one of the factors that cause acculturative stress. As McGinnity et al. (2018a) noted, discrimination has the power to counter assimilation which prevents victims from achieving their goals such as being successfully resettled.

SR of immigrants cannot be understood without exploring their acculturation experience which is part of the process of being successfully resettled. To understand this further, a theoretical perspective of acculturation will now be presented.

2.5.1. The Theoretical Perspective of Acculturation – Berry's 1997 Acculturation Theory.

Berry's (1997) theory of acculturation is based on Lazarus and Folkman's (1984) study on stress and coping. The theory posits four ways immigrants adapt to acculturation in terms of relating to the host country. They are assimilation, separation, marginalisation, and integration (Berry, 2006). Figure 2.4 below is a model formulated for a better understanding of acculturation.
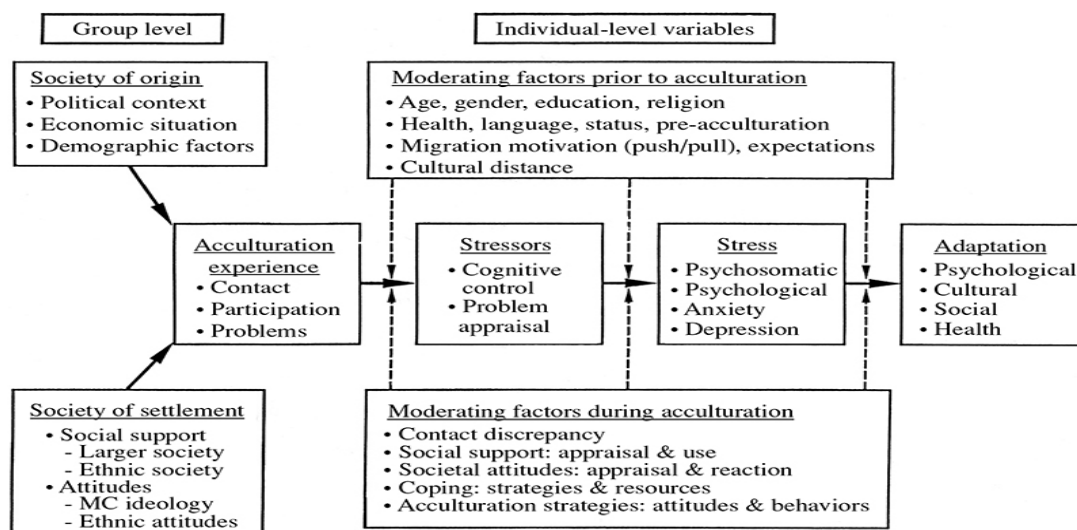
Figure 2.4
Berry's 1997 Framework for Acculturation Research

In the framework, the theory splits acculturation into two distinct but interrelated levels; the individual level and the group level. At the group level, which is also referred to as situational or cultural variables, the cross-cultural transition starts with adjustment-related stressors and then moves to ways of coping with the stressors which then produces some results. Three variables influence acculturation at the group level:

1) Society of Origin: The theory suggests an understanding of the culture of both the home and the host country. The theory further explains that an understanding of the combination of the political, economic, and demographic conditions will give a better understanding of the reason the person volunteered to migrate.

2) Group-level Acculturation: The theory posits that there are important changes that influence group migration. The changes are:

a) Physical changes such as an increase in population.

b) Biological changes such as health-related factors like the supply of food and exposure to disease.

c) Economic changes such as loss of status or new employment opportunities.

d) Social changes range from unrest in the community to a new friendship.

e) Cultural changes which the theory called the core notion of acculturation. This ranges from changes in the type of food eaten to more important changes such as language, religious conversion, and changes in the value system.

3) Society of Settlement: This is the host country's attitude towards immigrants which the theory posits is largely influenced by deliberate immigration policy (Sabatier & Berry, 1994). The theory further explains that some cultures are more accepting and more positive about cultural diversity, while some are less accommodating which influences their policy and treatment of immigrants.

At the individual level, which the theory also refers to as the psychological level or personal variables, many moderating variables occur before the acculturation such as the individual's age, gender, education, pre-acculturation status, migration motivation, expectations, cultural distance (which involves language), religion, and personality (which

involves locus of control and flexibility). The theory also posits moderating variables during acculturation which are the length of time; acculturation strategies such as attitude and behaviours; coping which are strategies and resources; social support; and social attitudes such as prejudice and discrimination. The theory explains the importance of coping strategies immigrants use in dealing with acculturation stress which leads to their adaptation to a new culture (Berry, 2006).

On both group and individual levels, the framework highlighted stages that lead to adaptation. They are acculturation experiences such as life events to the appraisal of experience which is the stressor associated with acculturation experience. This leads to the strategies that an individual devises for coping with the stressor. Then there is the immediate effect of acculturation, which is stress. The outcome of dealing with acculturative stress is adaptation.

According to the theory (Berry, 1997, 2006), the first form of adaptation is a behavioural shift; this is the method the individual adopts to reduce stress or intergroup conflict. The second is psychopathology, which occurs when an individual is not coping well due to their personal acculturation experience. This can lead to distress such as separation and marginalization. Thirdly is acculturative stress, which is a form of stress experienced by immigrants, refugees, and asylum-seekers due to negative experiences while associating with the host country (Abouguendia & Noels, 2001; Berry et al., 1987; Kim, 2001). Berry (2006) suggested from his observation that individuals respond to acculturative stress by using adaptive and non-adaptive methods as coping strategies.

In summary, the theory posits that the acculturation experience of a migrant depends on their ability to cope adequately with the stress associated with relating to the host country. This theory gives a broad perspective of factors of acculturation and the way an individual chooses to cope with it, leading to adaptation. Adapting and devising ways to deal with acculturative stress can determine how well they successfully resettle. This theory helps the present research in understanding the different levels of acculturation and the patterns the participants may follow in their acculturation process. It also highlights the challenges

and the coping strategies used to adapt which helps to have a better understanding of the participants' responses about how these factors contribute to achieving SR.

However, the framework has been criticised for being overly complex with unclear conclusions (Bhugra, 2004) and for not considering the host community's role in the acculturation concept because acculturation is a two-way process where both the immigrant and host community play important roles (Haugen & Kunst, 2017). This led to a revision of the typology, which reflects expectations from the host community: *Segregation:* where the host community expects the immigrant to retain their home culture and identity; *Multiculturalism:* when the host community expects an immigrant to adopt a balance of home and host culture; *Melting point:* when the host community expects assimilation from the immigrant (Berry, 2005); and *Exclusion:* when the host marginalises the immigrant (Berry & Sam, 2016). Subsequently, *Acculturation* was redefined as the:

"…dual process of cultural and psychological change that takes place because of contact between two or more cultural groups and their members. At the group level, it involves changes in social structures, institutions and cultural practices. At the individual level, it involves changes in a person's behavioural repertoire" (Berry, 2005, pp. 698–699).

Berry (2017), has revised his proposition by acknowledging that acculturation is not a homogenous event, thereby proposing eight categories of immigrants' acculturation process. Karim (2021) has criticized this typology, noting that categorising immigrants based on their coping strategy, makes the acculturation process look static. However, these categories can change over time as immigrants resettle in the host community. The typology has also been criticised for focusing on the psychological aspect as if it is a fixed construct for immigrants to choose from (Chirkov, 2009). Thereby portraying acculturation as a process, that must be stressful, without considering the immigrant's attitude or change in coping strategy that occurs over time as they live in the host community (Karim, 2021). These arguments by researchers such as Chirkov (2009) and Karim (2021) led to

the 'healthy migrant effect' which states that first-generation migrants are healthier with longer life expectancy than non-migrants (e.g., Helgesson et al., 2019). Arguing that "migrants are not random samples of their home countries but rather a 'positively selected', prime-aged group with high motivation and resources to carry out an international move" (Riedel et al., 2011, pp.558).

As earlier stated, cross-cultural transition and acculturation are interrelated because the final stage of cross-cultural transition which is post-migration is where acculturation occurs. Both integrative and acculturation theory provides a detailed overview of the psychosocial change immigrants go through to adapt which is vital in their SR journey. According to integrative theory, adaptation is a basic activity for immigrants which acculturation theory points out can lead to acculturation stress. Both theories highlight the importance of adaptation in integrating into society. However, integrative theory points to how different levels of communication help in adapting to the new culture while acculturation theory highlights the psychological effect of this adaptation which is acculturation stress. Still, it has been argued that every immigrant does not go through acculturation stress considering individual differences and the situation of migration (e.g., Chirkov, 2009). Integrative theory points to the importance of communication from the host community but acculturation theory does not point to the role of the host community play in the adaptation of immigrants to the new culture roles (Haugen & Kunst, 2017). There are similarities in Kim's concepts of adaptation and Berry's patterns of acculturation such as assimilation and acculturation both of which point to how immigrants adapt to the new culture. Collectively both theories explain the patterns of adaptation an immigrant who has moved to a new culture can take and the likely ways they can acculturate into the host community which will lead them to achieve their goal of migration which is SR. The theory directs this research in developing interview questions for Study One. They also help in understanding some of the likely responses the participants will provide.

Other theories were considered before deciding to review the ones that relate closely to the thesis. For instance, the theory of acculturation and identity posits that immigrants

undergo cultural identity and personal identity changes during their transition into a new culture (Schwartz, et al., 2006). This theory emphasizes the importance of identity formation during cross-cultural transition. The interest of this thesis is not on the identity formation of the individual during acculturation but on the process of their adaptation with its challenges, which Kim's integrative theory and Berry's acculturation theory already reviewed. The recent research is more interested in the process of adjusting to the new culture and how it leads to achieving SR. The theory of acculturation and identity is more focused on individual changes. However, this thesis is more interested in acculturation as an individual and a community as well, which Berry's theory illustrates. Another theory considered was the theory of attachment style and acculturation which posits that an immigrant's adjustment into the new society is determined by their attachment style as a child (Hofstra et al., 2005). The theory posits that an immigrant's pattern of acculturation is linked to their attachment style (Van Ecke, 2005; Van Oudenhoven & Hofstra, 2006). The focus of this thesis is not to explore the attachment style of an immigrant and how it determines how they adapt during acculturation. Therefore, this theory was not reviewed because it is not relevant to the thesis.

An exploration of the literature on acculturation will now commence which will point to some of Berry's theory of acculturation.

Kamimura et al.'s (2021) research was aimed at investigating acculturation stress among refugees in the USA. The 190 participants that took part were adults with a refugee background in Utah, USA and 60% were originally from Myanmar and Thailand. Measures used for data collection were: Multidimensional Acculturative Stress Scale for measuring immigration stress; Physical symptoms were measured using the 15-item Patient Health Questionnaire (PHQ-15); self-rated health; and self-report demographic information. The analysis found the following: a high level of education correlated positively to a high level of financial stress; low levels of somatic symptoms were associated with high levels of homesickness and language barriers; and older adults reported higher levels of financial stress and homesickness. This study has pointed out what factors in the life of the

participants correlate to the acculturative stress, which clarifies the specific things that lead to the distress they undergo. This is useful for this thesis in finding out what specific factors that could cause acculturative stress for the participants. Their finding is consistent with the findings of Hack-Polay and Mahmoud (2020), which revealed that the homesickness of expatriates has consequences such as psycho-social disorder and poor physical health, impacting negatively on their productivity in the organisation where they work. The research indicates that it is important to stay connected to the host country to reduce homesickness. This study by Hack-Polay and Mahmoud has not just found the acculturative challenges but also points to the importance of support networks as a coping strategy. Homesickness can derail the immigrant from focusing on the things that can help them to be successfully resettled, which over time, can be detrimental to their mental wellbeing (Hamid, 2021). These challenges pointed out here are likely to be experienced by the participants of this PhD work who have moved from Nigeria into a new culture – England. In a related research, Fung and Guzder (2021), found that acculturative challenges such as poverty, unemployment, racism, and discrimination negatively impact the mental wellbeing of Canadian immigrants. However, the same research suggested that at some point, immigrants have the same mental and physical health conditions as Canadian-born residents, or it could be worse. However, it is not clear from the article which conditions or at what point the health condition of the immigrants becomes the same as the Canadian-born. What is clear is that acculturative stress worsens their health condition. These range of studies by Kamimura et al., Hack-Polay and Mahmoud, and Guzder have highlighted acculturative challenges faced by immigrants which helps this PhD program in finding out how the experiences of the participants of their study correlate with the participants of the present research.

Akosah-Twumasi et al. (2020), explored the acculturation process of 22 (8 sub-Saharan African countries which included Nigerians) African migrant families who reside in Townsville, Australia using a semi-structured interview. The data was analysed using steps

in Grounded Theory. Two main acculturation processes were: the maintenance of high moral values; and a sense of belonging. Six other categories were identified of which three reflected their heritage values and beliefs; family relationships; societal expectations, and cultural norms. The remaining three were religious beliefs, socio-economic gains, and educational values. All these categories indicate their integration into the host country. They argued that the acculturation model should not be focused on individual orientation but prioritise family needs which aid in achieving migration goals for sub-Saharan African migrants. This suggests that social support from family aids the acculturation process which, in turn, helps in achieving SR. In a related study, Liu et al. (2020) investigated the different acculturation pathways among older immigrants (65 years +) in Australia. The 29 participants were recruited through purposive sampling. The immigrants' ethnic backgrounds were Vietnamese, Chinese, Dutch, German, Spanish, Croatian, Polish, El Salvadoran, and South African residents in Australia. Semi-structured interviews were conducted in languages that best suited the participants, thus ensuring that participants could fully and clearly express themselves. Three themes found were:

a) identifying with the culture of origin while still embracing the host culture,

b) identifying with the host culture while taking part in the culture of origin, and

c) identifying with both the culture of origin and the host culture while maintaining the way of life of the culture of origin.

The research concluded that acculturation pathways change over time and are different among individuals. One of the strengths of Liu et al. (2020) is that it provides an understanding of how acculturation has evolved over the years, as expressed by immigrants who are senior citizens. These studies by Akosah-Twumasi et al. and Liu et al., have pointed out their participants' integration into the host community. Although both studies take a qualitative approach, their findings are different with a common one being retaining the culture while adapting to the new culture. These studies are useful for this research in understanding the acculturative pathways used by the participants as a factor

that could contribute to them achieving SR. It also helps in directing the present research to explore acculturation experiences and how they lead to SR.

Agyekum (2020), explored the impact of violation of human rights such as discrimination and racism faced by African immigrants and how it relates to their life satisfaction. The study surveyed 236 Ghanaians and Somalians who were residents in Hamilton, Ontario, Canada by investigating the socio-demographic information with health-related factors that determine life satisfaction. The findings revealed that participants who have lived in the host country for more than 10 years have greater life satisfaction than those who had lived less than 10 years in the host country. This suggests that length of stay can determine how well African immigrants are satisfied with life. Another finding from the research is that older participants aged between 24-54 had better life satisfaction than younger participants aged 18-24. This suggests that there could be an age difference in determining how satisfied African immigrants are with life. However, two African countries are not representative of the entire African immigrant population in the region and no in-depth experiential data was gathered. This literature is relevant to the present researched population who are Africans. It gives a guide in finding out if there is any age difference in the report of SR in the quantitative part of this present research. It also poses the question of whether the length of stay determines the SR of the participants of this present research. In a related study about discrimination, Burford-Rice et al. (2020) studied the impact of racism on South Sudanese women in Adelaide, Australia. Nine (two men and two women) participants who have stayed in Australia for at least three months were selected through a combination of convenience and snowballing sampling. It is unclear in their research why it was important to choose two methods of sampling. The participants were four women and two men who were community leaders who helped in bringing their community together for resettlement. Data collection was through face-to-face semi-structured interviews which were transcribed verbatim and sent to the participants for approval. The downside of this is that they may decide not to approve, reducing the

number of participants and the validity of the research. Thematic discourse analysis was used in analysing the data; two main themes were found:

1) Negative stereotyping of South Sudanese Australians through Australian media and public discourse.

2) Experience of racism and discrimination. The women were also concerned about the future of their children. All these have negatively impacted their mental wellbeing and resettlement experience. The findings of this research are in line with Willis and Fernald's (2004) findings that the negative news published by Nebraska, USA print media about Sudanese refugees has negatively impacted the community being successfully resettled. Both studies by Agyekum and Burford-Rice et al. have pointed out how racism and discrimination negatively impact African immigrants which helps this PhD research in understanding how these factors play a role in the SR of the participants.

Sriram (2020), investigated the integration process and acculturative stress of 32 Bhutanese refugees in Atlanta, Georgia. The research interviews took place over two phases, the first in 2015 and the second in 2018. The first phase investigated acculturative stress leading to high rates of suicide in the community. The following are the findings: lack of English proficiency, lack of parental control in some families, and abuse of freedom in the USA unlike Bhutan/Nepal, this abuse of freedom leads to truancy in school, drug abuse, and gambling. All these challenges associated with acculturative stress eventually led to depression and in some cases suicide. A second interview was conducted with a different set of participants to investigate the integration process of the participants. The qualitative methods used for this research are unclear. The second phase of the research suggested that acculturative stress impacts negatively their mental wellbeing and resettlement process. One major finding is that some refugees receive a better resettlement agenda than others. This disparity affects how well they can successfully resettle. This study highlighted the impact of acculturative stress which can lead to suicide which is important for the present research in knowing how acculturative stress can impact

the mental health of the participants. Another study by Grycuk (2020) also explored the impact of acculturative stress on the participants. The research aimed to assess the differences in individualism between home and host countries, the level of acculturation, and gender influence of migratory grief and the wellbeing of migrants from Poland, Venezuela, and Ireland. A total of 2,150 participants took part in the online questionnaire. Migration Grief was measured using the Migratory Grief and Loss Questionnaire (MGLQ) while acculturation level was measured using two variables: Fluency in the host country language, and Occupational status. The statistical analysis found individualism related to a higher level of migratory grief while a low level of acculturation was associated with a low level of wellbeing. Women were found to report higher levels of migratory grief and psychological distress than men which can be linked to the gender difference in coping and grieving (e.g., Stroebe & Schut, 2010) women being more emotional and standing up to situations than men (e.g., Meij et al., 2008). The study indicated that the level of acculturation and gender were key factors in both psychological distress and migratory grief, suggesting a gender difference in the acculturation process. These studies by Sriram and Grycuk are useful for this PhD research in having a better understanding of the acculturative stress experienced by immigrants. Although the participants are different, a common theme from both studies is language proficiency as a challenge to the participants. Although Nigeria's official language is English, the native English language in how it is spoken and written can pose a challenge to Nigerian immigrants in England. Their studies direct this research in developing research questions that can elicit information that will help in understanding the acculturative stress Nigerian immigrants go through in England and how it impacts their mental wellbeing.

Neto (2019) studied Saudade (described as a feeling of nostalgia due to the absence of familiar people and places usually associated with Portuguese and Brazilians), acculturation, and adaptation of 202 Portuguese adults with migration experience, 227 Portuguese adults without migration experience who all live in Switzerland. A range of

scales were used to measure the self-report of Saudade, self-report of language proficiency, acculturation strategies, cultural identity, perceived discrimination, social-cultural adaptation, satisfaction with life, satisfaction with migration life, and loneliness. The data was analysed using correlational analysis for assessing the relationship between adaptation and Saudade, and acculturation and Saudade. Hierarchical multiple regression analysis was used to examine the predictors of Saudade. The result found that Saudade was experienced more by participants with migration experience than those without migration experience. The longer participants stay in the host country, the less Saudade they feel. Saudade can be found in other immigrant cultures like Nigeria (Oghenerhoro, 2020). These findings indicate that the length of stay in the host country reduces the feeling of homesickness and loneliness over time. However, this may also depend on the individual and how well they are connected to the people back home. For instance, constant communication with family and friends at home (e.g., Martin-Mathews et al., 2013) and/or frequent visits to the home country to participate in family activities (e.g., Patzelt, 2017) may reduce these negative feelings to some extent. Neto's study points out the need to explore the length of stay as a variable associated with SR in the present research. Loneliness and homesickness are two of the stressors faced by immigrants, therefore, Covington-Ward et al. (2018) explored the coping strategies of these stressors among African immigrants (Nigerians were part of the sample). There were 34 participants in 3 focus groups recruited through self-selection from UAC (United African Community) in Southwestern Pennsylvania, USA. The focus group data were analysed with the Grounded Theory approach. The result identified both physical and mental manifestations of stress at both individual and group levels of which the main ones were remittances, financial and job-related challenges, children, disconnected families, and unrealized expectations. These stressors were reported to be because of cultural background, immigration modalities, acculturation processes, and unrealized expectations. Some of the coping strategies reported were speaking to friends and family; going to the doctor, church, or for a walk; praying; reading the bible and staying positive. These coping strategies used in coping with acculturative stress made the individual focus more on

achieving their goal of migrating. Covington-Ward et al. point to the relevance of support network in coping with acculturative stress which is consistent with other literature reviewed (Akosah-Twumeri, et al., 2020, Curry, 2018, Hack-Polay & Mahmoud, 2020, Liu et al., 2020, and Ziersch, et al., 2020) in this thesis. This indicates the importance of support network for immigrants. This PhD research program will find out if support network is an important factor for the participants of the research. Neto and Covid-Ward et al.'s studies also direct this PhD program to explore how loneliness and homesickness relate to the SR of the participants.

A study by Groen et al. (2017) aimed to unravel the complexity of cultural identity and assess how acculturation stress relates to changes in identity. Eighty-five patients from Afghanistan and Iraq who were receiving treatment for trauma-related disorders were interviewed using Brief Cultural Interview. The reports of the interview were analysed using procedures of Grounded Theory. The analysis resulted in three main categories of cultural identity: personal identity, ethnic identity, and social identity. There was a relationship between stress and acculturation identified in each of the themes. The findings indicated that changes in cultural identity were caused by pre- and post-migration stressors and the process of acculturation. This research is important for this thesis in understanding the challenges of the acculturation process and what could make an individual either assimilate, discriminate, separate, or integrate into a culture.

In Yako and Biswas's (2014) study, they assessed the stress factor associated with resettlement among 154 Iraqi refugees living in two separate communities in the USA. They used a mixed-method approach to explore the experiences of the refugees and to evaluate their experiences that relate to acculturation in the USA. They found that social isolation, language barriers, and religious and ethnic persecution existed among the participants. They suggested that such a barrier caused by the host country led to the participants' hopelessness and distress which caused the refugees to obtain a pessimistic view of their prospects. The inability to see the bright side of the future may demoralise them from pursuing the goal that could help them to be successfully resettled. Most of the

participants of both studies by Groen et al. and Biswas were Iraqi. Although the methodology is different, a relationship can be found in both studies. For instance, Biswas's study pointed out some of the cultural factors that cause acculturation stress such as language barrier, religion and ethnic persecution while Groen et al., found how this cultural identity leads to traumatic disorder. Both studies are relevant for this thesis in understanding how some of the factors of acculturation can impact immigrants and derail them from achieving SR.

Ravasi et al. (2015) studied the cross-cultural adjustment in a multicultural and multilingual environment of skilled immigrants and their spouses. The study focused on two groups of participants which were: the adjustment of 152 foreign employees who work in Swiss-based Multinational Companies (MNCs), and the adjustment of 126 of the spouses of MNC foreign employees. The data collection was through a survey. In 38 cases, partners responded themselves while in 88 cases, the foreign employee responded on behalf of their partners based on their perception of their partner's adjustment. The response by partners could lead to a biased result because many of them were based on their partner's perception, which may not be accurate. The 38 partners who responded for themselves will have a more credible response than the 88 responses where their partners answered for them. All participants have spent up to 2 years in Switzerland, suggesting that they are likely to have the same acculturation experience. The correlation matrix resulted in the following:

a) The type of immigration does not correlate significantly with any form of work adjustment.

b) Gender played a significant role in foreign employee interaction adjustment and partner interaction adjustment.

c) There was a significant negative correlation between the partner's adjustment and time spent since arrival.

d) The participant's age was significantly and negatively related to partner work adjustment.

e) The language proficiency of the participant was positively correlated with the participant's interaction adjustment, interaction adjustment with a partner, and partner work adjustment. This research has done well in highlighting some of the things that help in adjusting to a new culture. In a related study by Lönnqvist et al. (2015), the psychological adjustment of Ingrian-Finnish migrants who moved from Russia to Finland between 2008 and 2013 was investigated. In the longitudinal study, 225 participants took part in the pre-migration data, 155 participants in half a year after the initial study, 133 participants 2 years later, and 85 participants 3 years later. Using a follow-up study of the different stages of migration makes the cross-cultural experience report more credible because it will yield different results at different stages over time. Wellbeing was assessed using the Satisfaction with Life Scale (Pavot, 1993), and Rosenberg Self-Esteem Scale (Rosenberg, 1965). Other measures used to further assess wellbeing and variables associated with cross-cultural transition experience were: Berlin Social Support (Schwarzer & Schulz, 2003), Social-Cultural Adaptation Scale (Ward & Kennedy, 1999), Acculturation Attitudes which measures attitude toward retaining own culture; Acculturative stress measure which asked questions about stress pre-migration, during migration, and post-migration; Perceived Discrimination (Berry et al., 2006) to assess the perception of the participant about ethnic discrimination; Subjective Economic Difficulties (Liebkind et al., 2004) which assessed the participant's perception of their economic situation; and General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) to measure general self-efficacy. Descriptive statistics, as well as test-retest correlation and inter-correlations, were used for the analysis. Findings suggested that life satisfaction increases from pre-migration to the first post-migration measuring point and stays the same afterwards. On the contrary, self-esteem decreases over the periods of migration. Social support and subjective economic situation were associated with wellbeing. The factors found in this research – life satisfaction, social support, and subjective economic situation, may contribute to the SR of an immigrant which this research will explore. Their finding about life satisfaction from pre-migration to post-migration informs this research to

explore life satisfaction among the participants (post-migration because they have stayed in England for over 2 years) to see its correlation with their SR scores.

Although these two quantitative studies by Lönnqvist et al. (2015), and Ravasi et al. (2015), both investigated the psychological adjustment of immigrants, they have different findings. This is because they both used different populations and the aims of the study determined the measures used, which were different as well. Although the participants are Europeans, the research can fit in with Nigerian immigrants as well because, from the literature reviewed above, findings across immigrants are relatively similar.

Akinde (2013) studied the acculturation of 80 Nigerian immigrants in Minnesota, 35 males and 45 females. The study further categorised the participants into adolescents (12-17 years) and youth (18-24 years). The quantitative study used AHIMSA (Acculturation Scale: A new measure for adolescents in a multicultural society) as a scale for data collection AHIMSA was adapted by Akinde with permission from Unger et al. (2002). The scale has four scales which are assimilated, integrated, separated, and marginalised. The results suggested that the participants were more integrated and less marginalised. The study also suggests that the youths are less likely to be assimilated than the adolescents, although they both have different degrees to which they integrate and marginalise. The study further suggested that there were gender differences in acculturation because females were more separated than males. Ndika (2013) conducted a similar study across different states in the USA and found that Nigerian immigrants were classified into five groups of acculturation: integration, assimilation, separation, assimilation and separation, and integration and assimilation. Most participants in this study ranked higher in the assimilation and separation group, unlike Akinde's (2013) research which ranked higher in integration and less in marginalisation which was linked to the multicultural background of the participants. Ndika argued that integration is not an acceptable option for acculturation among Nigerian immigrants, which contradicts the former study. However, Akinde's (2013) study was specific to youths and adolescents resident in Minnesota while Ndika's (2013) 104 participants were from different states and were adults who had spent

0 to over 15-20 years in the US. Ndika's finding may be biased because the length of stay of the participant is wide ranging from 0 to over 20 years which is not comparable based on their acculturation experiences. Taken together, these findings suggest that different acculturation forms vary not just in gender but also in age and length of time spent in the host country. The studies help in directing the present PhD program to explore acculturation and other variables such as gender difference, age and length of study in finding out the meaning and variables associated with SR. Ndika and Akinde's population are Nigerians which is the same as the population of this research. The difference is the host country which then means that the acculturation experiences may vary based on the host country's cultural differences. However, there might be some similarities between their findings and those of the present research because the participants are of the same home culture.

From the literature reviewed, acculturative stress, acculturation process, and other factors of acculturation help in understanding the challenges and factors that contribute to an immigrant's SR journey. The literature review informs the present research to explore the acculturation experience of Nigerians in England because those experiences can impact how they successfully resettle. These concepts helped in making better meaning and interpretation of the participants' experiences during the interviews in Study One of this research and further exploring acculturation stress in Study Two to see how it correlates with their SR scores. The gap identified in this Section is that there is yet to be research exploring the acculturation experience of Nigerians in England. This is important because they are of a different population from the already researched population and where similar the host country varies which then means the present participants' experiences may be different from what we already know and/or similar in some ways. Therefore, it is important to explore and find out their acculturation experience and how it influences SR.

Having reviewed literature about SR, the cross-transition and acculturation of immigrants, this thesis will go further to explore other factors experienced by immigrants that affect the SR journey of immigrants starting with education-related factors.

2.6. Education-Related Factors of SR of Immigrants.

Education is one of the important factors identified for being successfully resettled among immigrants which will be discussed in this Section.

Edele et al. (2021) emphasised the importance of education, such as language coaching, skills acquisition, and educational pathways for transition into the host country's educational pathways, in the SR of refugees. Education is important in getting the refugees into the labour market which benefits both the host country and refugees. This is supported by Amin's (2020) research that studied the factors that contribute to the adaptation of Kurdish immigrants in the USA. The mixed methods research interviewed 20 adult participants. Qualitative data were analysed using recognised coding techniques, while quantitative data was analysed with descriptive statistics. The research found that fluency in the host country's language makes the community accept the immigrant more, and younger participants tend to learn the language faster and adapt easier. Being fluent in the host country's language improves communication which could be the reason it is an important factor in adaption and being accepted in the host country. Other factors found in the study included: a daily activity which exposed them to the host community aided integration; gender differences (women were found not to integrate as well as men because they mostly stay at home looking after children); accepting and mixing with Americans was found to help integration; those who immigrated to improve their skill or have a better life integrated better; labour market discrimination of participants discouraged integration; language proficiency helped in getting a job and improved integration; the struggle to adapt to the weather negatively influenced assimilation. The research concluded that recognition of these factors is important for immigrants to integrate better. This study has highlighted the importance of being fluent in the host country's language and how it helps immigrants to integrate. This study has contributed to this thesis by highlighting the relevance of mixed methods research for a robust result. Understanding how integration can boost SR is an important aspect of the research undertaken in this thesis. In related research by Smith et al. (2020) they investigated the

factors that affect the resettlement of former refugees in Launceston, Australia. Interviews and focus groups were conducted with 31 adults who were former refugees from Burma, Bhutan, Sierra Leone, Afghanistan, Iran, and Sudan, and key workers. Analysis of the data with TA revealed the following four themes that affect resettlement.

1) English language proficiency.

2) Employment, education and housing environments and opportunities.

3) Health status and access to health services.

4) Broader social factors (good support network) and experiences.

Although the research by Amin and Smith et al. used different populations and methodologies, they point out the importance of education such as language proficiency, and employment for the resettlement of immigrants. Both studies have contributed to indicating the importance of exploring education-related factors of SR in this research.

In their research, McGinnity et al. (2020) used Irish Census microdata from 2016 to analyse outcomes of first-generation migrants when compared to Irish-born using resources such as third-level educational attainment, English language proficiency, unemployment, and occupational attainment. The second aim of the research was to find out why some migrants successfully integrate better than others. Binary logistic regression was used for the analysis of data. They found that education attainment and proficiency in the English language were useful for integration. They also found that migrants have higher education than Irish-born citizens. Despite this, they found that first-generation migrants have a higher rate of unemployment, especially people of Black ethnicity who are disproportionately discriminated against in the labour market when compared to Irish-born, and other ethnic groups. Migrants from British colonies such as Nigeria self-reported to be competent in the use of the English Language. Migrants from economically stronger countries were said to be more successful in the labour market than migrants from less economically developed countries, such as Nigeria. Duration of residency was a key factor

in determining employment status among immigrants with migrants with fewer years in the host country more likely to be unemployed, especially when they have less education and English language proficiency. This research explored many factors that help in understanding what promotes SR amongst immigrants. It also indicates how discrimination affects the labour market of immigrants, despite their level of education and fluency in the language. This study is relevant for this thesis which will robustly find factors that contribute to the SR of immigrants. They highlighted how educational attainment and English language proficiency are important factors of SR which could be found in the researched community of this thesis. The study has also helped in pointing out how length of stay is an important factor of SR. For instance, fewer years in the host community leads to unemployment, less education and less proficiency in the English language which is relevant in the present research in understanding some of the factors that can hinder SR. It has also informed this research to explore educational attainment to find how it correlates to their SR scores.

In the McGinnity et al. and Smith et al. studies above, education was found to be an important factor in helping immigrants resettle. Similarly, in other studies, a major factor that has been suggested to influence cross-cultural transition is learning. Learning is an important factor for immigrants, sojourners, asylum-seekers, and refugees who have transitioned from a different culture and format of learning to a totally or relatively different one. For instance, Morrice (2013) studied learning among refugees in the United Kingdom (UK) between 2005 and 2010. The life history method used was longitudinal which helps check for consistency of narratives, which improved the validity of the study. The initial interview was intentionally based on general experience in the UK to build up trust before delving into the pre-migration experience that is usually traumatic for refugees in subsequent interviews. The participants were issued with a printout of their story to ensure that they ascertain the accuracy which gives the story more credibility. The data were analysed with TA and the three main themes highlighted were: 'learning to adapt', 'learning to live in the asylum system', and 'learning who and what they are', which all

contributed to their acculturation. Although this study was conducted with refugees, this can equally apply to immigrants who must learn the language, the culture, and the systems of the host country such as the immigration policy and how it relates to being successfully resettled. This is because both refugees and immigrants may have moved for different reasons but the adaption requirement is not different. From the findings, the study suggested that learning, which is generally viewed to positively lead to growth and self-development, is not always the case. In support of this finding, Vaynshtok (2001) also stated that some of the teaching structures of the American system are not always suitable for refugees who have moved from a different culture. They suggested that an icebreaking method of introducing oneself with some personal information is not accepted by some cultures and makes learning difficult for some immigrants. The study also suggested learning by incorporating some of the cultures of the immigrants to facilitate their learning. This research identified that, as much as immigrants should learn the host country's culture, the host country should learn the culture of the immigrant as well, to help improve integration. The study further argued that social context and informal learning were important in the transition of life for refugees and immigrants in the UK.

Morrice's findings also suggested that the hostility, racism, and discrimination faced by refugees in the UK affect transformative learning. This is consistent with Strang et al. (2017) findings which suggested that themes like racism, poverty, and poor living conditions were the main experiences of transitioning that disrupted settlement. This experience can influence how successfully resettled a migrant can be. The study posited that refugees construct meaning, learn, and internalise their social identity through social activity and interaction. There may be a cultural difference in learning that makes it difficult for immigrants to learn in a new culture. For instance, the method of learning in one culture may be different from that of another culture, and as this study suggests, hostility and racism deter learning. This research tells us that adjusting the teaching methods of the host country to that of the immigrants' country can improve how an immigrant learns, which in turn improves their acculturation process. In the context of this PhD work, it was

important to consider these factors as an improvement to the acculturation process, which could also mean an improvement in how immigrants successfully resettle. These studies have also contributed to highlighting some of the factors that can hinder education for the participants of this research.

Shield and Price (2002) studied the role that fluency in the English language plays in occupational success among immigrant (ethnic minority) men in high-paying occupations that live in English cities. The researchers visited 130,000 addresses to ascertain that they were from an ethnic minority group and ensured that they lived in those addresses. Confirming the data, they already have from the survey through the address ensures that they have valid data. Interviewers usually belonged to the same ethnic group and were also fluent in the respondent's other language. This would enhance communication between the interviewer and interviewee because as much as the person may be fluent in English, the accent may vary which could hinder communication. This was not based on self-reporting of fluency in English but on interviewing the respondent to assess their fluency, which improves study validity because self-reports may not give accurate information. The study finally selected 565 foreign-born male employees who were aged 22-64, and who were fluent in English. From the descriptive statistics and F-test, the study found that:

1. The older the age at the time of immigration the less fluent the English language of the participant while a longer period of stay after immigration increases fluency in the English language.

2. Speaking English fluently is the second most important determinant of occupational success among immigrants after higher education.

The determinants of occupational success as found in this study may be the same for Nigerian immigrants who are also of an ethnic minority group in England because although English is spoken at all educational levels in Nigeria, the language is not the same. This finding is consistent with the findings of Ravasi et al. (2015) and other studies reviewed

herein such as Amin (2020) and McGinnity (2020) which indicated proficiency in the host country's language as an important factor in the SR of immigrants. These studies direct the present research in exploring how education contributes to the SR of the participants.

The key findings of this review are the importance of proficiency in the host country's language. Apart from enabling integration, it is also important in securing a job which will be discussed in the next Section. This is important for this author's research in understanding how English proficiency aids the SR of Nigerians in England which is lacking in the literature reviewed. It is also important to find the similarities and differences between previous findings and those of Nigerians in England for broader knowledge of social psychology.

2.7. Employment-Related Factors of SR of Immigrants.

Previous research has found employment to be an important factor contributing to immigrants' SR, which will be explored further in this Section. This is because it helps immigrants to achieve economic success (e.g., Allen, 2006) which contributes to being successfully resettled. The literature review below will discuss how employment contributes to the SR of immigrants.

In their review of literature, Baker et al. (2021), found that despite having multiple tertiary education, Culturally and Linguistically Diverse Migrants or Refugees (CALDM/R) still struggle in the labour market of their host countries. Some of the contributing factors, which are not addressed by policymakers, are non-recognition of foreign education and work experience, language proficiency, and lack of work experience. Workplace attitudes such as racism, discrimination, and exploitation, are also causes of unemployment among CALDM/R. The finding that immigrants struggle to secure a job due to language barriers, non-recognition of foreign qualifications and skills, lack of work experience from the host country, and discrimination is consistent with existing research (Loosemore et al., 2021; Zikic & Klehe, 2021).

From an empirical perspective, Khawaja and Hebbani (2018) examined the relationship between employment status and demographic factors of migrants. The 222 participants are former refugees from Ethiopia, Burma, and the Democratic Republic of Congo who reside in Australia. The number of participants is adequate for One-way ANOVA used for analysis (e.g., Brysbaert, 2019). The result showed that English language proficiency, moderate level of education, gender, length of stay (the longer, the more chances of getting employment) and country of origin were all significantly associated with the employment status of immigrants. Both studies by Baker et al. (2021), and Khawaja and Hebbani (2018), have contributed to this thesis by pointing out how demography can influence the employment status of ethnic minority immigrants. As mentioned earlier, some immigrants migrate to improve their economic status which can only be achieved through employment. The inability to achieve this means a hindrance to SR.

Rajendran et al.'s (2020) study of career success among skilled immigrants in Australia revealed the following:

1) Age at the time of migration was more important in career success than the length of settlement in the host country. This confirms Shield and Price's (2002) study discussed earlier which found that age at the time of migration and length of stay were determinants of fluency in the English language which is key for an immigrant's career success.

2) Being a citizen and living around people of the same country of origin helps in career success.

3) Perception of the individual's social network at work (feeling included in the organisation in an immigrant work positively impacts their career outcome). This supports results from research conducted by McKeown and Dixon (2017) who found that in a diverse society, intergroup contact is important in reducing prejudice.

These findings are important factors that contribute to the SR of immigrants. The younger the age at the time of migration, the easier it is for them to learn the language and successfully resettle. However, whether this is the same with Nigerians in England is an

unexplored gap within the currently existing literature. Some of the findings are consistent with Udah et al.'s (2019) research that studied the barriers and challenges to the labour market success, of African immigrants in Queensland, Australia. Thirty participants (10 females and 20 males) were interviewed. Purposive sampling was used to select participants based on their level of education and English language proficiency. The data was analysed thematically and 5 main themes were found:

1. Racism due to skin colour.

2. English language proficiency. This emphasises the importance of fluency in the host country's language as found by Shield and Price (2002).

3. Non-recognition of foreign qualifications.

4. Lack of Australian work experience.

5. Lack of connection with local network to secure work. This confirms Rajendran et al.'s 2020 finding that the immigrant's social network at the workplace determines their career success.

The key themes from Shield and Price's (2002), Rajendran et al.'s (2020), and Udah's (2019) studies are that age at the time of migration, fluency in the host's language, and having a good social network with the host helps the career success of the immigrant. All these themes direct this PhD work on the important demography to explore in the research.

Danzer and Ulku (2011) studied the determinants of economic success among Turkish immigrants in Berlin. The dataset was collected from 590 Turkish households from the major areas of Berlin using a stratified random sampling method. Economic success was measured by the individual's net income and the net income of other adults in the household. The study separated integration into political, social, and economic integration. Political integration was assessed by having German citizenship because it is the only way a person can rightfully vote. Social integration was measured by the number of Germans

the participant can borrow money from if they have a financial crisis and having German friends which are suggested to indicate having trust in the natives. This is a biased way of measuring social integration because some people can be socially integrated by accepting the culture, living peacefully, and respecting the natives without necessarily being friends with them or being able to borrow money from them as a personal choice. Economic integration was assessed by having a German boss or employee. Multivariate and Regression analysis were used for data analysis which revealed the following:

1. Education is the key determinant of integration and economic success. Higher education leads to higher income.

2. Integration increases economic success among Turkish immigrants. However, the three different integrations still indicate a significant relationship between integration and income.

3. Local ethnic connection promotes economic success. The study further explained that people are interested in integration when there is an economic incentive associated with it.

4. Integration and network channels are more useful to the more successful immigrant than the less successful immigrant.

Danzer and Ulku's research suggests that education, especially higher education, and integration promotes economic success among Turkish immigrants who reside in Berlin. This research helps in understanding some of the factors that can contribute to the SR of an immigrant. This research supports Reitz's (2007) study which reviewed the employment success of immigrants in Canada. The study identified seven factors that determine employment success among immigrants. However, the four main significant ones were:

1. Immigration policies and settlement patterns of immigrants.

2. The effects of entry and integration over time.

3. The lower value of immigrant human capital.

4. The ethnic, racial, or national origins of the immigrants, and discrimination that is associated with this background.

People of an ethnic minority were found to be discriminated against which affects their employment status. This raises the question of if this could be the experience of Nigerians living in England who are of an ethnic minority. This thesis will explore this further.

The above literature has aided in understanding the importance of economic stability in the SR of immigrants. The key findings are that age, length of stay, fluency in the host country's language, host country's work experience/ education, and racism/ discrimination are all factors that can influence an immigrant's employment status which, brings economic stability. A crucial failing of this body of work is the need to study whether these factors contribute to SR for Nigerians living in England because it is important to know what helps them to be successfully resettled. The findings will guide the community who are yet to resettle and Nigerians migrating into England. The following Section will explore how the attributes of an immigrant can help them to be successfully resettled.

2.8. Person-Related Factors of SR of Immigrants.

It has been found that a person's attributes can influence how successfully resettled they can be in a host country. For example, Kim and Lee (2021), investigated the adjustment of 72 Korean expatriates in India using a self-report questionnaire. They found that having an adaptive personality (characterized by self-efficacy and open-mindedness), good communication skills (by both the host and the expatriate), and the ability to take part in the host country's social activities contributed positively to helping them to successfully resettle, which also impacts their mental wellbeing. This suggests that both the host country and immigrants play a role in the SR of immigrants which is also a finding in Ward & Rana-Deuba's (2000) study.

Babatunde-Sowole et al. (2020) used a storytelling approach to interview 22 West African women residents in Sydney, Australia to find out how pre-migration experiences reflected on their post-migration strength and resilience. The data, analysed using TA, revealed two main themes which were: 'when the world falls apart' and 'battered but strong'. Both themes indicate resilience which participants reported was developed from their experiences in their home country. Some other factors that were found to have helped in the acculturation stress were their resourcefulness, social networking for support, values and religiosity, determination and positiveness. The study explored pre-migration experience first which clarifies their post-migration experience. This is useful information for this thesis to explore all the stages of migration to have a robust meaning of SR and other findings. This is because pre-migration experience can determine what SR would mean for the participant in the post-migration stage. Babatunde-Sowole et al. (2020)'s study also informs the present research on the use of TA to derive vital information in Study One to answer the research question.

A related study by Dubus (2018) compared the resilience factors utilised in coping with the challenges and barriers of resettlement of two Syrian refugee families in an Arctic city. The semi-structured, open-ended protocol was used to assess their experience of accessing and using resources on individual, family, and community levels. Thematic content analysis was used to analyse the data. The two families received the same assistance on arrival; however, their integration experience was different. Family A felt optimistic while family B felt frustrated. Family A was found to have characteristics that predict resilience, which is the ability to be a self-starter, having the desire to start a new business, the ability to communicate in two languages, and positive social skills to initiate social contacts which made the neighbours like them. These also made family A feel optimistic about the future. This is important research that shows the value of resilience for being successfully resettled. However, using more families would have improved its validity. Babatunde-Sowole et al. (2020) and Dubus (2018) studies used TA to find the

importance of resilience in the SR of immigrants. Their studies contribute to this thesis in knowing the attributes of its participants that can help them achieve SR.

Müller and Koch (2017) studied the gender difference in stress related to migration and acculturation among 62 Turkish migrants and 62 German migrants who were all adult inpatients with depression and anxiety. They were assessed with a 10-item Migration and Acculturation-related stressor (MIGSTR10). Analysis of data indicated that women experience more stress than men. Although men had a significant prevalence of stress related to loss of status, women were found to feel more guilty. This indicates gender differences in coping with acculturative stress. However, there has been a debate as to whether there is a gender difference in the meaning of success/SR. For instance, Kirkwood (2016) investigated how men and women owners of businesses define success. The study surveyed 216 New Zealander business owners comprising 78 women and 138 men, who society perceives to be successful. The data collection was based on a survey which included several open-ended questions. Four main factors of success were identified using TA: financial success, personal satisfaction, work-life/work-family balance, and satisfied stakeholders (i.e., a good relationship among customers, suppliers, and staff). In terms of success in general, they found that 50% of the women and 41% of the men in the study generally attributed success to personal satisfaction, achievement, and a sense of accomplishment. The study did not find any significant gender differences in defining success. However, Dyke and Murphy (2006) argued that there is a gender difference in the way success is defined. In their study, 40 participants (20 men and 20 women) who have been accomplished in their work and perceived to be successful took part in semi-structured interviews. Snowballing techniques were used to identify the participants. The data were qualitatively analysed using thematic coding. The study found that women identified balance and good producer-customer relationships while men identified more on material success (economic status). This supports the study by Amin (2020) earlier reviewed which found a gender difference in the way immigrants integrate which leads to SR due to a low level of interaction by the women with the host community. Although this

research is not about success specifically, SR of immigrants and success both means accomplishment (e.g., Kirkwood, 2016; Kyeremeh et al., 2019). The research also helps to highlight the gender difference in the perception of what SR means. These studies raise the question of the role of gender in defining SR, and as a variable associated with SR.

This review has suggested that individual attributes, including gender, determine what SR means to individuals and how they successfully resettle. The key shortcoming of these studies is that they only took a qualitative approach. To address this limitation, this PhD research has taken a mixed methods approach, blending both qualitative and quantitative methods to more robustly explore how gender differs in defining SR. A range of studies (Babatunde-Sowole et al., 2020; Dubus, 2018; Dyke & Murphy, 2006) from this Section have helped this thesis in indicating the relevance of TA in finding out themes that answer research questions.

From the reviewed literature, a person's attributes such as determination and resilience can play a role in how well they can successfully resettle. Language fluency has been a consistent theme found in education-related, employment-related, and person-related factors of SR. What is lacking from the literature here, is that factors contributing to the SR of Nigerians living in England have been unexplored to date which is important in understanding what contributes to the community being successfully resettled. Another important factor of SR is a support network which is explored in the next Section.

2.9. Support-Network Related Factors of SR of Immigrants.

The support network is a major factor found to be relevant in the SR of immigrants. This can be from either the host community or the home community because they are relevant in passing information to the immigrant that will aid their SR. The following review demonstrates how a support network is vital for an immigrant's SR process.

The different types of support networks found to be helpful to African (Congolese) immigrants in the USA are emotional, informational, mentorship, practical, relational, and spiritual. These are sourced from family and friends from both local and other regions of the host community, or international, relating with God, neighbours, place of worship, and host community through the resettlement agency (Wachter et al., 2021). A support network is vital in the SR of immigrants (e.g., Darawsheh et al., 2021; Evers, 2020). Some of these support networks and how they can help with SR will now be explored.

Agyekum et al. (2021) interviewed nine key workers to immigrants to explore the barriers to the SR of immigrants in Hamilton, Ontario Canada. The barriers identified were improper placement into the educational system, underemployment/unemployment, language barrier, and difficulty in accessing affordable housing. These factors were found to hinder SR which in turn affects immigrants' mental wellbeing. Agyekum et al., also highlighted the importance of social networks for immigrants considering some of their family members are not within reach. This is important research in understanding the role of support network in the SR of immigrants. The study stated that the participants were of an ethnic minority group. However, it is not clear whether they are immigrants from the researched group. This is because a direct interview with the immigrants rather than their key workers would have been more valid and likely to highlight more themes of concern. In another qualitative research, Hassan and Wolfram (2020) investigated the behaviour towards the information needs of African immigrant residents in the Midwest USA. Data were collected through an interview, questionnaire, and focus group from 18 adults. Using three methods of data collection enriched their data and validated the research by

triangulation (Aime et al., 2014). The data analysis was performed by coding which revealed their information need for housing, health care, employment and education. The information which is usually received through support networks is vital for the SR of immigrants. Agyekum et al. (2021) found how support network can help with the barriers faced by immigrants in being successfully resettled while Hassan and Wolfram's (2020) study was specific about the type of support required by immigrants which is information. Although the studies have their limits, they point to how information from support networks is essential for the SR of immigrants which is important for this thesis.

This other research by Oliphant (2020), pointed out where this support can be received which is the church. Data were collected from 14 Ethiopian women who were residing in Washington DC, USA through individual interviews. The data was analysed using content analysis. The finding suggested that being a part of a support group impacted positively on their SR process. However, many of the participants indicated that church was their highest support network. According to the findings, the church helped them to cope with life challenges. Both formal and informal social support is essential to the mental wellbeing of immigrants (Tippens et al., 2020). In a similar study, Westray (2020) conducted an interview-based study of SR and social-economic integration of refugees which by their definition also included immigrants; length of stay was not used as a criterion to have varying responses from their participants. Not having a specific length of stay for the research has both a positive and negative side. The positive side is that it helps in analysing and highlighting the different levels of SR in comparison to the length of stay. The negative side is that having a uniform length of stay would have made the research more valid in the sense that they would have relatively the same stage of the acculturation process because immigration policies change over time. Participants were based in Houston Metropolitan City. Common themes were drawn using TA. Although SR is subjective, common themes found were education (furthering it or attaining foreign accreditation), having access to career advancement, and having a family and social support network. Participants reported that there was not enough agency policy to encourage long-term SR.

These two pieces of research by Oliphant and Westray indicate the importance of the host country's support through policies in helping immigrants to be successfully resettled. Their studies support an already reviewed literature in this thesis which found that support from the host community is essential for the SR of immigrants (Ziersch, et al., 2020). All these studies help this thesis in finding out how support network can contribute to the SR of the researched community, what sort of support they need, and how they can get this support.

Hashemi et al. (2021) research investigated how the role of social support was related to perceived discrimination and subjective wellbeing. Participants consisted of 382 first-generation adult migrants from the Middle East who were residents in Queensland, Australia, who were issued with a questionnaire. Measures used were:
The Multidimensional Scale of Perceived Social Support (MSPSS, Zimet et al., 1998) for Perceived social support; Brief Perceived Ethnic Discrimination Questionnaire–Community Version (PEDQ-CV, Brondolo et al., 2005) for perceived discrimination; Positive and Negative Affect Schedule (PANAS, Watson et al., 1998) for positive and negative affect; and Life satisfaction was assessed using the Satisfaction with Life Scale (SWLS) (Pavot & Diener, 2008). Hierarchical Multiple Regression analysis was used to analyse subjective wellbeing components which were: positive affect, negative affect, and satisfaction with life. Simple slope analysis was used in analysing the interaction between perceived social support and perceived discrimination for the prediction of the components of subjective wellbeing. The results indicated that gender was a significant predictor for negative affect, with females having a higher negative affect than males. However, there was no significant relationship between gender and positive affect. Education predicts satisfaction with life, but not positive and negative affects. Education predicting satisfaction with life may be because of being able to improve the socio-economic status of the migrant (Ngoo et al., 2015). Married participants were significantly higher in life satisfaction and positive affect but had lower negative affect. Perceived social support played a moderating role in the association between perceived discrimination and subjective wellbeing. They concluded that social support is an important factor in combatting perceived discrimination on

subjective wellbeing, which also affects satisfaction with life among immigrants. In an already reviewed literature such as Agyekum et al. (2021), this study indicates the importance of a support network in coping with the challenges that can hinder SR. In support of these studies, Koskinen et al. (2015) study suggests that a social support network has the possibility of reducing the negative effects of discrimination among international adoptees in Finland. Married participants having higher life satisfaction could be because of sharing responsibilities such as paying bills and emotional support associated with the relationship. Social support helps in being able to combat the negativity associated with migration and can help an individual to be successfully resettled.

Okeke-Ihejirika et al. (2019) researched the transition and integration experience of African immigrant women in Alberta, Canada. Twenty participants from six African countries, which included Nigeria, took part in two focus groups and were interviewed, and the transcripts were thematically analysed which found three themes:

1) They did not feel prepared to face the challenges, particularly the changes in economics and gender roles.

2) They did not receive community support which impacted their mental and emotional wellbeing, and parenting.

3) They felt frustrated about how the Canadian socio-legal system handles family matters of immigrants. Their study is relevant for this study in pointing out how a lack of support network can impact the mental wellbeing of immigrants.

Ng et al. (2017), examined the potential moderating role of social support in the relationship between acculturation strategies and cross-cultural adaptation in mainland Chinese sojourning university students in Hong Kong (n=188; 97 males, 91 females). The samples were obtained through convenience sampling. The study found that social support from local friends significantly moderated the effects of integration and marginalisation strategies on sociocultural and psychological adaptation. The study also found that social

support from non-local friends significantly weakened the positive effect of the integration strategy on psychological adaptation. Further in the analysis, social support from both local and non-local friends and acculturation strategies of integration and marginalisation interacted to influence one specific domain of psychological adaptation, which was mutual trust and acceptance. The feeling of mutual trust and acceptance in acculturation could lead to the SR of immigrants. This study is unique in finding out moderating factors that can influence the support network which is vital for this thesis in understanding the moderating factors that influence the support network of immigrants.

Ward and Rana-Deuba (2000) investigated the affective, behavioural, and cognitive dimensions of the home and host culture influences in the adjustment of sojourners. A range of measures valid for the research was used for the study. The regression analysis showed that external locus of control, loneliness, weak conational identification, and dissatisfaction with the quality of host and conational relations were significant predictors of psychological adjustment problems. However, internal locus of control, low level of loneliness, strong conational identification, and an increase in satisfaction with the quality of both host and conational relationships were associated with decreased global mood disturbance. The participants' length of stay in Nepal varied from one month to eight years which indicates the difference in post-migration experience. For instance, in terms of loneliness and relationship with the host and conational, someone who has been there for one month is yet to adapt to the culture and will feel lonelier and less connected to the host and conational than someone who has been in the country for eight years and has probably acclimatised to the culture to some extent. The study concluded that home and host cultures play a significant role in the psychological adjustment of immigrants. It also suggests that the quality of the relationship of the immigrant with the host country contributes immensely to psychological adjustment during the cross-cultural transition. This suggests that social support from the host country can help the immigrant to acclimatise better. This is consistent with the research of Hunt and Gakenyi (2005) which found that the host treatment contributed immensely to the adaptation and adjustment of

Bosnian refugees residing in the UK. This study helps this thesis in indicating the importance of regression analysis in finding out variables associated with SR.

This part of the literature review indicates the importance of different types of support networks in the SR of immigrants. For instance, the information provided can aid SR and spiritual support provided can alleviate stress, thereby improving mental wellbeing. A significant omission from these previous studies is that the findings have not been explored with regards to Nigerians living in England, and how it contributes to their SR journey. It is also important to find out what type of support contributes more to their SR. The next Section will explore the association between mental wellbeing and SR of immigrants.

2.10. Mental Wellbeing and Successful Resettlement of Immigrants.

The mental wellbeing of immigrants has been well-researched and is of great importance to psychologists. The theory behind this and the opinions of some scholars based on their research will now be discussed in more detail.

2.10.1. The Theoretical Perspective of Wellbeing – Seligman's Theory of Wellbeing.

Seligman, (2011) introduced the theory of wellbeing using the PERMA model with five core elements of psychological wellbeing: *Positive Emotions (P), Engagement (E), Relationships (R), Meaning (M), and Accomplishment (A).* Wellbeing theory has been of research interest to many researchers (Rath et al., 2010). Wellbeing is derived from the construct of feeling and functioning well (Huppert, 2014). Seligman (2011) posits that wellbeing should not be assessed from one direction but from multiple holistic dimensions, which should be the same for measuring happiness and life satisfaction.

The theory of subjective wellbeing (SWB) places emphasis on the individual's evaluation of their everyday life based on happiness (Tov & Diener, 2013). Diener (1984) puts together what is now referred to as the tripartite model of SWB (Busseri & Sadava, 2011)

which posits that frequent positive affect, infrequent negative affect, and cognitive assessment of life satisfaction are the three key components of SWB. This theory was not considered to be reviewed in this thesis because its focus is mainly on happiness, compared to the broader collection of elements making up wellbeing, happiness, and a meaningful life as explained in the PERMA model (Seligman, 2011).

Tiberius' value-fulfilled theory of wellbeing posits that:

"Wellbeing consists in the fulfilment of an appropriate set of values over a lifetime…we can say that wellbeing is served by the successful pursuit of a relatively stable set of values that are emotionally, motivationally, and cognitively suited to the person." (Tiberius, 2018, p. 13).

The focus of this theory is on an individual being able to achieve what they value to suit the person's psychological wellbeing. The interest of this thesis as it relates to wellbeing is not based on feeling fulfilled by achieving a value but on a comprehensive wellbeing like the PERMA model that reflects on the varying aspects of wellbeing. Therefore, this theory was not deemed suitable for this thesis.

The PERMA model was chosen out of these theories because of its holistic dimensions of wellbeing. It is suitable for PhD work in understanding how SR can have a holistic effect on the wellbeing of the participant and not just a singular aspect of their wellbeing.

According to the model, the first element, *Positive Emotions* are emotions such as joy, love, contentment and interest, which are contrary to negative emotions like sadness, anger and anxiety (Seligman, 2011). The theory posits that these positive emotions promote an individual's positive functioning and strengthen their wellbeing. These positive emotions are believed to be vital aspects of wellbeing (Cohn & Fredrickson, 2010) which guide against mental health problems like depression and anxiety (Bradburn, 1969).

The second element of the model is *Engagement* which refers to being interested in challenging activities which are psychologically connected. Examples of these elements

are job satisfaction and life satisfaction. These engagements increase performance and achievement (Carli et al., 1988).

The third element is *Relationships*. Positive relationships make one feel loved and cared for. These could be from friends, family, and other support networks. A positive relationship has been found to promote happiness, which affects the mental wellbeing of an individual (Bowlby, 1982). As noted in Section 2.9 earlier, having a support network is a factor of SR that can provide feelings of happiness and life satisfaction. Myers (2000) has given an overview of how positive relationships in marriage and friendship promote mental wellbeing. It has been found that a close relationship with family determines life satisfaction while a close relationship with friends determines self-esteem (Nguyen et al., 2016). Support from friends at an older age is a strong indicator of wellbeing (Secor et al., 2017). As already found in this literature review, having a support network is a vital part of being successfully resettled (e.g., Darawsheh et al., 2021; Evers, 2020).

The fourth element is *Meaning* which indicates an individual's dedication to achieving a goal. This goal could be something an immigrant intends to achieve on arrival to the host country. Attainment of the intended goal can then be a powerful factor in how successfully resettled they feel they are. Having this meaning in life has been linked to positive mental wellbeing according to the theory.

The fifth and final element of wellbeing in this theory is *Accomplishment*. This is the sense of achieving an inspired goal that promotes wellbeing because it makes the person happy and satisfied (Seligman, 2011). This aspect of wellbeing helps to build confidence in an individual to face any challenges that come their way (Bowlby, 1982).

In conclusion, the PERMA theory posits that these elements are interconnected and should not be treated separately in understanding the general wellbeing of an individual. This theory helps in understanding the importance of the holistic wellbeing of the participants of this research. It also highlights the key factors that contribute to achieving this holistic wellbeing. Some of the elements mentioned, such as social support (Hassan & Wolfram, 2020), accomplishment (Kyeremeh et al., 2019), and life satisfaction (Agyekum, 2020)

are supported by the literature reviewed earlier in this chapter. Being successfully resettled has the potential to help an individual to achieve holistic wellbeing.

This theory has recently been developed into a model proposing that PERMA is a building block of wellbeing (Seligman, 2018). Goodman et al. (2017) tested this theory and agreed that wellbeing is subjective and that the presence of one component of PERMA in a person, is likely to have the rest of the component in the person. They suggested that PERMA was the same as subjective wellbeing (SWB). However, Seligman (2018) disagreed and argued that building happiness is not a psychometric issue but measuring it is. The theory is unique and different from other wellbeing theories because of how it connects personal fulfilment to meaning (Farmer & Cutter, 2021). It also offers different dimensions of wellbeing in a way that helps individuals involved in the activity to not just evaluate successes and failures but focus on strengths and weaknesses (Friedrich & Mason, 2018). PERMA has been applied to the study of activities such as cooking behaviour (Farmer & Cutter, 2021); physical activity and music (Ascenso et al., 2018). It has also been applied to interventions to reduce depressive symptoms (Gander et al., 2016); burn out (Slater et al., 2018), and improvement of the ageing process (Bartholomaeus et al., 2019). This theory will direct this thesis in assessing the participants' holistic wellbeing as it relates to SR instead of just one aspect of their wellbeing. The relationship between wellbeing and being successfully resettled will now be discussed.

Lincoln et al. (2021), investigated the correlation between discrimination and mental wellbeing of 439 young Somali adults (aged 18-30 years) from four regions of the USA and Canada. The findings suggest that discrimination on both individual and community levels negatively impacted the mental wellbeing of the immigrants. Irrespective of the fact that the participants were from different regions of two big countries, the findings were relatively similar. Another research investigating the discrimination of African immigrants was carried out by Nkimbeng et al. (2021). The 14 participants were older adults (over 50 years). The TA of data revealed: (1) types of discrimination which were accent-based; unfair treatment during routine activities; and experience with the systems; (2)

consequences of discrimination; and (3) surviving and thriving with discrimination with sub-themes:

(a) "blind eye to it",

(b) reacting to it,

(c) avoiding it.

There were two types of consequences of discrimination which were:

1) Emotional outcomes such as anger, feeling upset, nervousness and anxiety.

2) Financial impact, such as earning less, not attaining a higher salaried position, or leaving a job that could subsequently impact finances. This does not only impact the mental wellbeing but also the resettlement process which requires finances in the case of immigrants in England. Saasa et al. (2021), also found that the racism and discrimination experienced by African immigrants negatively impact their mental wellbeing. This negative impact can also delay SR. Lincoln et al. and Nkimbeng et al.'s research both researched African migrants which is the same as the participants of this thesis research community. Lincoln et al.'s research found how discrimination from both individuals and communities can harm immigrants. However, related research by Nkimbeng et al. gave specific information by not just finding out the challenges of the African immigrants but also finding the type of discrimination faced, how it affected them, and how they coped with it. This study will guide this thesis in developing interview questions in Study One and choosing scales in Study Two that will explore in detail how SR impacts wellbeing of the participants. The research by Lincoln et al. (2021), Nkimbeng et al. (2021), and Saasa et al. (2021) supports Alemi et al. (2021) study that investigated the social factors that affect the mental wellbeing of Somali young adults (age 18-35) resident in the San Diego area of the USA. There were two phases to the qualitative research. The first was an interview with 11 key workers (clinicians and Somali leaders) who had information about the research group. The information received was then explored through four focus groups

with young Somalian adults. This is a valuable way of confirming the information from key workers since the key workers are not the focus of the research and can only give information that may be limited when compared to the participants themselves. The second phase was an individual interview among 21 of the participants. The advantage of the interview is that participants will have the opportunity to say things they may not be able to say in a group (e.g., Acocella, 2012). The findings suggest that shame, acculturative stress, discrimination, and parents' reactions to mental health problems were prevalent in causing mental health problems such as depression and PTSD. They also found support networks from friends and religious groups and being involved in activities such as football helped in coping with the challenges of adjusting to the new culture. This affirms the knowledge that a support network is helpful in the SR of immigrants as seen in Section 2.9.

Acculturation stress has been found to cause mental health problems such as depression, anxiety, and PTSD (Lee & Neese, 2020). This is consistent with Thartori and Ismail's (2021) findings which highlighted the health challenges faced by immigrants. In their research mental wellbeing is perceived as physical, mental, and spiritual wellbeing. They concluded that accomplishment, having a purpose in life; and contentedness had a positive impact on the mental wellbeing of immigrants. This supports Seligman's wellbeing theory that accomplishment and having a purpose in life have positive effects on wellbeing. This literature guides this thesis to assess the wellbeing of the participants. A similar study by Tamene (2021) explored the immigration experience and psychological wellbeing of African immigrants resident in Russia. Self-administered questionnaires were offered online and in writing to 77 participants. The data was analysed using pathway analysis. The results showed that immigration stress negatively impacted the mental wellbeing of immigrants. Also, challenges to being successfully resettled can trigger premigration trauma as found in the research by Yohani and Kreitzer (2021).

Idemudia and Boehnke's (2020) research focused on African immigrants in Europe. It was a mixed-method approach that used over 3,500 questionnaires for the quantitative study,

twelve focus group discussions (FGDs) using narrative, and six participants for their in-depth interviews. The use of different approaches to the research indicates rigour. All participants for the different research methods were adult African migrants from six European countries; Germany, France, Italy, Spain, Netherlands, and the UK. A battery of instruments was used for the research such as the Migrant Stress Questionnaire (MSQ) (Idemudia & Boehnke, 2010) measuring pre- and Post-Migration Stress; General Health Questionnaire 28 (GHQ-28) (Goldberg & Williams, 1998) measuring mental health; and post-traumatic stress disorder checklist (Civilian Version-PCL) (Weathers et al., 1991), etc. Using a variety of instruments for the research is another factor that gives the research credibility because the different viewpoint will help in having a more factual result. However, the downside is that it may cause fatigue among participants which is likely to affect the accuracy of their response, drop out, and incomplete response (e.g., Torous et al., 2020).

The quantitative part of the study indicated that being an unauthorised immigrant and pre-migration stress predicted mental health problems and PTSD. When post-migration stress increases, poor mental health increases. Also, when post-migration stress increases, there are lower levels of PTSD. Participants were found to engage in behavioural disengagement as a method of coping with stressors to compare with other methods of coping, such as humour, religion, and acceptance. In Germany, Italy, and the Netherlands, participants were found to engage in active coping, religion, and planning as a way of coping with stress. The findings help in differentiating between mental health problems and PTSD. PTSD may likely be mostly experienced by refugees and asylum seekers. It is helpful that the research found out how they cope with the distress and the difference in participants' responses across different European countries.

Post-migration challenges such as delays in processing immigration documents, rigorous process of the documentation, inadequate accommodation in camps, language barrier, family separation, racism and discrimination, underpaid unemployment, and high accommodation costs. These challenges impacted negatively on the mental wellbeing of immigrants which can affect how well they successfully resettle. This is a relevant source

of information for this research because some of its participants are Nigerians living in the UK which England is part of. It provides information on the findings this PhD programme may get because of similarity in population.

Nesterko et al. (2020) research explored the factors that predicted symptoms of somatization, depression, anxiety, post-traumatic stress disorder, and self-rated mental and physical health among recently arrived refugees in Germany. A total of 502 participants responded to questionnaires on socio-demographic and flight-related questions. An array of standardised scales was used for data collection and Linear regression was used to analyse the data. The research found that lack of information about family members back home and access to health care was found to be significantly associated with symptoms of depression, somatization, anxiety, and PTSD. Better self-rated mental health was significantly associated with partnership, childlessness, a lower number of traumatic events, and having information about family left behind. This research has indicated factors that contribute to the mental wellbeing of immigrants which is in support of much of the literature already reviewed (e.g., Gudzer, 2021; Hamid, 2021; Palmary, 2018). In a related study, Kirmayer et al. 2011, examined the mental wellbeing of recently arrived refugees and immigrants in Canada, they found that post-migration resettlement challenges can impact the mental wellbeing of immigrants. These challenges include communication difficulties due to language and cultural differences, acculturation and intergenerational conflict, and aspects of acceptance by receiving the host country that affect employment, social status, and integration. This is one of the many types of research that have indicated challenges to acculturation such as accepting the host culture (e.g., Edele et al., 2021); and fluency in the host language (Grycuk, 2020). All these influences hinder the resettlement process which impacts mental wellbeing of the individual.

Hussein and Odhiambo's (2020) aimed to find out the factors that contribute to the wellbeing of immigrant women in Sweden. Five participants took part in the semi-structured interview which was analysed using TA. The findings indicated that family, employment, economic stability, language, education, culture, and spirituality were important factors that contributed to immigrant women's wellbeing. These are some of the factors that affect being successfully resettled and this research has indicated how it directly affects mental wellbeing. There could also be a gender difference in the same population and location. Doing the same research on the male population could help in finding out the difference. This study is different from Nesterko et al. (2020) and Kirmayer et al. 2011 studies which focused on finding how migrant's mental wellbeing is negatively affected by finding what helps immigrants to have positive mental wellbeing which is important for this thesis in understanding what factors help in the wellbeing of the participants and in achieving SR.

Molana and Sadat (2020), undertook in-depth interviews with 17 Iranian women immigrants living in Los Angeles, CA and Cleveland, OH USA to evaluate their acculturation process and how it relates to their mental wellbeing. Findings from a narrative analysis of the data suggested that their national identity caused them more adaption challenges than their religion, which was mainly Muslim. Apart from the language barrier and cultural differences, the political tension between Iran and the USA government also made it difficult to identify with their nationality. The travel bans imposed a significant restriction on being able to meet with their families back home, which was another frustration they faced considering that their culture relies on strong family ties. All these challenges in acculturation greatly impacted their mental wellbeing. None of the participants had a sense of belonging in the American community due to being discriminated against based on their skin colour, nationality, and English language accent. The findings of this research are consistent with the research of Roy (2020) who studied how discrimination, low social support and low English proficiency negatively impact the mental wellbeing of 887 South Asian Adult Immigrants Mediators of Atherosclerosis in South Asians Living in America (MASALA). The data were analysed using logistic regression models to test for the

relationship between discrimination, social support, English language proficiency, and depression. The study found that low English language proficiency can lead to discrimination, and high levels of discrimination and low levels of social support increase depression levels. These forms of negativity that impact the mental wellbeing of the immigrants could be because of the frustration of not being able to achieve their goal of being successfully resettled. A similar study by Jamil (2020) carried out a quantitative study of the wellbeing and mental health of 172 adult Arab-Canadian immigrants. Participants responded to questionnaires on mental health, risk factors, and protective factors. To further clarify the results of the quantitative study, participants with varying results of mental health took part in the qualitative study. The outcome of the research was that being an immigrant at a younger age, being female, having poor proficiency in the English language, experiencing socioeconomic stressors and immigration problems, and adopting self-criticism coping, and avoidance coping predicted poor mental wellbeing. However, resilience traits and support networks as a means of coping predicted positive mental wellbeing. Furthermore, high levels of Canadian acculturation were positively related to high levels of engagement coping. This indicates that accepting and adapting to the culture helps mental wellbeing as well.

All these studies by Molana and Sadat (2020), Roy (2020), and Jamil (2020), provide information on how immigrants' acculturation experiences can harm their wellbeing. They took different research approaches which are qualitative, quantitative, and mixed-methods respectively which directs this research to the relevance of different approaches in answering research questions. Molana and Sadat's research highlights some factors that harm mental wellbeing which are the identity of the participants and no contact with the family back home. The participants also reported what makes them not to have a sense of belonging in the host community which is the discrimination experienced due to skin colour, their nationality and accent. This supports Roy's findings that discrimination due to poor proficiency in the English language causes the participants depression. Jamil's findings also support the two findings that not being fluent in English leads to poor mental health among immigrants. However, their findings found other factors that correlate to

the negative impact on mental wellbeing such as young age at the time of migration, being a female, and immigration-related problems. Jamil's research found some factors that helped these challenges which are resilience, support network, and integrating with the host community. All these findings draw the question of what the variables associated with the mental wellbeing of Nigerians living in England would be. This thesis will explore these findings to see if Nigerians who are of ethnic minority in England would have the same experience.

A study by Lane (2020), evaluated the relationship between acculturative stress and wellbeing among 32 Chinese students in a public university in New York. The survey response was evaluated with bivariate correlation and Pearson's correlations. The results indicated that acculturative stress was positively correlated with academic performance, social wellbeing, life satisfaction, and happiness. This shows that acculturative stress plays an important role in immigrants' mental wellbeing. Studies have found that the distress caused by immigration policy and immigration status can be detrimental to the mental wellbeing of immigrants (Giuntella et al., 2021; Venkataramani et al., 2017; Wang & Kaushal, 2019). This is also evident in the study of Passel et al. (2016), who found that unauthorised immigrants report mental health problems such as depression and anxiety, and poor physical health. However, expectations from immigration policy could be difficult or unachievable, especially for undocumented immigrants who are reported to earn significantly lower wages than legal immigrants and the host community (Borjas, 2017). The distress that deters them from being successfully resettled could be part of the reason their mental wellbeing is most affected in comparison to authorised immigrants. In another related research, LeMaster et al. (2018) reported that the risk factors for the poor mental health of refugees are economic stressors, poor English Language proficiency, and trauma, with the trait of resilience as a protective factor. This could also be the case for immigrants although they are not usually associated with trauma. However, trauma experience cannot be completely ruled out among immigrants.

The literature reviewed about mental wellbeing and SR has shown correlations between challenges of acculturation and the mental wellbeing of immigrants. These challenges may delay immigrants from being successfully resettled or prevent them from being successfully resettled at all, which impacts negatively on the mental wellbeing of the individual. The literature reviewed has helped in establishing the mental health challenges immigrants face during acculturation and while being successfully resettled. However, its major weakness is that the relationship between mental wellbeing and SR of Nigerians in England is yet to be explored. This is important for practitioners to know how best to support the researched community. It also broadens the knowledge in research.

Having reviewed a range of literature related to this research, the next Section will discuss the gaps identified from the review.

2.11. Identified Gaps in the Literature.

The literature reviewed indicates key factors that relate to being successfully resettled. One study reviewed was about success among immigrants (Amundson et al., 2011), while another was about successful integration (SI), and not particularly about their SR (Kyeremeh et al., 2019; Li & Li, 2013; Mata & Pendakur, 2017). Successful integration could be part of being successfully resettled but not the entirety of it. For instance, Kyemereh et al. (2019) and Mata and Pendakur (2017) studies about SI highlighted becoming part of or fitting into the host community. However, a different dimension of study on SR by Ziersch (2020) was specific in finding 'becoming a citizen' as part of what SR means. This shows the need to study SR specifically.

There are also varying studies about economic success among immigrants from the literature review. For instance, Shields and Price (2002), studied occupational success, Reitz (2007), also studied employment success, and Danzer and Ulku (2011) studied economic status. All these studies are related to work and economic status, which may

not necessarily be what SR means to Nigerian immigrants in England. Amundson et al. (2011), studied the factors that lead to success among Chinese immigrants who have successfully transitioned into a new culture, which is a bit like this present research, but the key shortcoming of the research base is that this nature of the study has not been carried out among Nigerian immigrants in England.

Acculturation depends on many factors; a major theme that arose from the above review is that the attitude of the host country significantly contributes to the transitioning process of immigrants (e.g., Anderson, 2017; Ward & Rana-Deuba, 2000). Other findings have reported hostility such as discrimination and racism as some of the negative experiences that affect their learning during the transitioning process (e.g., Morrice, 2013; Strang et al., 2017). The identified gap here is that this is yet to be explored among Nigerian immigrants in England who are of a different race from the English.

Other factors of acculturation include loneliness (e.g., Neto, 2019), a method of learning (Morrice, 2013), and language proficiency (e.g., Baker et al., 2021). Other studies suggest that the attitude of the host community towards immigrants plays an important role in their adjustment (e.g., Ward & Rana-Deuba, 2000). Another important person-related factor of being successfully resettled, identified in the literature is the resilience trait of the immigrant (e.g., Dubus, 2018; Jamil, 2020; LeMaster et al., 2018). What is lacking from the literature here is that none of them has been explored among Nigerian immigrants resident in England. Other important factors identified to influence the acculturation process which can determine an immigrant's SR are fluency in the language of the host community (e.g., Amin, 2020; Grycuk, 2020; Kyeremeh et al., 2019), education attainment (e.g., McGinnity et al., 2020; Kamimura et al., 2021; Udah et al., 2019), and social support network (e.g., Agyekum et al., 2020; Koskinen et al., 2015; Westray, 2020).

Of all the identified factors in the literature, a common limitation of that body of work is that none of the studies were carried out using a psychometric scale designed specifically

to measure SR (e.g., Agyekum et al., 2021; Babatunde-Sowole et al., 2020; Kim & Lee, 2021; Smith et al., 2020). Thus, having an SR scale with robust psychometric properties would help develop and enhance future research in this area. A reliable and established way to develop such a scale would be to base the scale's items on findings from qualitative research conducted with Nigerian immigrants currently resident in the UK. Qualitative research has been found to be a powerful method of gathering rich, in-depth information relevant to a tightly defined group of people. Once developed, the scale can then be used to evaluate the findings of the qualitative work in a larger population as part of a larger scale quantitative study. Using this two stage methodological approach, a more reliable conclusion can be made about the specific population. This present research filled part of this identified gap.

There has also been some research over the years on how acculturation experience, which determines SR, impacts mental wellbeing of the individual. This research has indicated the importance of the factors identified and how they impact the mental wellbeing of the individual (e.g., Lane, 2020; Molana & Sadat, 2020; Roy, 2020). Much of these previous works have been carried out on different cultures and nationalities (e.g., Edele et al., 2021; Kim & Lee, 2021; Udah et al., 2019; Wachter et al., 2021). However, there is yet to be a study focusing on Nigerians who have come to live in England. The increasing number of Nigerians coming to reside in England (ONS, 2019) makes it important to research how they successfully resettle.

Idemudia and Boehnke (2020) conducted extensive research which mainly focused on the mental wellbeing of African immigrants in Europe. Although Nigerians were part of the participants as Africans in the UK, it was not specific to the Nigerians in England, which is an identified gap. Whilst there has been previous work done with the Nigerian population, they were carried out in the USA; a country culturally different from England, which explored the acculturative process of the participants (Akinde, 2013; Ndika, 2013). None

of these has been with the current population of interest in exploring what SR means and its factors.

A further shortcoming in the current research literature is that there has been more research about refugees/asylum seekers when compared to immigrants, especially in terms of their mental wellbeing and being successfully resettled. This limits the understanding of what SR means to immigrants, variables associated with SR, and how it affects their mental wellbeing, particularly Nigerians resident in England.

This extensive review of the literature led to the development of this present research's aims and objectives in Section 2.13. The gaps in knowledge also led to the development of RQs in Section 2.14. These gaps were addressed by:

1. Understanding the meaning of SR.

2. Identifying the factors that contribute to SR.

3. Understanding how SR influences wellbeing.

4. Exploring variables associated with SR.

5. Developing an SR scale.

2.12. Model of Factors of SR.

From the extensive search and literature reviewed in this Chapter, a model was developed as a summary of the factors driving this programme of research (see Figure 2.5 below). The model was used to develop interview questions and structure the analysis of Study One. In the model, factors relating to SR, which are cross-cultural transition (2.4) acculturation experience (2.5), education-related (2.6), person-related (2.7), employment-related (2.8), and support-network related (2.9) all contribute to an immigrant being successfully resettled. Under each of these factors are the core themes found in them from the literature reviewed. All these factors contribute to achieving SR as

discussed in (2.3). These factors of achieving or not achieving SR impacts mental wellbeing of the immigrant as found in the literature reviewed in Section 2.10. This model was used in the structuring of the analysis of Study One and tested in Study Two.
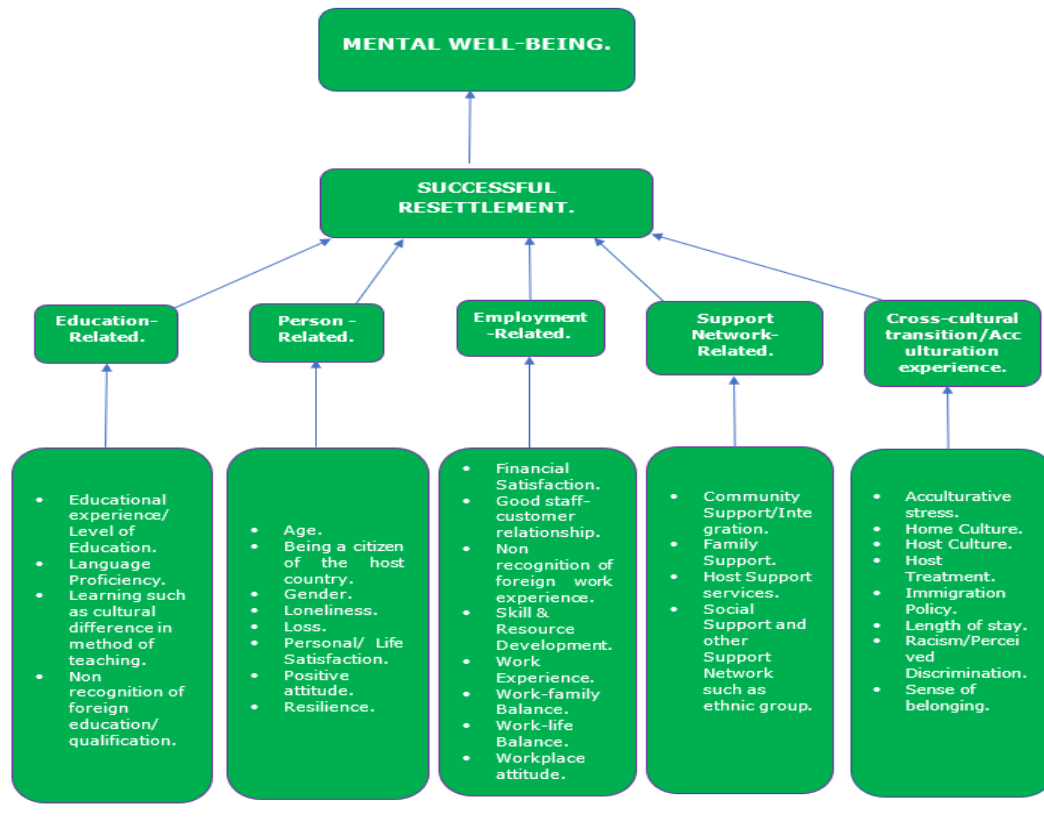
Figure 2.5

Model of Factors of Successful Resettlement

2.13. Aims and Objectives of the Research.

Aims.

The research aims are:

1. To explore the meaning of SR, the factors that contribute to it and how it affects the mental wellbeing of immigrants, particularly Nigerian immigrants resident in England.
2. To develop a scale for measuring SR.

Objectives:

1. *Exploring perceptions of how SR is experienced and understood.*
2. *Develop a scale that measures SR.*
3. *Test factors that are likely to relate to SR.*
4. *Test the likely impacts that SR may have on psychological wellbeing.*

2.14. Research Questions (RQs).

Concerning samples of Nigerian immigrants in England, the following questions were studied:

Qualitative study:

RQ1 - What does SR mean to Nigerian immigrants resident in the UK?

RQ2 - What factors contribute to the SR of Nigerian immigrants resident in the UK?

Quantitative study:

RQ3 - What factors comprise people's SR experience?

RQ4 - What are the variables associated with SR?

Both Studies:

RQ5 – To what extent does SR relate to Mental Wellbeing?

2.15. Conclusion of the Chapter.

This Chapter has reviewed a range of literature and theory to understand what the SR of immigrants is, what contributes to achieving SR, and its relationship with mental wellbeing.

HoG and AGT demonstrate how individuals follow the hierarchy to achieve a goal which involves avoiding certain things or approaching certain things that will aid in achieving a goal. For immigrants, this will involve following patterns that lead to achieving SR and avoiding breaking the law of the host country to achieve SR. From SR literature, the key themes are 'earning the same or more than origins', 'fitting into', 'transitioning into', and 'being a full part' of the host country. The different methods immigrants use during the cross-cultural transition to achieve these are explained in integrative theory. The literature highlights some of the challenges faced while trying to achieve these goals some of which are lack of employment opportunities due to non-recognition of foreign education and work and experience, trauma due to such things as culture shock, having a sense of belonging and adapting to the host country.

Adapting which means to some immigrants to be SR can pose a challenge which was explained in acculturation theory. Some of the key themes found in the acculturation theory are loneliness, homesickness, unemployment, language barrier, racism, and discrimination. Acculturation theory acknowledges these things as causing acculturative stress which individuals find a way of coping with them. One of the coping strategies found from the literature reviewed is identifying with both home and host country. These will help in understanding how these experiences contribute to the SR of my participants.

The important factors of SR, and how being successfully resettled can impact wellbeing have now been explored. This review of literature has helped to identify gaps in knowledge that this research has been able to fill, in part, by working with the model developed.

One important thing to note is how the themes found in this review are interrelated. For instance, themes found in education-related factors of SR were found as person-related

or employment-related, and themes found in support-network related can be found as person-related, and they were all found in the cross-cultural and acculturation experience of immigrants.

The literature review led to the development of the aims, objectives and RQs.

The next Chapter will extensively discuss the methodological approach utilised in this research.

Chapter 3: Methodological Considerations for Studies One and Two.

3.1. Introduction to the Chapter.

This thesis Chapter will be a discussion of the methodological considerations for the research. This starts with a discussion of the general methodology used in the research with a debate about emic and etic approaches used in the research, followed by a detailed discussion justifying the use of Mixed Methods Research Design (MMRD) for the research. The next Section presents the methodological considerations for Study One. It involves a discussion about the design for Study One and moves on to how TA was chosen for the analysis of the study. It then presents how the decision to have a one-to-one interview was made. This is then followed by how the interview schedule was developed and the ethical considerations for the study.

The next Section will be the methodology for Study Two. It starts with a discussion about the study design and moves to the defining of Successful Resettlement (SR) from the main findings of Study One. This is followed by how themes from Study Two were used to develop items to explore SR with a questionnaire. It also presents how different standardised scales were considered before deciding on the one that suits best for the study leading to the final developed questionnaire for the study. This is then followed by ethical considerations. The last Section of this Chapter is the data management in place, and the philosophical underpinning for the entire research before the conclusion of the Chapter.

3.2. Importance of Emic and Etic Approaches in Research Design.

The debate between the emic and etic approaches is to ensure that the research is culture-fair. According to Niblo and Jackson (2004) the etic approach "assumes universal laws of behaviour" (p. 127). In the real sense, there is rarely a universal law of behaviour because of individual, social, and cultural differences, and other factors that play a role in an individual's behaviour. The emic approach specifies the uniqueness of one culture from the

other (Church & Katigbak, 1998; Smith & Bond, 1993). An etic analysis focuses on the generalisation of human behaviour such as how every culture communicates, procreates, and celebrates different occasions and festivals. An emic analysis focuses on the differences in these behaviours according to culture e.g., different cultures have different ways they communicate using different languages, and they have different occasions they celebrate specific to them (Niblo & Jackson, 2004; Smith & Bond, 1993).

There are three methods of conducting cross-cultural research which are: imposed etic, parallel emic, and derived etic (Berry, 1969, 1989). Researchers using the imposed etic approach use Western standardised scales to assess different cultures for which the scales were not necessarily developed. The validity of this method has been questioned for using an instrument that may not be familiar to participants from a culture different to where the instrument was originally devised (Cheung & Leung, 1998; Triandis et al., 1993). For instance, asking a child in a Nigerian village, what A in the alphabet stands for, and expect him/her to answer Aeroplane when they may not have seen such a vehicle, or probably do not associate the Western word with that object. If testing for intelligence is carried out based on this kind of assessment, the child may score low in the intelligence quotient spectrum, which is culturally unfair.

An alternative method of the approach called Parallel Emic was suggested by Berry (1969, 1989). This is a method whereby a scale is developed and validated by participants of culture specifically for them and the same is done for different cultures for the assessment of cross-cultural differences. He further proposed that where concepts are similar across cultures, it should be called derived etic but where concepts are different or are specific to a particular culture, then it should be called true emic.

In summary, imposed etic approaches are developed in Western culture and used to assess another culture, the derived etic approach develops a scale in different cultures for cross-cultural comparison, while the emic approach is developing, validating, and standardising an instrument in a specific culture for that culture.

Applying the above to my research, there is a difference in British English, Nigerian English, and other variants of the English language, such as the ones used in Canada, the United States of America, New Zealand, etc. The recognition of Nigerian English in January 2020 has led to the addition of 29 Nigerian words to the Oxford English Dictionary (2020). The addition of these words was also explained in a blog about West African English (2020). For example, 'to gist' means to chat about something important. The importance of this for the present research is the fact that this author is of the cultural background of the group being researched. Therefore, in an interview situation, the tendency for the interviewee to sometimes respond in Nigerian English would not pose a problem, because as the interviewer, this author understands and can transcribe their speech accurately. This is part of the reason the emic approach is very important in this research. Taking this culturally close approach also has the potential to help make for a more nuanced interpretation of what is being said in the interview during the analysis.

Based on the above, Study One of this research followed the emic approach. This is because using already developed Western instruments with Nigerian immigrants' resident in England will not yield a valid instrument measurement, and not be fair to the participants because the instruments were not developed with ideas familiar to their culture. This rationale also underpins the importance of developing a SR scale specifically for their culture is thus one of the goals of this programme of work, which will be accomplished in Study Two. Considering this, Niblo and Jackson (2004) argued that cross-cultural psychology should carry out a qualitative emic study first, and then use the findings to conduct a quantitative study with more participants to validate the first study findings.

To achieve this overarching goal, Study One utilised a semi-structured interview to gather data from the participants. The data were analysed, and the findings were used to develop survey items for Study Two, which assessed SR and how it impacts wellbeing.

3.3. Taking a Mixed Methods Research Design (MMRD) Approach.

The research design for this project is a blend of both Qualitative and Quantitative approaches. A mixed methods approach is the integration and synthesis of different data (Bryman, 2006; Tashakkori & Teddlie, 2010). The use of the mixed method also allows for rich data used in a small-scale qualitative study to further explore the findings in a larger sample using the quantitative method (Harper, 2011). MMRD is an intentional way of using both qualitative and quantitative research methods for data collection, analysis and integration of the results of the research (Shorten & Smith, 2017). This can be misunderstood to be a mix of different types of data collection of the same research methods. Some authors have clarified this, for instance, Harrison et al. (2020) emphasized the importance of not misunderstanding the mixing of methods in this type of research. They differentiated this method of research from mixed models "wherein the statistical analysis is conducted of fixed and random effects in a database." (p. 474); and multiple methods, whereby multiple methods of qualitative or quantitative data are used in the same research.

Tashakkori and Creswell (2007) also emphasized the importance of differentiating between mixed methods which comprises a collection and analysis of two types of data (qualitative and quantitative) and mixed methods which is a combination of two approaches of research (quantitative and qualitative). They do seem interchangeable, but Tashakkori and Creswell found that the distinct differences between them were ''methods'' for the former and ''methodology'' for the latter. They, therefore, defined mixed methods as research whereby the researcher collects and analyses data, then integrate the results, from both the qualitative and quantitative approach or methods in a single study.

Some authors have emphasized the importance of integration in the understanding of research by stating that the mixed-methods approach is the integration and synthesis of different data (Bryman, 2006; Tashakkori & Teddlie, 2010). The use of both methods for

the same project to validate the study is called triangulation (Aime et al., 2014; Hanson et al., 2005; Nunes et al., 2019).

A mixed methods approach allows researchers to work on diverse methods of research which bring about rigour in the research, e.g., qualitative data provides a lived experience of individuals which can only be generalised in a population with the use of quantitative methods, while the quantitative study may describe an average person without being specific, which can only be done with the qualitative interview. The use of these two sources of data provides rigour to the research (Harrison et al., 2020). Rigour, in the sense that it is aimed at providing a stance characterised by plurality & multivocality and a focus on extending the quality and depth of the research. By carrying out this kind of research the researcher can extract the maximum interpretative value from the data, develop a range of interpretations, and ultimately speak to different audiences with different assumptions. A key focus of my research was ensuring there was adequate rigour whilst finding out what SR means and the factors that contribute to it.

Using MMRD is vital in the development of an instrument (Beck, 2005; Goodyear et al., 2005) to ensure rigour. Qualitative research is conducted initially with the view to collect rich nuanced data from a small number of tightly defined participants leading to the development of construct-driven items that can be tested quantitatively on a larger and more representative sample. The use of mixed methods validates the scale developed (e.g., Zhou, 2019). One of the aims of this research was to develop a scale that measures the SR of immigrants. Therefore, this method was chosen to meet that aim. During the literature review, no instrument was found to measure SR, therefore this method being relevant in developing a scale where there is none, is important for the present research (Creswell et al., 2004)

MMRD is used to develop a better understanding of how the different methods connect and differ from each other (Shorten & Smith, 2017). MMRD enables the researcher to have scholarly interaction with the different methods, thereby enriching their experience of

research (Wisdom & Creswell, 2013). This has helped this author obtain in-depth knowledge of both research methods.

Utilising MMRD allows the participants to voice their opinion and share their experiences of a particular phenomenon by responding to questions in-depth, using different ways to explore the research, which enhances the outcome (Wisdom & Creswell, 2013). It helps the present research in getting the core meaning of SR with its factors from the participants through qualitative research and exploring that further quantitatively in a larger population.

3.3.1. Limitations of Mixed Methods Research Design.

Although MMRD has many important qualities, it also has its challenges, as highlighted by Caruth (2013) which are presented below.

MMRD usually requires teamwork because of how time-consuming and expensive it can be. This makes it difficult for a single researcher, like in this PhD work, to carry out. It requires the researcher to be proficient in both methods of research to deliver the research professionally. This can be challenging within a limited time of research, especially with a single researcher. This author found it challenging to do the analyses for both methods alone and expertly present them. However, the supervisory team's support and expertise were used to manage this difficult task through regular meetings, direction to resources, and constructive feedback.

Both qualitative and quantitative research can have methodological, theoretical, and epistemological conflicts when mixed. To overcome this, it was conducted separately for clarity as seen in Chapters 5 (qualitative analysis and findings) and 6 (quantitative analysis and results).

3.3.2. Steps in Mixed Methods Research Design.

Steps in research methods are about deciding on the purpose of the research, RQ, and types of data to be collected. There are three steps to making this decision; using an explicit theoretical lens, deciding on the data collection procedure, and deciding how to

analyse and integrate the procedure (Creswell, 1999; Greene & Caracelli, 1997; Morgan, 1998; Tashakkori & Teddlie, 1998). Exploratory Sequential MMRD used in this research will be the focus of this Section to show why it was chosen.

The first step is about deciding on the philosophical basis or paradigm for the research which will be discussed in 3.7.

The second step involves the decision on which method of data collection will be prioritized and implemented. Implementation is deciding whether the qualitative component or the quantitative component will come first, such as in a sequential design, or should both components be conducted concurrently. Prioritising means deciding on which data collection method carries more weight or lays more emphasis, which could be equal or unequal (Creswell et al., 2003; Morgan 1998).

The third step is deciding at what point the two data analyses meet and are integrated. This can be done by analysing the data separately, transforming them, or connecting them (Caracelli & Green, 1993; Onwuegbuzie & Teddlie, 2003; Tashakkori & Teddlie, 1998). The two sets of data analysed can be compared in the discussion or themes emerging from the qualitative analysis can be transformed into ratings and counts which then be used to compare the survey data (Hanson et al., 2005). Figure 3.1 below provides an overview of the steps of mixed methods design.
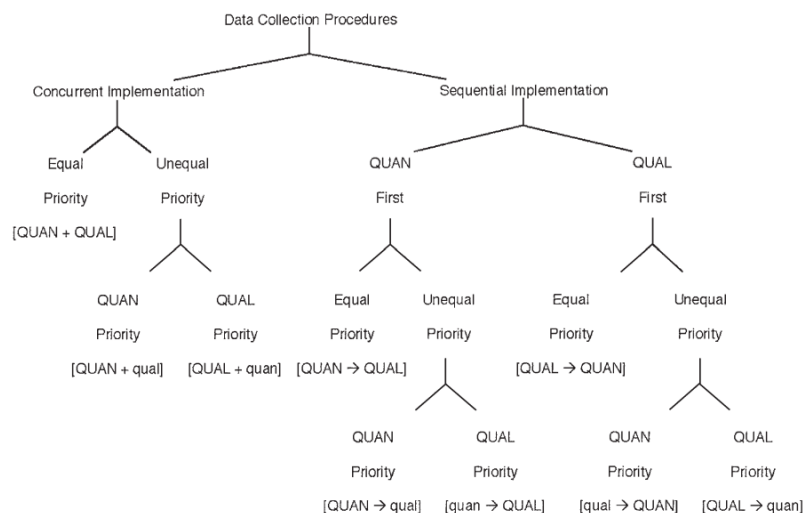
Figure 3.1

3.1: Decision Tree for considering a Mixed Methods Design showing the various Paths and Weightings for both Approaches at Each Step. Source: Hanson et al. (2005).

These are options related to mixed methods data collection procedures. QUAN = quantitative data was prioritized; QUAL = qualitative data was prioritized; qual = lower priority given to the qualitative data; quan = lower priority given to the quantitative data. This Figure helps in understanding the different weighting of MMRD based on priority. For instance, if the priority is QUAN, then the weighting will be focused on the quantitative rather than the qualitative component of the research, and vice versa if the weighting is QUAL. However, for some types, the priority can be equal. Figure 3.2 below elaborates more on this.
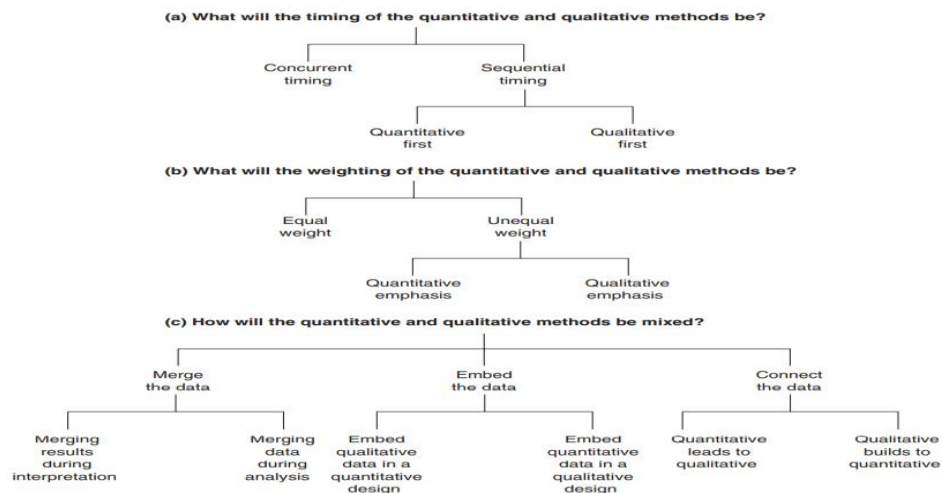
Figure 3.2

Decision Tree for Mixed Methods Design Criteria for Timing, Weighting and Mixing

Source: (Creswell and Plano Clark, 2011) – Decision Tree for Mixed methods Design Criteria for Timing, Weighting and Mixing. Based on Creswell et al. (2003); Hanson et al. (2005); and Plano Clark (2005).

Timing, weighting, and mixing are key decisions in planning a mixed-method study (Creswell and Plano Clark, 2011).

Timing: This refers to the time when the data is analysed and interpreted rather than the time the data is collected although the times are interrelated (Creswell and Plano Clark, 2011). Sequential timing is when the two stages of the research are implemented one after the other. In this programme of work, data for the qualitative component was collected and analysed before data for the quantitative component.,

Weighting Decision: This is emphasizing whether the qualitative methods answer the study question or whether it is the quantitative method. Morgan (1998) refers to it as the 'priority decision' because the researcher must decide which method will have priority or whether both should have the same weighting. The weighting is determined by the RQs and aims. As suggested by Morse (1991), a post-positivistic worldview should prioritise taking a quantitative approach, whereas a naturalistic worldview should prioritise taking a

qualitative approach, and, a pragmatic worldview is more about how the weighting of each approach is balanced, equally or unequally, again depending on the RQs and aims of the research. However, Morgan (1998) emphasized that it is the strength of the data collection, whether it is qualitative or quantitative, that addresses the goal of the research most. Whichever does that, should be prioritized. Creswell et al. (2003) further explained that the availability of resources such as finance and time can also determine which method to prioritise. Creswell and Plano Clark (2011) suggested that the title of the project can also determine which one carries more weight. For instance, mentioning qualitative or quantitative indicates which one carries the weighting but the absence of any of them suggests equal weighting. The weighting for this research is qualitative because the fruit of the qualitative work directly informs the latter quantitative stage of the programme, as required for exploratory sequential MMRD. However, the title of this research is not qualitative but based on mixed methods because both played a vital role in the research, where Study One informed Study Two, and Study Two was used to confirm some of the findings of Study One and develop a scale.

Mixing Decision: This research uses exploratory sequential which means that the result of the qualitative study informs the quantitative study. Therefore, the method of mixing that suits this research most is connecting data analysis to data collection. This is because, after the analysis of Study One which is qualitative, the analysis led to the development of a survey for the quantitative study. The Exploratory Sequential Design used in this research connected the two methods.

Table 3.1

A Summary of the Major Mixed Methods Design Types

Design Type	Variants	Timing	Weighting	Mixing	Notation
Triangulation	• Convergence • Data transformation • Validating quantitative data • Multilevel	Concurrent: quantitative and qualitative at same time	Usually equal	Merge the data during the interpretation or analysis	QUAN + QUAL
Embedded	• Embedded experimental • Embedded correlational	Concurrent or sequential	Unequal	Embed one type of data within a larger design using the other type of data	QUAN(qual) or QUAL(quan)
Explanatory	• Follow-up explanations • Participant selection	Sequential: Quantitative followed by qualitative	Usually quantitative	Connect the data between the two phases	QUAN → qual
Exploratory	• Instrument development • Taxonomy development	Sequential: Qualitative followed by quantitative	Usually qualitative	Connect the data between the two phases	QUAL → quan

Source: (Creswell and Plano Clark, 2011) - The Major Mixed Methods Design Types.

Table 3.1 above illustrates the different types of MMRD, and what the different types are used for. It also shows how the different types are timed, weighted, mixed, and connotation. As can be seen in the table, the exploratory type is used for scale development and the priority is on the qualitative which this research has followed.

3.3.3. Choosing a Mixed Methods Research Design.

Many authors have classified mixed methods design in different ways (Creswell & Plano Clark, 2011; Leech & Onwuegbuzie 2009; Schoonenboom & Johnson, 2011).

Figure 3.3 below shows six types that can be grouped into two, which are sequential and concurrent.
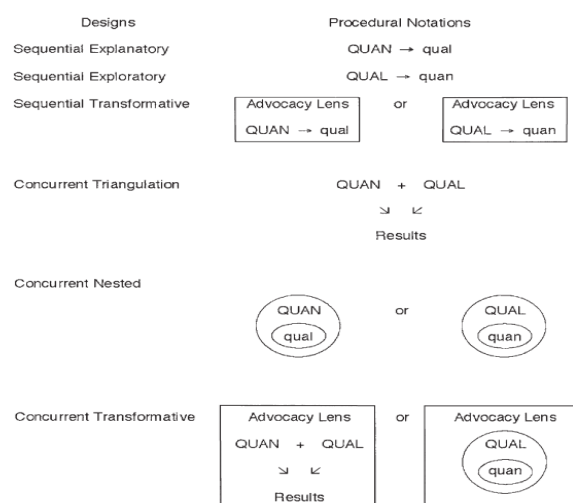
Figure 3.3

Classification for Mixed-methods Research Design. Source: Hanson et al. (2005)

A typology for classifying mixed methods research designs. QUAN = quantitative data was prioritized; QUAL = qualitative data was prioritized; qual = lower priority given to the qualitative data; quan = lower priority given to the quantitative data.

There are three types of sequential design and three types of concurrent design which vary according to prioritizing data collection (equal or unequal), theoretical lens, implementing data collection procedure (sequential or concurrent), at what point the data are integrated (separated, transformed, or connected) and procedure notations.

Concurrent design means that the qualitative and quantitative data are collected at the same time and the three types are concurrent triangulation, concurrent nested, and concurrent transformative.

As noted earlier, a Sequential design means that one method of data collection (qualitative or quantitative) is collected before the other and the three types are sequential explanatory, sequential exploratory, and sequential transformative.

The research design chosen for this research is Sequential Exploratory, therefore, it will be discussed in depth. Figure 3.4 below explains Exploratory Design in more detail.

(a) Exploratory Design

QUAL → quan → Interpretation based on QUAL → quan results
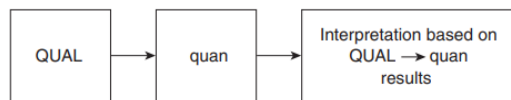
(b) Exploratory Design: Instrument Development Model

qual data collection → qual data analysis → qual results → Develop instrument → QUAN data collection → QUAN data analysis → QUAN results → Interpretation qual → QUAN
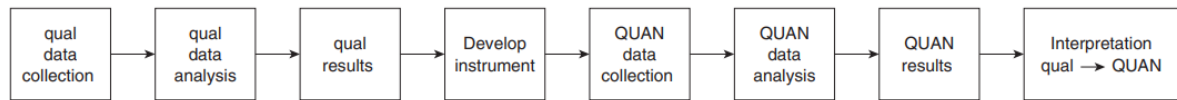
(c) Exploratory Design: Taxonomy Development Model

QUAL data collection → QUAL data analysis → QUAL results → Develop taxonomy or theory for testing → quan data collection → quan data analysis → quan results → Interpretation QUAL → qual
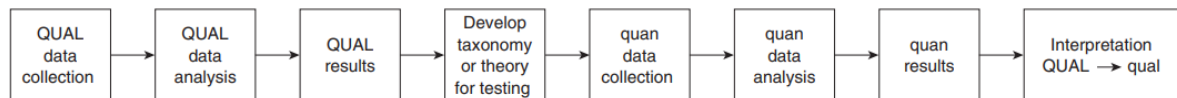
Figure 3.4

Exploratory Design. Source: The Exploratory Design (Creswell and Plano Clark, 2011).

This type of mixed method uses the results of qualitative research to develop an instrument, identify variables, or state the reason for testing the instrument based on the emergent theory. The instrument connects its quantitative component to the qualitative component. The emphasis of this type of research is usually on the qualitative data because it informs the quantitative data. (Creswell & Plano Clark, 2011).

There are two common variants of the Exploratory Design which are the Instrument Development Model and the Taxonomy Development Model.

In the Taxonomy Development Model (Exploratory Design c in Figure 3.4), the qualitative method is used to identify variables and develop emergent theory, which will be tested in more detail in the quantitative stage of the research (Creswell & Plano Clark, 2011). The aim of the current research was not to identify variables or develop a theory, so this was not chosen.

Exploratory Design.

Exploratory Design (b) in Figure 3.4 outlines the Instrument Development Model, the researcher first collects qualitative data. The data is analysed, and the findings are used to develop an instrument that will be used to conduct the quantitative aspect of the research, where the instrument is tested and validated. Both methods are connected through the validation of the instrument (Creswell & Plano Clark, 2011). The research described herein used the Instrument Development Model.

The three steps used in this research for the instrument development, as suggested by Creswell and Clark (2017) are:

1. Themes and statements were collected from participants in the qualitative study (Study One in this programme of work).

2. The themes and statements were used to develop a survey that is based on the participants' information (Studies One & Two).

3. The scale was validated in a large sample of the population using a quantitative study for this research (Study Two).

The intention of the Exploratory Design, just like the Explanatory Design, is that the outcome of the first method informs the development of the second method (Greene et al., 1989). One of the reasons for using an Exploratory Design like this is that, for any given topic of research, there is no available validated scale, the variable is not yet known, and there is no framework or theory that guides the research (Creswell & Plano Clark, 2011). The Exploratory Design is additionally useful if one wants to explore a phenomenon in depth (Creswell & Plano Clark, 2011). It is also useful in the development and testing of a scale when one is not available (Creswell, 1999; Creswell et al., 2004). This is the primary reason this design is relevant for this PhD work because there is no scale available for measuring the SR of Nigerian immigrants in England.

Sequential Design.
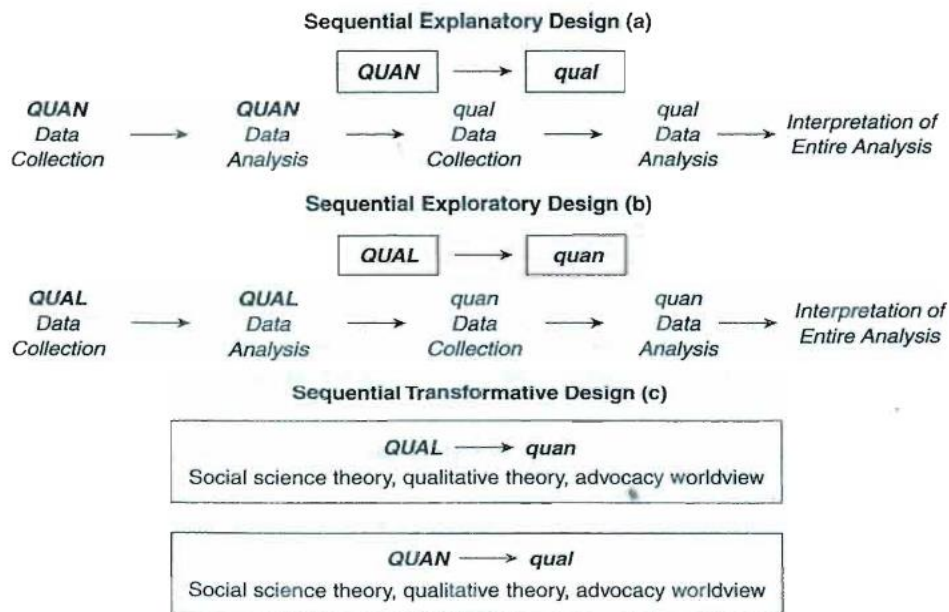
Figure 3.5

Sequential Design. Adapted from Creswell et al. (2003)

As shown above, different authors describe different types of mixed methods designs. However, Creswell and Clark (2017) described the three main types of mixed methods design as Sequential Exploratory Designs (Figure 3.5b), which were used for this research.

Sequential Explanatory Designs (Figure 3.5a), and Convergent Designs (not shown here). A Convergent Parallel Design collects qualitative and quantitative data simultaneously to address the RQ. The findings are explored further if there are inconsistencies in the findings (Hafsa, 2019). Figure 3.5 clarifies the different types of design, when it is relevant to use them, the weighting, timing, mixing and notation. The notation that has priority uses all capital letters. For instance, in the Sequential Exploratory design, the qualitative component has priority, however, where there is equal weighting like in triangulation notation is QUAN + QUAL. Quan for quantitative and qual for qualitative.

Table 3.2 below helps to understand the process of different types of mixed methods with examples of research that has been carried out using this method. As can be seen in the table, other types of mixed methods have not been mentioned in the classification. For

instance, in parallel. This suggests that different authors classify mixed methods differently.

Table 3.2

Table of Mixed-Methods Research Design with Examples

Mixed method type	Research processes	Examples
Explanatory sequential	Quantitative data are collected and analysed first, then qualitative data are collected and analysed to help explain quantitative data QUAN → QUAL	AIM: Identify levels of stress among new graduate registered nurses (RNs) working in emergency room (ER) settings QUAN: National survey of new RNs working in ER settings measuring levels of workplace stress QUAL: Personal interviews with 15–20 new RNs working in ER settings to discuss their experiences with stressful workplace situations SYNTHESIS: Sequential QUAL data help explain QUAN data
Exploratory sequential	Qualitative data are collected and analysed first, then quantitative data are collected and used to test findings empirically QUAL → QUAN	AIM: Identify highest sources of workplace stress for new RNs working in hospital ERs QUAL: Focus group data collected from newly registered RNs working in hospital ERs within a local area health service to discuss workplace stress QUAN: QUAL data used to create a national survey administered to all RNs working in ERs about sources of workplace stress experienced within their first year of practice SYNTHESIS: Sequential QUAL data inform collection of QUAN data, which verify QUAL data
Parallel	Qualitative and quantitative data collected and analysed concurrently QUAL + QUAN	AIM: Identify sources of stress for RNs working in ER settings, personal coping strategies used and types of programmes or support systems provided by hospitals QUAN: National survey of all RNs working in ER departments, based on the literature, to identify common sources of stress and methods of support used by employers to reduce RN stress QUAL: Focus groups and interviews with a random selection of RNs working in ERs to broaden understanding of different sources of stress and personal coping strategies used SYNTHESIS: Data integration during interpretation phase after QUAN and QUAL data analyses
Nested	Can be either QUAL or QUAN main design with the alternative paradigm embedded within the study to answer a complementary question QUAL + quan or QUAN + qual	AIM: Test an online peer support programme designed to reduce workplace stress for new RNs working in ERs QUAN: RCT to test online programme effect on stress levels and intention to remain working in the ER qual: Interview nested in the RCT, focused on user experiences of the online programme SYNTHESIS: qual analysis embedded within the main QUAN study

Source: Shorten and Smith (2017) Adapted from Halcomb and Hickman (2015).: Types of Mixed Methods Design.

3.3.4. Exploratory Sequential Research Design.

This method, first, collects and analyses qualitative data, and uses the findings to form a survey for quantitative data collection. The priority is unequal and prioritises the qualitative component. The data from both methods are connected and integrated at the discussion

stage of the research. For this method, Creswell, (2009) suggested the use of purposeful sampling for qualitative data collection based on an individual's experience being researched and the sampling for both qualitative and quantitative data collection should be rigorous. For the rationale of using this type of mixed methods design, the researcher should ask about the extent qualitative findings can be generalized in a quantitative setting (Harrison et al., 2020). Reflecting on this question helped ensure that the MMRD was the best method for this research.

Strengths:

Some of the strengths of using an Exploratory Sequential Design MMRD are:

The separate stages make the research easier to report. Although the emphasis is on qualitative research, the inclusion of the quantitative aspect can make the research more acceptable for quantitative-only based researchers. An Exploratory Sequential Design is recommended for building a new instrument.

Challenges:

The Exploratory Sequential Design has some challenges which are:

It is time-consuming. For instance, the collection of different data at different stages and the validation of scales takes some time. This researcher used appropriate time management to tackle this. It can be difficult to decide whether to use the same participant for both methods of research. For this research, some of the participants of Study One also took part in Study Two because they met the criteria for both studies. It can also be difficult to decide which themes from the qualitative component would be used to develop a scale for the quantitative component of the design. This challenge was tackled in this research by reflecting more on what the participants of Study One mentioned most before deciding on themes to use.

3.3.5. Integration in Mixed Methods Research Design.

Integration of data is how the findings from both methods (qualitative and quantitative) are put together (Creswell & Clark, 2017). This is done by drawing a conclusion from both methods and putting them together to have a better understanding of the entire research (Creswell & Tashakkori, 2007). This could be done by comparing, contrasting, building on, or embedding one conclusion with the other (Creswell & Tashakkori, 2007). According to Onwuegbuzie and Teddlie (2003):

"The point at which the data analysis begins, and ends depends on the type of data collected, which in turn depends on the sample size, which in turn depends on the research design, which in turn depends on the purpose" (p. 351).

In the sequential design used in this research, integration is done by discussing how the qualitative data helped develop the quantitative data that led to its findings (Harrison et al., 2020). This will be presented in detail in Chapter 7 of this thesis.

3.3.6. Methodological Rigour in Mixed Methods Research Design.

Although mixed methods have been used for a while now (Greene, 2006; Pluye et al., 2009), their conceptualization is recent (Tashakkori & Teddlie, 2003). This has led scholars in mixed methods research such as Harrison et al. (2020) to devise a format that ensures rigour in this important method of research which is discussed later in this Section.

In an article by Hong and Pluye (2018), the authors defined methodological quality as conducting a study in a trustworthy way. Leech et al. (2010) also proposed the importance of a validation framework in mixed methods by combining the validity of both qualitative and quantitative methods, ensuring the great quality of the research. The validation framework has been put into the concept of legitimation by Onwuegbuzie and Johnson, (2006), which they described as "trustworthy," "credible," and "dependable." Rigour, therefore, ensures great quality and trustworthy research.

Harrison et al. (2020), suggested reporting prior mixed-methods guidelines in conducting mixed-methods research as a method of ensuring rigour. They proposed three levels of rigour: low, medium, and high rigour, with a detailed description of how a researcher can

measure the level of rigour in mixed methods research. They categorized rigour in mixed methods into primary and advanced elements. The four primary elements are the main characteristics which are data collection of both the qualitative and quantitative studies, analysis of each of the studies, the integration or mixing of the two data sets, and the use of a specific method of mixed-method design. The advanced element involves two important procedures (Creswell & Clark 2017; Harrison et al., 2020). These procedures are:

1) promoting the use of mixed methods in writing the aims and purpose of the research; 2) providing a clear justification for the use of mixed methods research, including mixed methods RQs, and discussing how valuable it is to use mixed methods research. The writing should also include the use of well-referenced literature in mixed methods design which makes the research more sophisticated (Harrison et al., 2020).

This research has taken steps to ensure the recommendation of high levels of rigour in mixed methods referred to in Harrison et al., (2020). This is evident in the aims and purposes of the research in Chapter 2 with a rationale for MMRD with tables and Figures presented in this Chapter; data collection for both studies presented in Chapter 4, analyses of qualitative data in Chapter 5 with analyses of quantitative data in Chapter 6; integration of both studies of the research in the discussion Chapter 7 by comparing and merging the studies; the use of Exploratory Sequential design with Figures already presented in this Chapter; well-referenced literature which also includes the importance of mixed methods as shown in this Chapter. The title of this research has not been specific to qualitative by using explore, meaning, discovery, or quantitative description such as relationship, correlation, or explanation (Harrison et al., 2020) rather it has emphasized the use of a mixed methods approach.

3.4. Study One Methodology.

This Section will be a rigorous discussion of all the methodological considerations utilised for Study One. It starts with the study design, followed by how TA was chosen for the analysis and how one-to-one interview was chosen for data collection. It then presents the rigorous steps followed to develop the interview schedule and finishes with the ethical considerations for the study.

3.4.1. Study One Design.

For Study One, a qualitative approach was taken using semi-structured interviews for data collection. The data was transcribed before being analysed using deductive and inductive TA. The emic and etic approaches used for this study were explained in 3.2 of this chapter. A discussion on why one-to-one semi-structured interviews were chosen for this study will appear in Section 3.4.3.

3.4.2. Choosing Thematic Analysis (TA).

In this Section, the different methods of qualitative analysis were compared before stating the reason for my chosen analysis method. This was by describing their uses and strengths, the steps used in undergoing them, with limitations. Please see Appendix G for a table of how different methods of qualitative analysis were compared with their procedure, strengths, weaknesses, and what they are used for. The table was useful in deciding what method of analysis is valid for the analysis of the data.

Choosing a method of qualitative analysis can be challenging because there are many of them (Harper, 2011) which seem to be intertwined.

Interpretative Phenomenological Analysis (IPA) (Smith, 1996) was not chosen because the research project is not interested in interpreting participants' experiences (Larkin & Thompson, 2011). As much as the research is based on experience, it is not dwelling on a whole lived experience but an aspect of it. For instance, acculturation is just an aspect of the post-migration experience. There are other things the participant may experience during or post-migration that are not of this research interest.

Grounded Theory (Glaser & Strauss, 1967) analyses data to formulate a theory; however, Study One of this project is more interested in highlighting common themes to find what SR means and factors that can lead to it. Grounded Theory's basic goal is to formulate a theory for the study of the social and psychological process whereby the researcher then describes the setting or process of the experience that has occurred among the participants (Tweed & Charmaz, 2011). These descriptions do not fall under the interest or remit of this project.

Conversation Analysis (Hutchby & Wooffitt, 2008) and Discourse Analysis (Potter & Wetherell, 1987) would be suitable if the project were on naturally occurring data such as a radio or TV programme. Discourse Analysis (DA) is interested in the construction and function of language which could be in a naturally occurring setting (Georgaca & Avdi, 2011) which is not the aim of this research. Rapley, (2011), suggests that Conversational Analysis (CA) "relies on witnessable data" (p. 182). The primary data of this research, which was one-to-one interviews, does not require a witness. Therefore, CA is not the most appropriate analysis for the project.

Narrative Analysis (NA) (Riessman, 1993) is focused on the participant's autobiographical memory of a lived experience by telling a story, which is not the interest of this research. The story is aimed at seeing the chances of change and working towards that change (Selbin, 2010). The interview method used in this research is not solely based on lived experience. It is also on the participant's presumption of factors that could lead to them being successfully resettled. Therefore, participants may or may not be successfully resettled.

After a critical review of the major types of qualitative methodologies, the most suitable chosen by the researcher was TA (Braun & Clarke, 2022). TA searches for commonalities and identifies similarities which are essential in the analysis of the data (Clarke et al., 2015). This is because the project is interested in putting common themes together that formed a collective meaning of SR and factors that lead to it among the Nigerian

community in England. TA is suitable for explaining how a group form an idea of a phenomenon that is being studied using; one-to-one interview, and open-ended interview questions (Joffe, 2011). This suggests that TA is the most appropriate method of analysis for this research because the findings explained the meaning of SR among the population group of interest.

There are different types of TA as described in Appendix G. For this project, the focus of this discussion will be on deductive and inductive TA chosen as the method of analysis. Deductive TA is more focused on themes around secondary data (Clarke et al., 2015). Therefore, deductive TA was the primary method of analysis for Study One as described by Clarke et al. (2015); but new themes were also derived from the data, which involved the use of inductive TA. This is because the interview questions were informed by the literature review and the researcher's experience. During the analysis many primary data were found, therefore inductive TA was also used to ensure that no vital information was missed in the analysis of data. Both deductive and inductive TA use the same steps. The use of both methods of analysis ensures rigour and credibility in TA (Fereday & Muir-Cochrane, 2006).

A hybrid of Deductive and Inductive Approach for the Analysis.

The hybrid of deductive and inductive approaches for TA that was used in this research was informed by Fereday and Muir-Cochrane (2006) to demonstrate rigour in their analysis. The approach was undertaken to ensure that all the data are robustly explored while adequately extracting all the themes. This was done by coding theory-driven data as well as data-informed data (Anderton & Ronald 2018; DeCuir-Gunby et al., 2011) to enhance the analysis.

The combination of both approaches appropriately suits the mixed methods methodology that is underpinned by pragmatic epistemology which is best chosen by the researcher to ensure that the RQs are adequately addressed (Roberts et al., 2019). The process of the analysis is rooted in the philosophical standpoint of critical realism and pragmatism for in-

depth analysis (DeCuir-Gunby et al., 2011; Fereday & Muir-Cochrane, 2006). However, Xu and Zammit (2020) argued that the philosophical standpoint underpinning a hybrid approach, such as the one undertaken herein is constructivist epistemology. This is because Braun and Clarke's (2019), description of TA suggests that it is "a theoretically informed and constrained methodology" (p. 583).

Roberts et al. (2019), stated that combining deductive and inductive TA allowed the establishment of themes that may have been indicated with the deductive approach only. It also allowed themes that have the potential of establishing rigour in the analysis to be coded. The hybrid approach in TA helped in identifying themes that provide robust answers to the RQs.

According to Xu and Zammit (2020), a hybrid of inductive and deductive coding indicates a balanced view of the entire data rather than relying on the frequency of the code. This is important for this research in ensuring that every data is utilised in gathering information that answers the RQs.

3.4.3. Choosing One-to-One Interviews.

Interviews are the most used method of gathering information in qualitative research (Wilde et al., 2022). It is a widely accepted method of collecting meaningful information that helps in understanding phenomena (Ritchie et al., 2014).

According to Frith and Gleeson (2011), the one-to-one interview allows the participant to explore and explain their experience in their own way. They further suggested that the interviewer is more likely to keep the focus of the interview on the topic area, unlike focus groups which may be difficult, because one or more persons may divert the topic to something else. This research project is, therefore, more suitable for individuals to express themselves individually without being overshadowed by other people's points of view, which may happen if a focus group were carried out. This research must find out as many individual views as possible to get a broader view that addresses the aim of the research.

There are four main types of interviews namely: structured, semi-structured, unstructured, and narrative interview. Each was explored and compared before choosing the semi-structured one-to-one interview as the most appropriate data collection method for the research.

In structured interviews, the interviewer is in full control by dictating what is being answered through their questions (Wilde et al., 2022). Although this can help the interviewer get responses for their topic of interest, the power imbalance limits how much the participant can express themselves (Wang, 2006). The categorical nature of the data collected can place limits on the level of interpretation that the researcher can make (Wilde et al., 2022). Furthermore, the restricted ability of the researcher to check and clarify understanding of responses can also lead the analyst to make potentially unverifiable inferences from the data (Anyan, 2013).

In an unstructured interview, the main research topic is explored through a few broad questions on a small number of related sub-topics. Although the interview has a general focus and direction, neither the interviewer nor the interviewee can predict the specific direction of the interview, which allows the participants flexibility to tell their story the way they want it (Wilde et al., 2022). This can be particularly useful for sensitive topics and topics where there is little extant research. However, the interviewee being in control means that they can decide the more pertinent parts of their story to tell. Key to the success of the unstructured interview is the skilful deployment of the active listening skills of the interviewer.

In a narrative interview, the interviewee has the power to set what is discussed, and the length of the interview, and determine how the interview will go (Anderson & Kirkpatrick, 2016). Although there is a schedule for the interview, it allows the participants to tell a story about specific parts of their life such as high points, low points, turning points, recent events, and the future (Crossley, 2000). Interruption by the interviewer is not usually accepted to allow the interviewee to tell their story as it comes to mind (Wilde et al., 2022). However, the disadvantage of this is that participants who need prompting to

express themselves may struggle with this, therefore, not giving as much information as needed.

In a semi-structured interview, the interviewer has a schedule of pre-prepared, open-ended questions to ask, but there is more flexibility than in the structured interview in the sense that an interviewee's response can prompt further questions by the interviewer to further explore the responses for better understanding (Wilde et al., 2022). This helps the interviewer to make an accurate interpretation of the responses. The interviewer is usually knowledgeable on the topic based on an extensive literature review. The interview is aimed at addressing RQs to understand a specific topic such as SR. This method of interview was chosen because it has a structure that addresses the RQ. This is because the participants are the experts in addressing questions based on their lived experience which gives them more power and control of the interview. The disadvantage is that it is time-consuming however, when compared with other types of interviews, semi-structured interviews are the most suitable for exploring participants' experiences to understand what SR means to them, which is the main aim of this study.

3.4.4. Interview Schedule Development.

The interview schedule was informed by the model in Figure 2.5 of Chapter 2 after an extensive literature review. The model was formulated from themes identified in the literature review. These themes have their sub-themes, all of which lead to being successfully resettled for immigrants. The Successful Resettlement (SR) question block has a direct relationship with the mental wellbeing of the immigrant. The rest of the interview schedule was developed from the personal experience of this author, as part of the researched community. There will also be further discussion on how the literature informed some of the interview schedule questions.

The interview schedule is divided into two Sections: A and B.

Section A comprised of questions probing for demographic information. Some researchers have identified gender differences in cross-cultural transition experience, acculturation, and how SR is defined (e.g., Akinde, 2013; Bird & Sapp, 2004; Dyke & Murphy, 2006;

116

Idemudia et al., 2013; Kirkwood, 2016; Ravasi et al., 2015). Therefore, I felt it crucial to include items capturing gender information in Section A. Other research has also found that age (Akinde, 2013) and length of stay in the host country (e.g., Akinde, 2013; Allen, 2006; Chiswick & Sullivan, 1995; Ndika, 2013) play a role in factors that lead to being successfully resettled. This led me to include items that secured information on these demographic factors. Higher education has been identified by some researchers as the first and most important factor in being economically successful (e.g., Amundson et al., 2011; Danzer & Ulku, 2011; Kyeremeh et al., 2019; Shields & Price, 2002), which I felt could also be influential in how my participants construed SR and so incorporated items into Section A to attain this information.

Section B comprised a battery of questions divided into three groups that covered a) pre-migration experiences that influenced their decision to relocate; b) experiences during migration; and c) acculturation experiences post-migration.

Some researchers have highlighted the need to understand the cross-cultural transition of immigrants (e.g., Searle, 1990; Simich, 2010; Ward & Kennedy, 2001). As discussed in Chapter 2 acculturation has been widely researched as an important factor in understanding the experiences of immigrants (e.g., Berry, 2001; Bourhis et al., 2009; Ward & Rana-Deuba, 1999). It was important, therefore, that the schedule contained questions that tapped into the participants' construal understanding of their cross-cultural transition and acculturation experiences while resident in England.

Previous research has found an association between immigrants and mental wellbeing (Berry, 1992; Bhugra, 2003; Dana, 1996; Yako & Biswas, 2014). Additionally, the process of being successfully resettled can play a role in the mental health of immigrants, which has been supported by several studies over the years (e.g., Babiker et al., 1980; Berry et al. 1987; Kira et al., 2007; Lönnqvist et al., 2015). To ensure this information was captured, questions were developed to explore issues around the participants' mental wellbeing during their cross-cultural transition and resettlement experiences. This is to

have a grasp of individual perspectives on how SR is associated with mental wellbeing before further exploring it in a larger population in Study Two to answer RQ5. This will help in having a broader knowledge of how the researched population associates SR with mental wellbeing.

3.4.5. Piloting and The Final Interview Schedule.

The interview aimed to understand the experience of immigration and resettlement of Nigerians to England, the factors involved, how they have made sense of their experiences and what SR means to them. Once the initial draft schedule of questions was prepared, it was necessary to pilot it.

The purpose of the pilot study is to test the effectiveness of the interview schedule (Malmqvist et al., 2019). It is also used to provide validity and reliability for the interview schedule (Gudmundsdottir & Brock-Utne, 2010). A pilot study (please see Appendix C Section 1 for the initial draft of the interview schedule) was carried out with two participants (who did not eventually take part in the final sample) who met the criteria for the study as described in Section 4.2.1. Their responses (please see Appendix C Section 2) prompted some changes to the initial draft. This provided content validity to the schedule because it assures the researcher that the tool highlighted all necessary areas that should be covered in the research (Bollen, 2014). Please see Appendix C Section 3 for the final version of the interview schedule.

3.4.6. Ethical Considerations for Study One.

Approval: Study One received a favourable ethical opinion on 20/07/2020 from the NTU BLSS (Business, Law and Social Sciences) College Research Ethics Committee (CREC). The research also adhered to the British Psychological Society (BPS) code of human research ethics (updated 2021).

Approved ethics reference for Study One**: UBAH 2020/171**

Consent: Participants read the information sheet which provided detailed information such as: what the research is for, how the data will be stored and used, and how to opt out of

the research; and the participants signed the informed consent to show that they have read the information sheet and willing to take part (Webster, 2013).

Confidentiality/Anonymity: For the transcription of data, software was not used because it can breach the ethics of the research and data protection by making the data available in the cloud (Braun & Clarke, 2022). All participants were provided with a pseudonym, and all other potentially identifying information has been redacted to ensure participant anonymity.

Protection of Participants: This study followed the suggestions by Bloemraad and Menjívar (2022) on how migration researchers should ethically perform research. For instance, refugees were not included in the study to prevent causing any harm to the participants. The participants who took part were only encouraged to say things they felt comfortable with. Two weeks after the study, they were checked for any distress the study had caused and sent debriefing information immediately after the interview so that they could seek help if they needed any. Keen attention was paid to signs of discomfort and were noted. Empathy was shown and they were allowed time to express their emotions and continue when they were settled and ready. In both studies, sensitive questions like immigration status were not asked to protect them from vulnerability.

In both studies, immigration status was not asked to protect them from vulnerability in compliance to the third principle of Article 5 (1) of the UK General Data Protection Regulation (GDPR) immigration status was not asked because it is not a relevant information for the research (Regulation 2016/679).

3.5. Study Two Methodology.

This Section will present all the methodological considerations utilised for Study Two. Scale development is the process of constructing a valid and reliable measure that assesses a construct of interest (Tay & Jebb, 2017) for a target population it was developed for (Dorans, 2018). The approach used for this scale development is deductive because the definition of SR has already been generated from the themes in Study One (Tay & Jebb, 2017). The scale is unidimensional because it assesses a single construct (Kyriazos & Stalikas, 2018) which is SR. The scale development is discussed in the following Section.

3.5.1. Study Two Design.

The questionnaire was developed from the findings of Study One to develop the SR scale. The SR scale was administered with other psychometric scales that reflect the findings of Study One. The entire questionnaire comprises both parts of the survey that were piloted with two potential participants before a final version was administered to participants. A range of analyses was taken for the scale development and further analysis of the data for the factors of SR. Procedures for these analyses are in Chapter 6.

3.5.2. Defining Successful Resettlement (SR) of Immigrants.

After an extensive review of the themes of what SR means for the participants, as discussed in Chapter 5, the following is deemed to be the appropriate definition of SR. The analysis codebook table in Appendix I shows the number of times participants referred to the important themes chosen, and the hierarchy chart of SR in Figure 3.6 below is a pictorial illustration of how the SR themes indicated how they were referred by participants.
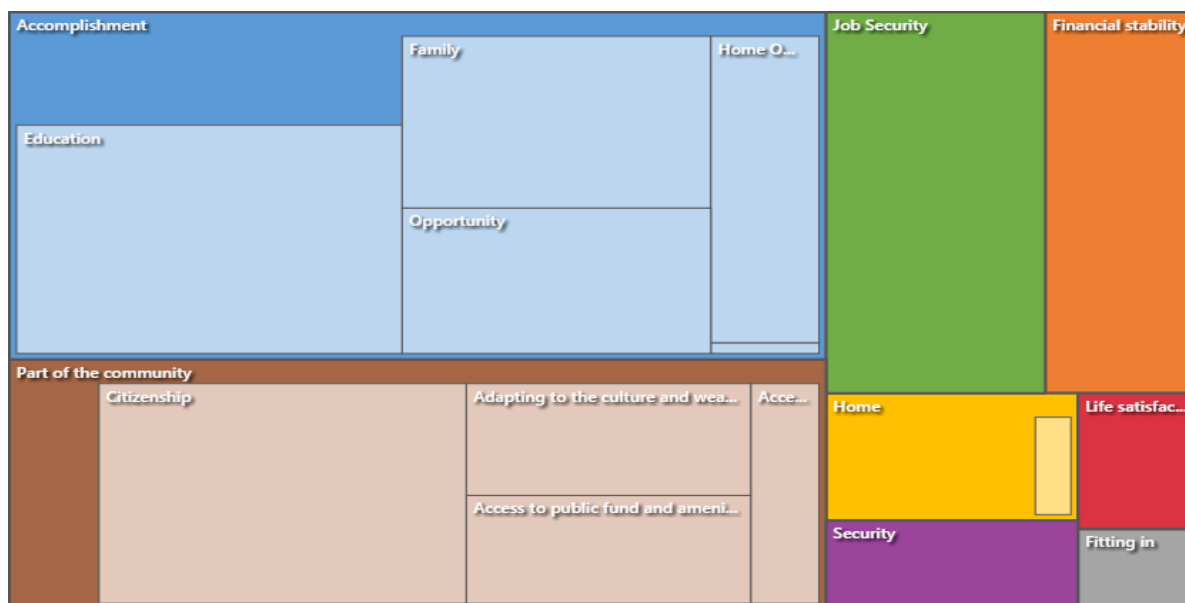
Figure 3.6

Successful Resettlement Hierarchy Charts of Nodes

From the Study One findings, SR is then defined as: *SR of immigrants is being able to achieve the main aim of moving from one place to the other. Such achievements include accomplishing things like education, having a family, being a homeowner, and/or having a better opportunity in life; Being part of the host community such as having access to public funding, citizenship of the host country, adapting to the culture and weather of the host country, and/or feeling accepted by the host community; Financial stability; and Job Security.*

3.5.3. Developing Items to Explore SR.

Based on the definition of SR above, the survey questions were developed. The method of survey chosen is cross-sectional because it is the most appropriate for an MMRD (Creswell & Hirose, 2019). The following outstanding themes that are achieving goals of migrating (SR) in Study One were used to develop this part of the survey: *'Accomplishment', 'Part of the Community', 'Job Security', and 'Financial Security'.* Each of these themes was used to develop six questions for the survey. However, on review, a question about financial

security was removed because it was a repetition of an existing question. It was ensured that each theme had a balance of both positive and negative questions to reduce response style bias (Abad et al., 2011). This is the emic part of the survey discussed in Section 3.2.

Table 3.3 below is an illustration of how this part of the survey was developed by asking a question about the themes.

Table 3.3

Illustration of the Development of the Survey Questions

No.	Survey Questions.	Positive Questions.	Negative Questions.	Themes.
1.	I have a UK Education.	✓		Accomplishment.
2.	I do not feel welcomed in England.		✓	Part of Community.
3.	I do not feel my job is secured.		✓	Job Security.
4.	Having my family in England is important to me.	✓		Accomplishment.
5.	I do not have access to UK public funds (for example, qualifying for benefits such as universal credit when you need it).		✓	Part of Community.
6.	I worry about losing my job.		✓	Job Security.
7.	I can comfortably provide for myself (and my household in England – if applicable).	✓		Financial Stability.
8.	I feel owning my own home is important in England.	✓		Accomplishment.
9.	I have adapted to the English culture.	✓		Part of Community.
10.	I do not wish to change my job.	✓		Job Security.
11.	I struggle to pay my bills in England.		✓	Financial Stability.
12.	I have attained my main goal(s) of coming to England.	✓		Accomplishment.
13.	I feel that the English community are hostile to me.		✓	Part of Community.
14.	I feel appreciated by my employer.	✓		Job Security.
15.	I earn enough to have some savings.	✓		Financial Stability.
16.	I do not have people I can refer to as family in England.		✓	Accomplishment
17.	I am used to the English weather.	✓		Part of Community.
18.	I am productive at work.	✓		Job Security.
19.	I have no debt in England.	✓		Financial Stability.
20.	I feel moving to England has given me better opportunities in life.	✓		Accomplishment.
21.	I do not feel like I am part of the English community.		✓	Part of Community.
22.	I wish I had a different job.		✓	Job Security.
23.	I worry a lot about my finances.		✓	Financial Stability.
24.	I have successfully resettled in England.	✓		SR Status.

3.5.4. Choosing Standardised Response Scale.

Some standardised scales that could measure the most important themes for factors of SR found in Study One were compared to see which most closely matched the findings based on their content. This is a way of validating the findings of Study One. Their psychometric properties, strengths, and weaknesses were also compared to choose the most appropriate scale for the study. Each chosen theme had at least two scales that were used for the comparison.

The reason mental wellbeing scales and life satisfaction scales were chosen was to answer the RQ about the relationship between SR and wellbeing. *'Perceived discrimination', 'Acculturative Scale', and 'Support Network'* were chosen because they were found in Study One as important factors of acculturation and SR as found in Chapter 5 and seen in Figures 7.2 and 7.3. Please see Appendix K for the different types of scales that were compared with their psychometric properties, strengths, and weaknesses. The table was useful in choosing the most valid scales for the survey.

Choice of Scales.

Five scales were selected to measure the variables associated with SR.

1. Mental Wellbeing: Warwick-Edinburgh Mental Wellbeing Scale--Rasch-Derived Short Form was chosen because of its versatility and psychometric properties (Houghton et al., 2017). It has also been found to be a valid measure for the mental wellbeing of the black African group to which Nigerians belong (Haver et al., 2015). Although the positive mental wellbeing scale has acceptable psychometric properties, it measures only the emotional aspect of mental wellbeing (Teismann et al., 2018) while the Warwick-Edinburgh Mental Wellbeing Scale--Rasch-Derived Short Form measures holistic mental wellbeing. Please see Appendix L for the manual of Warwick-Edinburgh Mental Wellbeing Scale – Short Version which includes the response format and how the items are scored.

2. Life Satisfaction Scale: Although the Satisfaction with Life Scale (SWLS) has been widely used over the years, recent studies have found that a single-item life satisfaction measure is equally as valid and reliable as SWLS (e.g., Cheung & Lucas, 2014; Jovanović 2016). Therefore, the Life Satisfaction Measure was chosen because it is a single item that provides the same result as SWLS with five items. Please see Appendix M for the manual of Life Satisfaction Measure which includes the response format and how the items are scored.

3. Perceived Discrimination: Perceived Personal Discrimination Measure and Everyday Discrimination Scale both have good reliability but no validity or factor analysis (Kershaw et al., 2016; McGarrity et al., 2013; Nang et al., 2019). The Everyday Discrimination Scale has been chosen over the Perceived Personal Discrimination Measure because it measures daily discrimination against every race and ethnic group (Kershaw et al., 2016). Please see Appendix N for the manual of the Everyday Discrimination Scale which includes the response format and how the items are scored.

4. Acculturative Stress: The acculturative stress scale, Acculturative stress index, and MISGST10 were all developed for immigrants which makes all of them valid (Gong et al., 2011; Martinez-Donate et al., 2018;). The acculturative stress index and acculturative stress scales are the same item developed by different researchers at different times therefore they have different psychometric properties. The scale helps to quantify migration-related stress levels and other factors such as resilience, and cultural disparity, and how it affects the quality of life (Nang et al., 2019). MIGSTR10 goes further to ask the severity of the stress and not just a 'yes' or 'no' answer, which is important in understanding the stress level of the participant. MIGSTR10 also has an extra item that allows the participant to mention other stressors and it has good validity. The items in MIGSTR10 reflect more of the items found in the acculturative experience framework in Study One when compared to the other measures. Please see Appendix O for the manual of MIGSTR10 which includes the response format and how the items are scored.

5. Support Scale: Although the Oslo Social Support Scale has been validated in Nigeria, this does not mean that it will be valid for Nigerians in England because of factors related to socioeconomics, stability of life, etc. The Support Network Site Support Measure focuses on friends as the only source of support. Therefore, Social Network Functions Measure has been chosen mainly because it measures different aspects of support (Ashida & Heaney, 2008) which is reflective of my findings in Study One. Please see Appendix P for the manual of Social Network Function Measure which includes the response format and how items are scored.

These chosen scales were used in the etic part of the survey to measure for factors of SR.

3.5.5. The Final Developed Scale.

The above SR question in Table 3.3 and the standardised scale chosen from Section 3.5.4. were put together as a draft for the Study Two survey. Please see Appendix Q Section 1 for the initial draft which was sent to 2 respondents for the pre-test. Please see Appendix Q Section 2 for their responses. These responses were critically reviewed with the supervisory team and the survey questions were updated for the final version of the study. The process of pre-testing the entire survey and reviewing the instrument by professionals provides construct and content validity (Ball, 2019; Betts & Spenser, 2017). The major changes made were with regards to how the questions are phrased for better understanding for the respondents. Please see Appendix Q Section 3 for the final version of the Survey Questions.

3.5.6. Ethical Considerations for Study Two.

Approval: An application was sent for the second study. The Ethics amendment received a favourable opinion on 21/05/2021 by NTU BLSS (Business, Law and Social Sciences) College Research Ethics Committee (CREC). The research also adhered to the British Psychological Society (BPS) code of human research ethics (updated 2021). The amendment reference no. 2021/165 (amendment to 2020/171). During data collection,

the number of participants was challenged for not being enough. I then sought a second amendment to disseminate the survey on social media. This also received a favourable opinion from the ethics committee after clarifying that participants would not be contacted directly without their permission. Therefore, adhering to a data protection policy. This second amendment was obtained on 08/07/2021 with reference no. 2021/230 (amendment to 2021/165, 2020/171.

Consent: Participants read the information sheet which provided detailed information such as: what the research is for, how the data will be stored and used, and how to opt out of the research; and the participants signed the informed consent to show that they have read the information sheet and willing to take part (Webster, 2013).

Confidentiality/Anonymity: The information sheet included information about the confidentiality and anonymity of the research. In this study, all identifiable information such as the email and IP addresses were removed before the analysis of the data.

Protection of Participants: This study followed the ethics of migration research suggested by Bloemraad and Menjívar (2022). For instance, there are no restrictions on immigration status such as refugees. The survey had an option of 'prefer not to say' so they could only respond to what they felt comfortable with. To protect them from vulnerability, sensitivity questions such as immigration status were not asked. The study has a link to debriefing information on how to seek help if the survey caused them any distress. Both Studies One and Two provided information about the research and gave an option of consent and to opt-out at any point they felt. Both studies did a pre-test before the final version of the study and one of the reasons is to ensure that the studies were appropriate for the participants.

3.6. The Data Management Plan for Studies One and Two.

A Data Management Plan was put in place for this research from the onset. This plan was constantly reviewed and updated by the researcher and the supervisory team. This is to ensure proper policies and procedures such as data protection, confidentiality, and data storage, were followed throughout the research. Please see Appendix B for details of the data management plan.

3.7. Philosophical Underpinning for Studies One and Two.

MMRD researchers must decide whether the study can be viewed from a paradigmatic point of view, such as post-positivism or constructionism; or advocacy to make a social change such as feminism (Hanson et al., 2005). Tashakkori and Teddlie (2003) argued that the philosophical basis for mixed methods research is pragmatism. This is because pragmatism involves choosing a method that works best in answering a research question.

TA is not a methodology, rather it is a method as it is not underpinned by a pre-requisite set of philosophies and theories (Braun & Clarke, 2022). Essentially, it is left to the researcher to choose a suitable philosophical standpoint that addresses the goal of the research for clarity on how the data informs the meaning that is theorised (Willig, 2013). Therefore, it was important for me to consider philosophies and theories that will define my ontological and epistemological position within the research (Braun & Clarke, 2022).

After some consideration of the variety of ontological and epistemological positions, I felt most aligned with the critical realist paradigm. A critical realist underpinned TA recognises that external reality is layered, that access to those layers is mediated by acknowledging, "…the ways in which individuals make meaning of their experience, and, in turn, the ways the broader social context impinges on those meanings, whilst retaining focus on the material and other limits of reality" (Priya & Dalal, 2015, p. 211). Critical realism is a combination of ontological realism–there is a truth out there, a physical reality separate from the experience of that reality (e.g., trees exist independent of human thoughts,

words, and actions), and epistemologically relativist–it is impossible to access that truth directly (Braun & Clarke, 2022). A critical realist perspective is appropriate here because it helps in understanding the realities of the different stages of migration experience of the participants and how it helps them to define being successfully resettled (e.g., Nelson & Prilleltensky, 2010). Critical realism addresses social issues such as being successfully resettled as a Nigerian immigrant resident in England (e.g., Nelson & Prilleltensky, 2010). The understanding of the social and economic issues surrounding migration and being successfully resettled addresses the aims and objectives of this study. In TA, a critical realist position provides a critical interpretation of the data which is rooted in the participant's account of their reality (Braun & Clarke, 2022).

The philosophical underpinning for Study Two is constructivist because truth from this paradigmatic perspective is seen as socially constructed from people's subjective reality (Bleiker et al., 2019) as considered in Study One. The constructivist paradigm suggests "the minds and meaning-making and sense-making activities" (Lincoln & Guba, 2013, p. 40), which meshes with the goal of this study to explore and find out what SR means and the factors that lead to it.

Thus, the two studies are linked ontologically and epistemologically via a relativist positioning–a stance that accounts for the constructed nature of reality and the multiple perspectives people take to make sense of it. Consequently, I outline my position on the nature of reality and how we come to know of it within this programme of research, as follows. Taking a critical realist position (as in Study One) I believe that there exists a real world in which my participants inhabit, a world existing beyond their constructions of it (e.g., countries exist, borders exist, transportation exist, etc.). However, I also acknowledge, as per the constructivist position (Study Two), that to know this reality, one must accept that everything is situated within social, cultural, and historical contexts and frameworks (e.g., each participant has their own story, their prior history and culture and understandings) and these arbitrate the understandings I am likely to find from my participants.

Whilst this research program is broad, I believe it to be harmoniously underpinned philosophically and theoretically, allowing a point of view to move from Study One to Study Two so that the goal of the research is achieved (e.g., Hays & Wood, 2011).

3.8. Conclusion of the Chapter.

This Chapter has discussed all the methodological considerations for the research with a more general one which are the emic and etic approach, MMRD, data management plan, and the philosophical consideration for the research. It has also discussed individually the methodological considerations for Studies One and Two. The next Chapter will be a discussion of the methods used for both Studies One and Two.

Chapter 4: Methods for Studies One and Two.

4.1. Introduction to the Chapter.

This thesis Chapter will individually discuss the methods used for both studies of the research. It starts with Study One methods, which discusses how participants were recruited and the procedure followed for data collection. It is then followed by the rigorous steps taken to transcribe the data collected. This is then followed by the analytical procedure, which involves how the Analytical Framework (AF) (including the Sub-Analytical Frameworks (Sub-AF) and codes) were created using NVivo Pro 12 (released in 2018), which was the software used for the analysis of the data. The chapter then details how the Sub-AFs and codes were transformed into the final themes reported in the Thematic Analysis. This is followed by how rigour was ensured in the Study One analysis.

The second part of this chapter discusses the sampling of Study Two participants and the process of data collection. This is then followed by detailed information about the analytical procedure for the study. It is followed with step-by-step information on how best practices were utilised for the scale development of Study Two.

The chapter concludes with a summary of all that have been presented in the chapter.

4.2. Study One Methods.

This Section will be a discussion of the methods used in Study One. It indicates the rigorous step-by-step process taken to ensure that the best standard of qualitative research was followed for the study.

4.2.1. Sampling and Recruitment.

This Section will discuss the inclusion criteria for sample selection and how participants were recruited. The following inclusion criteria were used for recruiting participants:

   a. Nigerian immigrants' resident in England. However, Study One excluded refugees and asylum seekers to avoid triggering trauma experiences during the interview.

This was an ethical decision because this author lacked the necessary training to deal with traumatic experiences (Bloemraad & Menjívar, 2022).

b. Must be fluent in English.

c. Must be adults (18 years and above).

d. Must have lived in England for at least 5 years.[1] This study used purposive sampling to select participants from different Nigerian social groups in different parts of England. The organisations were accessed through advertisements on their website and social media affiliates.

4.2.2. Data Collection Procedure.

The purpose of this Section and the next is to critically reflect on all the stages of the interview and transcription. The method of data collection was through one-to-one telephone interviews.

Reflection is a process that considers the structural and cultural environment of the researcher and participant, the nature of the research, and the outcome of the research (Hesse-Biber & Piatelli, 2012). It helps to raise awareness of the knowledge of the researcher and participants (Mann & Kelley, 1997). For reflective writing throughout this Chapter, this author will refer to herself in the first person.

How Participants were Recruited.

A purposive sampling technique was used in the selection of participants. This method of sampling is a nonprobability or non-random type of sampling whereby the researched population that meets the inclusion criteria are targeted and selected because they are willing to take part in the research and can provide the rich and personal experiential information necessary for the research analysis (Etikan et al., 2016).

The sample is homogenous based on factors such as the culture (Nigeria), age (adults), and life experience (lived in Nigeria and currently living in England) and has lived in

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[1]In a similar study of what SR means to refugees in the South Wales region of Australia, (Curry et al., 2018), participants lived in the region for at least 5 years.

England for at least five years (Etikan et al., 2016). This ensures gathering information that robustly answers the RQ.

Participants were recruited by sending a message to all the UK-Nigeria groups (such as alumni associations, and religious groups) that I belong to and to every Nigerian in my contact who lives in England. I also asked friends and family to send the request for participation message to Nigerians living in England who were on their contact lists. Considering that Nigeria is the most populous country in Africa, I had to ensure that the information was sent to people of various Nigerian ethnic groups to avoid the bias of having information from one Nigerian ethnic group only. The information may have reached many people. On reflection, I think that it helps that many people were aware of the ongoing research. This is because it may have encouraged more people to take part in Study Two since they were already aware of the research. Please see appendix D Section 1 for the message sent. All participants gave consent before taking part in the interview. Section A (demographic information) was completed online using a short survey hosted on Qualtrics (https://www.qualtrics.com). Section B (SR) was carried out one-to-one over the telephone.

The first challenge was finding out after four people had responded that there was a mix-up with the level of education and employment status from Section A of the interview schedule. Level of education had the response of employment status and employment status was missing. This was shocking to me because I and the supervisory team had tested the link to ensure the Qualtrics information was all correct. I thought I had responded to everything when I tried it out. I had to edit it, delete the responses, and email the respondents. In the email, I apologized for the mistake and asked them to redo it. All of them responded but one person.

Another challenge encountered was that some participants did not fill in some parts of the information required, such as unique identifier code and age. One person did not fill in

their email address and another their level of education. I contacted them for more information to fill in the gaps.

Challenges with the Information Sheet in Recruiting Participants.

The survey element of the interview on Qualtrics comprised a detailed information sheet with a consent form (please see Appendix E) to help the participants decide whether to take part or not. Eight potential participants gave me reasons for not taking part, although, they understood that they did not need to state their reasons. The following were their reasons:

- Three people complained that the number of years (five years) of living in England was a bit of a challenge for many people who wished they could take part. If it were a minimum of two years of living in England, it would have had more respondents.

- Two people refused to take part in the research because of the phrase 'Nigerian Immigrant.' One argued that they came in as expatriates through high skills visas and are now a citizen. Another who was born in England but went to live in Nigeria before moving back to England did not like the idea of being referred to as a Nigerian immigrant. I considered changing the title to DETERMINANTS OF SR AMONG NIGERIANS LIVING IN ENGLAND. However, two potential participants were not significant enough to make this change considering the number of respondents to the research.

- Two people refused to take part because of their method of arriving in this country and did not feel comfortable sharing their experiences.

- One person queried why the supervisory team should have access to their data. They were informed that they would only have access to the transcript in a way that they would not be identified. It was further explained that the supervisory team would not listen to the audio recording because voice can be used to identify them.

Interview Process.

Interviews were conducted by telephone. On the day of the interview, a message was sent (please see Appendix D Section 2) to the participants who had completed the information required. This started when it was observed (after the third participant) that participants were concerned about confidentiality in giving information, especially about racism.

For those who waited until the last minute to fill in Section A information, a message (Please see Appendix D Section 3) was sent to them. This was found to be helpful in most cases for participants to be open about their experiences, although it depended on the individual. At the time of the interview, the participant was called via telephone, at the arranged time.

During the phone conversation, the participant was asked how their day had gone, a check was made for any concerns regarding the interview, and then they were asked if they had any questions before the recorded interview commenced. Another reason it was important to speak to them on the phone before the interview commenced officially, was to build rapport because there was no direct verbal communication beforehand between myself and most of the participants before the interview. The importance of building rapport during an interview is that it helps the interviewee feel more comfortable (Meijer et al., 2021). Any concerns participants had about the confidentiality of the interview being compromised were put at ease. The information is important in assuring them of confidentiality and for them to be comfortable during the interview. Interaction before the conversation had been through email or messaging software.

After this, I called their mobile number for a recorded interview with a dicta recorder (Olympus Digital Voice Recorder DM-770) and an automated installed audio recording app (Cube ACR) in the phone was switched on for backup. All participants were informed of these two voice recordings being made.

During the interview, some people did not feel comfortable saying certain things, pointing out that they were being recorded. They were reassured of confidentiality and anonymity about how it is stated in the information sheet. This helped some to be more open with their responses. The participants were encouraged to only share what they felt comfortable with. A few participants refused to answer some questions and their choices were respected, and I moved onto other questions. Interviews ended by asking if they had anything else to say and thanking them for taking part in the research. Some asked more questions regarding the research, requested to have a copy of the publication to see the outcome of the study, some expressed how the interview was a period of reflection and made them feel good.

Challenges and Solutions during The Interview.

Despite a pilot study being conducted and changes implemented in response to the feedback, the following questions still posed a challenge to some participants:-

1. *To what extent is being successfully resettled a state of mind?* After the first interview where I realized that the participant struggled to understand my question, this was rephrased for people who do not understand the term 'state of mind' to – How does SR make people feel? and how does SR affect how people think?

2. *Could you please tell me about times when you felt fully or partly successful when resettling in England?* This was asked separately when the person said they were fully resettled in some areas but not successfully resettled in other areas. In a situation where they say that they feel fully resettled, the second part of the question was not asked.

3. *Could you please tell me about things that have helped or could help you to be successfully resettled?* This was asked separately depending on their response to the question above.

More open questions were asked based on their response to elicit more information, have a clearer understanding of their experiences, and gather richer data (Ogden & Cornwell, 2010).

Duration of the Interview.

Interviews lasted approximately 60 minutes and ranged between 32 minutes (shortest) and 109 minutes (longest) depending on the detail provided by individual participants. The sum total of interview data collected from all participants amounted to 28.52 hours. Please see Appendix H which includes the duration of the interview for each participant. Some people could not reflect well to give more information despite how the questions were asked to encourage response. Most people with shorter interview durations either had a sick child, were nursing, or were multitasking; they were predominantly women. The duration of the interview also depended on how much the person was willing to share and the circumstances around their migration transition and acculturation experience (Gummer & Roßmann, 2015). However, I did find that as minimal as the information may be, they still offered relevant information that addressed the RQs.

Debriefing Participants.

At the end of the interview, a message with an interview debriefing form (please see Appendix F Sections 1 and 2 respectively) was sent to the participant. On the 14th day since the interview, another message (please see Appendix F Section 3) was sent to them as stated in the information sheet and debriefing information. No participant disclosed any form of distress or concerns due to the interview.

The Debriefing link was disabled on 17th October 2020 so that participants could have access to information that might be of help to them. It was also to allow a two-month window of withdrawal from the research to elapse so that they still have access to information on how to withdraw if they wished to. No participant withdrew participation.

Sample Size and Reaching Data Saturation.

Many people showed interest in the research. Two potential participants were contacted before deleting their information because they had not lived in England for up to five years. Several other potential participants who showed interest in taking part in the research were informed that enough data had been collected for that phase of the research. In the message, they were urged to look out for the second part of the research and take part in it. On the 18th of August 2020, the Qualtrics information sheet, consent form, and demographic information, which were all together, were terminated to prevent more people who were not aware that the study had ended from responding to the linked information. At the time of terminating the link, there were 53 respondents in progress. The pandemic was a time of reflection for many (Bakker & Wagner, 2020), and this could be the reason many people wanted their voices to be heard through the interview.

The number of participants being interviewed kept increasing because there was new information being received. Saturation was reached at the 32nd interview when there was no new information addressing the RQ (Given, 2015; Olshansky & de Chesnay, 2014). It has been suggested that there are no limits to sample size in qualitative research; however, 25-30 participants have been suggested as a minimum for reaching saturation for an in-depth interview and adequate for publication (Dworkin, 2012) because:

1. It allows a thorough examination of the RQ.

2. Enough data collection clarifies the relationship between concepts and identifies variation in the process.

3. It also maximises the chance that negative cases have been explored in the data (Charmaz, 2006). After reviewing 83 qualitative interview studies, Marshall et al. (2013) suggested sample sizes ranging between 15-30 for single-case interviews as optimal.

Data saturation is used as a measure to determine and assess the sample size of qualitative research (Guest et al., 2020). Saturation is important for the validity of some

qualitative research (Ando et al., 2014), to prove rigour (Morse, 1995) and the justification of sample size in qualitative analysis such as TA (Carter et al., 2004; Dilorenzo et al., 2008). Purposive sampling was utilised which emphasizes saturation whereby information is gathered until no new information is acquired (Miles & Huberman, 1994). Unlike convenience sampling whereby sample size is determined by statistical power analysis, the sample size of purposive sampling is determined by data saturation (Suen et al., 2014). Participants took part in a phone interview at a date and time which was convenient for them. This flexibility made it possible to gather enough data within a short period, from 1st – 16th August 2020.

Thirty-two participants took part. A comprehensive table of participant demographic information and the duration of the interview appears in Appendix H of this thesis. For brevity and provision of context, I will summarize the basics of that information here. the sample comprised thirteen males and nineteen females with a mean age of 43.2 years (range: 30-55 years). The mean length of residency in the UK was 13.75 years (range: 6-18 years).

4.2.3. Transcription of Data.

Transcription is defined as a method of reproducing recorded spoken words into written text (Halcomb & Davidson, 2006), which requires reduction, interpretation, and adequate representation to give it meaning and make it readable (Bailey, 2008). It involves giving meaning to what is said and how it is said (Stuckey, 2014). Bazeley (2013) asserts that transcriptions are not just a technical method of translating audio to text as most researchers think but it is a rigorous part of the research that should be taken as seriously as the data collection and analysis.

Transcription is widely accepted by scholars to be a crucial part of qualitative research (Charmaz, 2006; Creswell, 2007). However, it can be challenging because it is time-consuming (Markle et al., 2011) and requires resources (such as buying a quality foot pedal and headset, adequate concentration, and physical energy) to do it (Atkinson &

Hammersley, 2007; Bryman, 2008; Halcomb & Davidson, 2006). I did not allow the fear of transcribing a relatively large qualitative data set to deter me from continuing the data collection when more information kept emerging. I did this to ensure I kept a high standard of research and achieved the research goal.

Bucholtz (2000) describes two methods of transcribing which are naturalized versus denaturalized, whereby the former transcribes everything being said and that happens during the interview, such as non-verbal language. On the other hand, the denaturalized method involves transcription focusing on the words spoken and omitting stutters, pauses, involuntary vocalization, and non-verbal language which is a more selective way of transcribing. The denaturalized method was used for transcribing the data in this research to ensure the data transcribed is more focused on verbal language to make it easier to read. However, the non-verbal language was taken into consideration during the interpretation of data.

Verbatim transcription has been used for these interviews to make sure that no vital information was omitted in the interview and to demonstrate rigour (Green et al., 1997; Skukauskaite, 2012). Clean verbatim has been used, which excludes gestures, non-verbal cues, and emotional expressions such as "hmm", laughing, crying, etc. These exclusions are methods of data reduction that still use the exact words recorded during the interview (Loubere, 2017). The clean verbatim method used is to ensure the anonymity of the participants is protected. Therefore, anything said that identifies them such as their name or name of children or identifiable workplace is removed from the transcription. The names were replaced with {} to help with the flow of the transcript and for the supervisory team to understand that a name has been removed from that space. This helped the supervisory team to make more sense of what they were reading.

Using software for transcription was considered but I was sceptical about the ethics of the transcript being in the cloud and also of wasting time in case it did not understand Nigerian accents properly. Dragon software was considered but was not used, because although it

recognized my voice, I felt that it was not healthy (because it would be physically and mentally draining) for me to listen to the audio recording and speak back to the computer to type for the protracted time it required. Software such as Dragon has been found to take as much time to transcribe as manual transcription (Dresing et al., 2008).

According to Loubere (2017), issues around culture and spoken language can interfere with the accuracy of the transcription. This is not the case here, because as stated in Section 3.2 both British and Nigerian English spoken by participants are languages that I am familiar with. My position as someone who is part of the researched community makes it easier for me to understand the culture and fluency of the language spoken by the participant, which is an important aspect of this type of research (Veeck, 2001). E.g., the word '*opportuned'* was used by many participants. This is a Nigerian English word meaning '*the opportunity to'* but many Nigerians believe that it is a correct English word, although it is not. This word would have confused or may not have been understood by another person who is not an insider, but my position gave me an advantage; making the communication and language use easy for me to understand.

If a segment of the response was inaudible, I asked them to repeat the last thing they said so that all information was captured; I explained that it helps transcription when what is said is more audible. Transcribing spoken language to written language, interruption of the flow of speech due to background noise, inaudible utterances, and non-verbal cues can make verbatim transcription challenging and difficult (Barley et al., 2008; McLellan et al., 2003; Mishler, 2003). However, transcription has been as original as possible.

The transcription method utilised the six steps procedure by Azevedo et al. (2017) which involves the preparation of data, familiarisation with the data, writing, editing, review, and final production of the transcripts.

4.2.4. Analytical Procedure.

This Section will describe the steps and processes of the TA conducted for the transparency purpose of the analysis (Malterud, 2001; Sandelowski, 1995). As Willig (2013) puts it, "a theme refers to a particular, recognizable configuration of meanings which co-occur in a way that is meaningful and systematic rather than random and arbitrary" (p. 181). Themes can be descriptive i.e., the concise restatements of textual (or other) segment(s) or conceptual/interpretative, i.e., the deployment of analyst categories to subsume and re-specify sets of descriptive themes (interpretation).

The interpretation gives meaning to the dataset. The theme is a crucial pattern that is discovered in data which provides information to the research (Braun & Clarke, 2019). TA as described by Clarke and Braun (2006) is a method of finding patterns of meaning that are repetitive. Taylor and Ussher (2001) argued that themes are usually in the data but need to be sought and derived from the data. This was achieved in this research.

Over the years, many scholars have argued that TA is the foundation of all other qualitative analysis and as such should not be a specific method of qualitative analysis (Boyatzis, 1998; Holloway & Todres, 2003; Ryan & Bernard, 2000). However, some other scholars have disputed this assertion and argued that TA should be viewed as a separate method of qualitative analysis on its own (Braun & Clarke, 2006; King, 2004; Leininger, 1992; Nowell et al., 2017; Thorne, 2000); arguably, this claim is plausible because it is a specific method of qualitative analysis.

TA provides a detailed account of the data. TA can be used by experts and those who are new to it because it is a relatively easy, flexible, and accessible method of analysis (Braun & Clarke, 2006; King, 2004). The clear structure of this method of analysis enables the summation of large amounts of data which provides insights into a well-organised final report.

Process of Creating the Analytical Framework (AF) with Reflections.

The use of NVivo for Analysis.

A Thematic Anlaysis of the data was carried out using the computer program NVivo. This section details the rationale for choosing NVivo and how the software facilitated the analytical procedure. The key steps in the process were:

1. Preparation and inputting of the transcripts in NVivo.

2. Coding of the transcripts.

3. Development of the initial Analytical Framework (AF; including Sub-Analytical Frameworks, Sub-AFs).

4. Refinement of the AF.

5. Formulation of the final theme structure.

The analysis of the data required a sustained and deep engagement with the 32 interview transcripts, which is a substantial amount of data to work with manually. At the outset of the analysis process, I was faced with choosing between using manual coding or using Computer Assisted Qualitative Data Analysis Software (CAQDAS), (Kelle, 1995) sometimes called Qualitative Data Analysis Software (QDAS). Because the actual success of the analysis is done by the researcher (Paulus et al., 2017), I ultimately chose to use the former (CAQDAS) as the software does not *analyse* the data, as implied with QDAS, but instead *assists* the researcher with the analysis of the data by helping to organise and manage the data more efficiently (Robins & Eisen, 2017). The CAQDAS chosen to assist with the analysis of data was NVivo 12 Pro.

The challenge of manual coding in this case was that it would have taken longer considering the time frame of the project. Additionally, it would have required printing a lot of paper. As I worked from home due to the pandemic, this could potentially have compromised the confidentiality of the participants. Hence, CAQDAS through NVivo was chosen because of its many features that ensure rigour and transparency during analysis, whilst maintaining participant confidentiality (O'Kane, et al., 2021).

NVivo helps in managing and analysing large quantities of data more efficiently, helping to identify and sort codes and themes, effectively creating relationships among the developed codes and themes, and organising the final thematic structure (Dollah et al., 2017; Feng & Behar-Horenstein, 2019; Robins & Eisen, 2017). It makes retrieval of interview transcripts quick and easy, which encourages staying close to the data (Maher et al., 2018). It is effective in the time management of the research, and ensures transparency and multiplicity (Feng & Behar-Horenstein, 2019; Hoover & Koerber, 2009). NVivo allows the importation of different formats of data such as documents, videos, images, etc., and reference management such as Endnote and Refworks (Dollah et al., 2017). It allows visualisation of the project and other project teams to keep track of the work (Durian, 2002; Woods et al., 2016). NVivo has features such as a query scale that provides evidence of measurability and observability which shows the transparency of the research (Feng & Behar-Horenstein, 2019). The use of CAQDAS can also help reduce researcher bias (Feng & Behar-Horenstein, 2019) because coding is not solely influenced by the researcher but with the help of a computer that identifies them as well, and it gives the researcher more confidence in the rigour of the analysis because it has scales that support this (Davidson & Skinner, 2010).

To start the analysis process, a new project was launched in NVivo and all transcripts were uploaded to the project. Auto coding was turned off as semi-structured interviews are most accurately analysed when coding is performed manually. Transcripts were analysed one at time to ensure a thorough and rigorous analysis was carried out on each participant's experiences.

Analysis began with an open and explorative reading of the data as a means of familiarising myself with the data corpus. Maher et al. (2018) emphasise the importance of auditory interaction with the data. This was done by attentive listening during the interview and transcription process. This helped in understanding and making an adequate interpretation of the data. Once I felt I knew the data well enough, the next step was to start coding. Once a final set of codes was developed, the data were then interrogated visually via the

use of charts, diagrams, and figures that the NVivo program can be asked to produce. This visual analysis aided in the imaginative exploration of the data leading to a deeper, more nuanced understanding of the experiences of my participants.

Once each transcript was coded, an intitial AF, comprising several Sub-AFs and associated codes, was produced. This AF was then reviewed and revised as the analysis progressed and deeper insights were gleaned from the data. The process of AF development and reviewing are described in more detail later in this chapter. The next stage of the analysis was the formulation of a final theme structure from the AF to capture the essence of the participants' experiences. The final stage was then to produce the written report summarising the themes and supporting each one with carefully selected references to support the analysis. Throughout the analysis, I kept a reflective account of my engagement with each stage of the process.

Participants' file names were grouped with the number of codes derived from each file. The references are the number of times each document was referenced for the coding in each file. The gender of each participant was also inputted.

The analysis process described above maps onto the six-phase process of Thematic Analysis suggested by Braun and Clarke (2006), which is:

Phase 1 - Familiarisation with the Data:

This was achieved by attentively listening to the audio recording at least twice, transcribing the data, reviewing the transcription, and reading each of the transcriptions at least twice before commencing the data analysis. Throughout the data analysis, the data was thoroughly checked to ensure that the analysis stayed as close to the data as possible. Reading the transcripts many times helped in making meanings and creating a pattern of the data (Nowell et al., 2017). Familiarisation was done one transcript at a time at each stage.

Phase 2 - Generating Initial Codes:

After familiarisation, a better understanding of the data was achieved. The AF, and ultimately the final theme structure, were created and assigned based on the characteristics and phenomena of the data (Creswell, 2014; Nowell et al., 2017). To achieve this, each transcript was systematically coded. A code "symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldaña, 2016, p. 4). Initial codes were produced by revisiting the data over and over. This is a process of interacting and reflecting on the data to make a better meaning of it (Savage, 2000). King (2004) suggested that there can be different levels of coding. For instance, under Support Network Sub-AF, there is family and the type of family support such as information, finance, accommodation, etc. How data were coded, uncoded, recoded, and/or renamed or moved into different Sub-AFs is described in the next two sections.

Phase 3 - Searching for Themes:

Once the final AF was established, themes were formulated by reviewing the final AF Sub-AFs. The review process looked to summarize and condense similar groups of codes into broader themes. A theme can be both inductive and deductive (Boyatzis, 1998). Themes were generated by reviewing the coding of the data in conjunction with the data itself, understanding the underlying meanings, interpreting them, and then assigning a label that adequately summarizes the meaning. The entire data was analysed by reading it line by line. Braun and Clarke, (2006), established that it is not about the quantity, but about highlighting something important that is relevant to the research. Every effort was made to ensure that no theme was ignored. The process of development and revision the AF along with the fomulation of the final theme structure from the revised AF is described in more detail later in this section.

Phase 4 - Reviewing Themes:

According to Braun and Clarke (2014), there are 2 levels of doing this, which are 1) Ensuring that codes and themes are related to the RQs. 2) Ensuring that the theme structure appropriately represents the entire dataset. This process was done by going through each theme and AF to check the references[2] (excerpts from the participants). This helped verify that theme labels were appropriately assigned. At this stage, some codes were recoded and renamed. This is to ensure that every theme adequately reflects the meaning of the data (Braun & Clarke, 2006). Themes were refined to make certain that their meaning was specific to the assigned AF. Where references initially reflected more than one theme they were reviewed again and coded to the theme that best captured the essence of the reference. The supervisory team were conferred at regular intervals to check on and discuss coding, theme development and analytical interpretations, which gives it credibility (Côté & Turgeon, 2005; Lincoln & Guba, 1985).

Phase 5 - Defining and Naming Themes:

A detailed story is established on why each AF and themes have a particular name in the AF section. The process of modifying the themes continued at this stage, ensuring that the final theme structure provided a robust answer to the RQs posed. As suggested by King (2004), the data was read and coded at least twice for refinement and to make certain that the themes were appropriately coded. During the whole phase of the research, a weekly research update was provided to the supervisory team on research progress as well as monthly meetings, all of which were documented. This is one of the ways that an audit trail can be developed that helps in establishing how themes were created and how they are related (Nowell et al., 2017). The credibility of the themes was established

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[2] *In qualitative work, coded text is often referred to by terms, such as "quotes", "extracts", or "excerpts". In NVIVO, as the program handles a variety of types of source material and different ways of coding, a broader term, "reference", is preferred. The term "reference" in NVIVO thus refers to a piece of coded text, image or media file, a sentiment, or a relationship or case. For clarity, in this Chapter, as I am discussing the development of AFs using NVIVO, I shall use the term "reference" specifically to refer to coded text. However, in Chapter 5, where I discuss the themes in detail, I shall instead use the term "excerpt" to refer to the verbatim speech used to support the analysis.*

through the consistent interaction of this author and three academic supervisors, which establishes intercoder consistency (O'Connor & Joffe, 2020; Thomas & Harden, 2008).

Phase 6 - Producing the Report:

After establishing that all themes have been developed, this is the final phase of collating data and making a report. The first report is the tabular report – discussed further in this chapter, and the final report is the written report – discussed in Chapter 5.

References were made to each described data by quoting what some participants said to describe the theme. References are extracts from the participants' responses. The essence of using references is to justify the development of themes and the entire analysis, express participants' views, and make the report credible. Eldh et al. (2020) assert that references are meant to be readable and provide a clear understanding of the text, thereby improving communication. References have been picked to ensure that all participants were represented. Some references are clean and verbatim for originality, while some have been paraphrased to protect participants' anonymity. Heery et al. (2019), proposed the use of verbatim references for confirmation of the analysis, and expressing participants' feelings and experiences (Patton, 2002). However, it can expose the participants' identity (Eldh et al., 2020) but this was overcome in this research by redacting identifiable information such as name of person or place. There is a varying number of references per theme to ensure both positive and negative aspects of the theme are reflected.

The written report is supported by a literature review and theory to underpin the findings of the research and give room to challenge what the literature provides, which adds to the body of knowledge (Tuckett, 2005). The themes were integrated to form a story that is based on the research. Thematic Analysis involves highlighting parts of data to make meaning of them. These parts are integrated and the connections are put together to form a whole (Tashakkori & Teddlie, 2010). The report also tells a comprehensive story that gives a deep understanding and reflection of the entire dataset (Braun & Clarke, 2019). The entire process of the analysis has been both iterative and reflective.

The Analytical Frameworks Method (AFM): Coding and Theme Development

The AF were formed as Nodes. The AF is a set of categories of codes that are used in organizing and managing data (Gale et al., 2013). Nodes are the basis for coding any statement made by the participant. This has been highlighted to be important in the analysis of semi-structured interviews and managing data (Gale et al., 2013). The use of AF gives evidence for the trial of the credibility of the analysis (Nowell et al., 2017). The AF provides a clear and systematic structure of the summary of the data. According to Gale et al. (2013), there is no specific epistemological, philosophical, or theoretical approach underpinning the development or use of an AF (similar to Thematic Analysis), rather it can be adapted to any qualitative approach that is aimed at deriving themes. Some researchers suggest that the development of the AF is a deductive approach to qualitative analysis (Pope et al., 2000; Pope & Mays, 2009). However, Gale et al. (2013) argued that developing an AF could take both inductive and deductive approaches depending on the nature of the RQ.

For this research, the global AF was generated using a deductive approach based on the model developed with the literature review (Figure 2.5), theory, and RQs. However, the sub-nodes of the AF are both deductive and inductive to allow for rigour without missing any vital information. For example, consider the following RQ, "What does Successful Resettlement mean to you?" this provides an unexpected and novel response that is unique to each participant based on their personal views, experiences, cultural beliefs, and values (e.g., Redwood et al., 2012). The themes under this question are thus both deductive and inductive. Deductive themes are informed by literature review, theories, anticipation based on personal knowledge and lived experience as part of the community, and a particular RQ, whereas inductive themes are developed from the codes that the researcher has developed. The combination of both approaches is vital for the nature of this research, allowing other aspects of information related to the research to be explored based on the participants' experience and the meaning they make of it (Gale, et al., 2013).

Coding reflection as suggested by Maher et al. (2018) was used in creating the AF and final theme structure. This enabled interacting with the data by reviewing and moving themes from one place to the other. According to Maher et al. (2018) "In Vivo codes help capture participants' implicit meanings and understandings while the use of gerunds keeps the analysis active while supporting understanding of the relationships between meaning and action/process" (p. 10). Both methods of coding have been incorporated into analysis.

Developing the AF for Study One

Nodes are many codes created by interpreting a sentence and giving it a code name that best describes it. The AF for Study 1 was developed iteratively, beginning with a first draft of the AF, followed by three further reviews of the AF. Each review critically evaluated the extant AF and aimed to progressively refine it by abstracting its various sub-components; checking the 'fit' of the codes against the data, discarding any ill-fitting codes, and splitting or combining others to create new, more meaningful codes that more accurately captured the essence of the data. This involved recoding, renaming, and reorganising some parts of the AF at each review stage. The aim throughout was to always focus on what the interviewee said without looking at the question to help make an unbiased interpretation of the participants' statements, thus remaining as close to the data as possible. The questions were only used as a prompt when it was not possible to make better sense of what was said. Developing both deductive and inductive themes maximized the informational potential of the data set.

The First Review of the AF and Codes

The initial AF was reviewed and resulted in a second iteration comprising of ten AFs (please see figure 4.1) below.

First Review

CROSS CULTURAL TRANSITION & ACCULTURATION EXPERIENCE	EDUCATION RELATED	EMPLOYMENT RELATED	MENTAL WELL-BEING	PERSON RELATED	PRE-MIGRATION EXPERIENCES	REASON FOR MIGRATING	SUCCESSFUL RESETTLEMENT	ADVICE ON BEING SUCCESSFULLY RESETTLED	SUPPORT NETWORK RELATED
• Abiding to law	• Good education	• Giving back	• Anger	• Confidence	• Financial requirement	• Career related	• Acceptance	• Budgeting	• Church
• Acculturation stress	• Language proficiency	• High skill	• Anxiety	• Determination	• Reluctance to move due to family	• Education	• Access to public fund & amenities	• Culture difference	• Colleague: Emotional
• Adaptation	• Non recognition of foreign education	• Non recognition of foreign work experience	• Confidence	• Faith	• Visa & immigration experience	• Finance	• Accomplishment	• Education	• Community: Accommodation
• Communication: Culture difference	• Teaching & learning	• Professional development	• Depression	• Hard work		• Health reasons	• Adapting to the culture & weather	• Expectations	• Community: Childcare
• Community life		• Professionalism	• Feeling good	• Home sickness		• High skilled migrant visa	• Citizenship	• Home community	• Community: Emotional
• Culture shock		• Recruitment	• Feeling low	• Independence		• Home condition	• Education	• Information	• Community: Fund
• Discrimination		• Work experience	• Happiness	• Isolation		• Joining spouse	• Equality & diversity	• Integration	• Community: Information
• Driving & road signs culture difference		• Workplace attitude	• Keeping fit	• Loneliness		• Language advantage	• Establishing a church	• Legal	• Community: Reception
• Finance		• Work stress	• Peace of mind	• Loss		• Ministry work	• Family	• Prepared	• Community: Socialising
• Hostility		• Work-life balance	• Reflection	• Nostalgia: Food		• Opportunity	• Financial stability	• Support network	• Family: Accommodation
• Immigration policy			• Trauma	• Personal development		• To avoid stigma	• Fitting in	• Well-being	• Family: Childcare
• Parenting				• Personal skills			• Home		• Family: Emotional
• Public fund				• Resilience			• Home community		• Family: Finance
• Racism							• Home owner		• Family: Information
• Religion							• Information		• Family: Prayer
• Sense of belonging							• Job security		• Family: Reception
• Starting afresh							• Life satisfaction		• Friend: Finance
• Weather							• Opportunity		• Friend: Information
							• Part of the community		• Friends: Accommodation
							• Security		• Friends: Childcare
									• Friends: Emotional
									• Friends: Reception
									• Health professional
									• Home community
									• University

Figure 4.1

First Review: Global Analytical Framework (AF; including ten Sub-AFs and their related codes)

The Second Review of AF and Codes.

The reason for the second review was to ensure that each AF and codes were properly interpreted and that they represented what they were meant to be. Some codes were recoded and removed from their initial node. In this review, several main AFs were condensed and re-titled as broader, overarching AFs. The second review produced a six AF structure, as seen in Figure 4.2 below:

Second Review

ACCULTURATION EXPERIENCE	FACTORS OF SUCCESSFUL RESETTLEMENT	MENTAL WELL-BEING	PRE-MIGRATION EXPERIENCES	REASON FOR MIGRATING	SUCCESSFUL RESETTLEMENT

• Acculturation stress
• Adaptation
  • *Giving back*
• Communication: Culture difference
• Community life: Culture Difference
• Culture shock
• Equality & Diversity
• Financial stress
• Homesickness
  • *Nostalgia: Food*
  • *Trauma*
• Hostility
• Isolation
• Loneliness
• Loss
• Parenting
• Policies & law
  • *Immigration policy*
  • *Access to public fund*
• Racism & discrimination
• Religion
• Sense of belonging
• Starting afresh
• Traffic rules: Culture difference
• Weather
• **Education Related**
  • *Good education*
  • *Language proficiency*
  • *Non recognition of foreign education*
  • *Teaching & learning*
• **Employment Related**
  • *High skill*
  • *Non recognition of foreign work experience*
  • *Professional development*
  • *Professionalism*
  • *Work experience*
  • *Workplace attitude*
  • *Work stress*
  • *Work-life balance*
	• Education
	• Home community
	• Information
	• Integration
	• Keeping fit
	• Knowledge of culture difference
	• Legal
	• Prepared
	  • *Budgeting*
	• **Person Related**
	  • *Confidence*
	  • *Determination*
	  • *Faith*
	  • *Hard work*
	  • *Independence*
	  • *Personal development*
	  • *Personal skills*
	  • *Resilience*
	• **Support Network Related**
	  • *Church*
	  • *Colleague: Emotional*
	  • *Community: Accommodation*
	  • *Community: Childcare*
	  • *Community: Emotional*
	  • *Community: Fund*
	  • *Community: Information*
	  • *Community: Reception*
	  • *Community: Socialising*
	  • *Family: Accommodation*
	  • *Family: Childcare*
	  • *Family: Emotional*
	  • *Family: Finance*
	  • *Family: Information*
	  • *Family: Prayer*
	  • *Family: Reception*
	  • *Friend: Finance*
	  • *Friend: Information*
	  • *Friends: Accommodation*
	  • *Friends: Childcare*
	  • *Friends: Emotional*
	  • *Friends: Reception*
	  • *Healthcare professional*
	  • *Home community*
	  • *University*
		• Anxiety
		• Confidence
		• Depression
		• Feeling good
		• Feeling low
		• Frustration
		• Happiness
		• Peace of mind
		• Reflection
			• Financial requirement
			• Reluctance to move
			• Visa & immigration experience
				• Career related
				• Education
				• Finance
				• Health reasons
				• High skilled migrant visa
				• Home condition
				• Joining spouse
				• Language advantage
				• Missionary work
				• Opportunity
				• To avoid stigma
					• Accomplishment
					  • *Education*
					  • *Establishing a church*
					  • *Family*
					  • *Home owner*
					  • *Opportunity*
					• Financial stability
					• Fitting in
					• Home
					  • *Home community*
					• Job security
					• Life satisfaction
					• Part of the community
					  • *Acceptance*
					  • *Access to public fund & amenities*
					  • *Adapting to the culture & weather*
					  • *Citizenship*
					• Security

Figure 4.2

Second Review: Revised Global AF (including six sub-AFs and their related codes)

The Third and Final Review of AF and Codes.

The third and final review aimed to rigorously ensure every Sub-AF is properly interpreted. It was realized that codes in the 'Mental Wellbeing' Sub-AF were the only ones that required reviewing. 'Feeling good' was merged with 'happiness' because they meant the same for the participant. 'Reflection' was removed completely because it is evidence of the positive impact of the interview on the participants not a theme of the research.

Please see Figure 4.3 below for the illustration of the third and final review of all the AFs and Codes.

Third Review

ACCULTURATION EXPERIENCE	FACTORS OF SUCCESSFUL RESETTLEMENT	MENTAL WELL-BEING	PRE-MIGRATION EXPERIENCES	REASON FOR MIGRATING	SUCCESSFUL RESETTLEMENT

• Acculturation stress
• Adaptation
  • *Giving back*
• Communication: Culture difference
• Community life: Culture Difference
• Culture shock
• Equality & Diversity
• Financial stress
• Homesickness
  • *Nostalgia: Food*
  • *Trauma*
• Hostility
• Isolation
• Loneliness
• Loss
• Parenting
• Policies & law
  • *Immigration policy*
    • *Access to public fund*
• Racism & discrimination
• Religion
• Sense of belonging
• Starting afresh
• Traffic rules: Culture difference
• Weather
• **Education Related**
  • *Good education*
  • *Language proficiency*
  • *Non recognition of foreign education*
  • *Teaching & learning*
• **Employment Related**
  • *High skill*
  • *Non recognition of foreign work experience*
  • *Professional development*
  • *Professionalism*
  • *Work experience*
  • *Workplace attitude*
  • *Work stress*
  • *Work-life balance*
	• Education
	• Home community
	• Information
	• Integration
	• Keeping fit
	• Knowledge of culture difference
	• Legal
	• Prepared
	  • *Budgeting*
	• **Person Related**
	  • *Confidence*
	  • *Determination*
	  • *Faith*
	  • *Hard work*
	  • *Independence*
	  • *Personal development*
	  • *Personal skills*
	  • *Resilience*
	• **Support Network Related**
	  • *Church*
	  • *Colleague: Emotional*
	  • *Community: Accommodation*
	  • *Community: Childcare*
	  • *Community: Emotional*
	  • *Community: Fund*
	  • *Community: Information*
	  • *Community: Reception*
	  • *Community: Socialising*
	  • *Family: Accommodation*
	  • *Family: Childcare*
	  • *Family: Emotional*
	  • *Family: Finance*
	  • *Family: Information*
	  • *Family: Prayer*
	  • *Family: Reception*
	  • *Friend: Finance*
	  • *Friend: Information*
	  • *Friends: Accommodation*
	  • *Friends: Childcare*
	  • *Friends: Emotional*
	  • *Friends: Reception*
	  • *Healthcare professional*
	  • *Home community*
	  • *University*
		• Anxiety
		• Confidence
		• Depression
		• Feeling low
		• Frustration
		• Happiness
		• Peace of mind
			• Financial requirement
			• Reluctance to move
			• Visa & immigration experience
				• Career related
				• Education
				• Finance
				• Health reasons
				• High skilled migrant visa
				• Home condition
				• Joining spouse
				• Language advantage
				• Missionary work
				• Opportunity
				• To avoid stigma
					• Accomplishment
					  • *Education*
					  • *Establishing a church*
					  • *Family*
					  • *Home owner*
					  • *Opportunity*
					• Financial stability
					• Fitting in
					• Home
					  • *Home community*
					• Job security
					• Life satisfaction
					• Part of the community
					  • *Acceptance*
					  • *Access to public fund & amenities*
					  • *Adapting to the culture & weather*
					  • *Citizenship*
					• Security

Figure 4.3

Third Review: Final Global AF (six sub-AFs and revised codes)

The final AF (Figure 4.3) was reviewed again with a view of formulating overarching themes from the Sub-AFs. The initial theme structure described two phases of cross-cultural transition, namely, pre-migration and post-migration. Further themes clustered under a third broad heading associated with successful resettlement, e.g., mental wellbeing, which occurs at the post-migration stage of cross-cultural migration as seen in the figure 4.4 below.

THEMES RELATED TO CROSS-CULTURAL TRANSITION

Pre-Migration Phase

Pre-Migration Experiences	• Financial requirement • Reluctance to move • Visa & immigration experience
Reasons for Migrating	• Career related • Education • Finance • Health reasons • High skilled migrant visa • Home condition • Joining spouse • Language advantage • Missionary work • Opportunity • To avoid stigma

Post-Migration Phase

Acculturation Experiences	• Acculturation stress
	• Adaptation
	   o Giving back
	• Communication: Culture difference
	• Community life: Culture Difference
	• Culture shock
	• Equality & Diversity
	• Financial stress
	• Homesickness
	   o Nostalgia: Food
	   o Trauma
	• Hostility
	• Isolation
	• Loneliness
	• Loss
	• Parenting
	• Policies & law
	   o Immigration policy
	   o Access to public fund
	• Racism & discrimination
	• Religion
	• Sense of belonging
	• Starting afresh
	• Traffic rules: Culture difference
	• Weather
		• **Education Related**
		   o Good education
		   o Language proficiency
		   o Non recognition of foreign education
		   o Teaching & Learning
		
		• **Employment Related**
		   o High skill
		   o Non recognition of foreign work experience
		   o Professional development
		   o Professionalism
		   o Work experience
		   o Workplace attitude
		   o Work stress
		   o Work-life balance

Components of Successful Resettlement

Factors of Successful Resettlement	• Education
	• Home community
	• Information
	• Integration
	• Keeping fit
	• Knowledge of culture difference
	• Legal
	• Prepared
	   o Budgeting
		• **Person Related**
		   o Confidence
		   o Determination
		   o Faith
		   o Hard work
		   o Independence
		   o Personal development
		   o Personal skills
		   o Resilience
		
		• **Support Network Related**
		   o Church
		   o Colleague: Emotional
		   o Community: Accommodation
		   o Community: Childcare
		   o Community: Emotional
		   o Community: Fund
		   o Community: Information
		   o Community: Reception
		   o Community: Socialising
		   o Family: Accommodation
		   o Family: Childcare
		   o Family: Emotional
		   o Family: Finance
		   o Family: Information
		   o Family: Prayer
		   o Family: Reception
		   o Friend: Finance
		   o Friend: Information
		   o Friends: Accommodation
		   o Friends: Childcare
		   o Friends: Emotional
		   o Friends: Reception
		   o Healthcare professional
		   o Home community
		   o University

Meaning of Successful Resettlement	• Accomplishment
	   o Education
	   o Establishing a church
	   o Family
	   o Home owner
	   o Opportunity
	• Financial stability
	• Fitting in
	• Home
	   o Home community
	• Job security
	• Life satisfaction
	• Part of the community
	   o Acceptance
	   o Access to public fund & amenities
	   o Adapting to the culture & weather
	   o Citizenship
	• Security	

Mental Well-being	• Anxiety • Confidence • Depression • Feeling low • Frustration • Happiness • Peace of mind	

Figure 4.4

Themes in Two Cross-Cultural Transition Phases leading to SR and its Mental Health Implications.

This initial theme structure was subjected to further scrutiny and revision as it was felt that the analysis was still somewhat fragmented due to the abundance of similar codes, some of which it was noted could be further condensed and refined. This next review produced the revised theme structure shown in Figure 4.5 below.

THEMES RELATED TO CROSS-CULTURAL TRANSITION

PRE-MIGRATION PHASE		POST-MIGRATION PHASE		BEING SUCCESSFULLY RESETTLED	
Drivers Underpinning the Desire to Migrate		**Being in Another Country & Another Culture**		**Feeling Supported in the Host Culture**	
Financial requirement		*Facilitators to the acculturation process*	*Equality & diversity*	*Spiritual support*	*Church*
Reluctance to move			*Parenting*		*Family (prayer)*
Visa & immigration experience			*Policies & law (immigration/public funds)*		
Opportunity			*Religion*	*Emotional support*	*Colleague (emotional)*
Home condition					*Host community (emotional, reception, socialising)*
To avoid stigma		*Stressors to the acculturation process*	*Financial struggles*		*Family (emotional, reception)*
			Homesickness (nostalgia, food/trauma)		*Friends (emotional, reception)*
Reasons for Deciding to Migrate			*Hostility*		
Desire for personal & family life enrichment	*Education*		*Isolation/lonliness*	*Financial support*	*Host community*
	Finance		*Loss*		*Family*
	Health		*Racism & discrimination*		*Friend*
	Joining spouse				*Prepared*
	Language advantage	*Living & learning the new culture*	*Communication*		
			Community Life	*Informational support*	*Host community*
Work & career aspirations	*Career related*		*Traffic rules*		*Family*
	High skilled migrant visa		*Weather*		*Friend*
	Missionary work				*Knowledge of culture difference*
		Sense of belonging	*Starting afresh*		*Information*
			Acculturation stress		*Legal*
			Adaptation (giving back)		*Integration*
		The Barriers & Benefits to Acculturation		*Support with children*	*Host community*
		The value of education	*(+) Good education*		*Family*
			(+) Language proficiency		*Friends*
			(+) Teaching & learning		
			(-) Non-recognition of foreign education	*Healthcare support*	*Healthcare professional*
		Being employed in the host culture	*(+) High skill*	*Educational support*	*University*
			(+) Professional development		*Education*
			(+) Professionalism		
			(+) Work experience	**Necessary Personal Attributes & Qualities**	
			(+) Workplace attitude	*Personal skills & development*	*Confidence*
			(-) Non-recognition of foreign work exp.		*Determination*
			(-) Work stress		*Resilience*
			(-) Work-life balance		*Perseverance (Hard work)*
					Faith
				The Meaning of Successful Resettlement	
				Self-determining in the host culture	*Attaining an education*
					Establishing a church
					Starting/growing a family
					Becoming a home owner
					Creating opportunity for oneself/family
					Achieving financial stability
					Finding security/job security
					Feeling satisfied with life
				Fitting in/being part of the host community	*Feeling accepted in the host community*
					Accessing public funds & amenities
					Adapting to the culture & weather
					Becoming naturalized/Citizenship
				Consequences for Mental Health & Well-being	
				Healthier consequences	*Confidence*
					Happiness
					Peace of mind
				Less healthier consequences	*Anxiety*
					Depression
					Feeling low
					Frustration

Figure 4.5

Refined Theme Structure in Two Cross-Cultural Transition Phases leading to SR and its Mental Health Implications.

Upon reflection, it was determined that some of the codes could be further condensed to form sub-themes to some of the main themes. This led to a final theme structure, and which appears also at the start of Chapter 5 (Study 1 findings). The final theme structure appears on the next page in Figure 4.6.

THEMES RELATED TO CROSS-CULTURAL TRANSITION

PRE-MIGRATION PHASE	POST-MIGRATION PHASE	BEING SUCCESSFULLY RESETTLED

Reasons for Migrating

Unpredictability of Personal and Social Condtions at Home

Desire for Personal & Family Life Enrichment

Work and Career Aspirations

Being in Another Country & Another Culture

Facilitators to the Acculturation Process

Stressors to the Acculturation Process

Living & Learning the New Culture

Sense of Belonging

The Barriers & Benefits to Acculturation

The Value of Education

Being Employed in the Host Culture

Support Network

Home Community Support

Host Community Support

Necessary Personal Attributes & Qualities

The Meaning of Successful Resettlement

Self-Determining in the Host Culture

Fitting In/Being Part of the Host Community

Consequences for Mental Health & Well-being

Healthier Consequences

Unhealthy Consequences

Figure 4.6

Final Theme Structure from Study One Data Analysis.

Analysis Codebook.

The codebook is a summary of the AFs and codes of the analysis. It provides detailed information on the meaning of the themes, the number of participants who contributed to the theme, and the number of times it was stated. The reference section is the number of quotations where the theme was derived. The codebook is quite an extensive document, and so for the sake of conciseness, a copy of the codebook is included in Appendix I.

Tabular Report of the Thematic Analysis (TA).

This is a table that illustrates how the analysis was performed. It has the AF, sub-AFs, themes and sub-themes indicating which of them is deductive or inductive. This shows the necessity of analysing the data with a mix of both deductive and inductive TA. For the sake of conciseness, the tabular report appears in Appendix J.

4.2.5. Ensuring Rigour and Trustworthiness in the Analysis.

Trustworthiness is a way of assessing the reliability and validity of a qualitative study. Guba and Lincoln (1989) suggested 4 criteria for ensuring trustworthiness in qualitative analysis, namely; *'credibility', 'transferability', 'dependability',* and *'confirmability'*. These criteria are equivalent to the validity and reliability measures used to assess quantitative analysis. The essence of addressing these criteria is to reduce researcher bias (Maher, et al., 2018), and to ensure rigour in the data analysis process (Holloway, 2008; Korstjens & Moser, 2017; Shenton, 2004). It also proves that the findings of the research are sound and well-researched (Morse, 2015).

Many scholars have suggested that it is important for researchers to report what they did, how they did it and the reason they did it to ensure the trustworthiness of the research (Braun & Clarke, 2006; Malterud, 2001; Nowell et al., 2017; Thorne, 2000). The systematic process of how the analysis has been conducted as has been done in this research will help in assessing the credibility of this study (Attride-Stirling, 2001; Côté & Turgeon, 2005; Ryan et al., 2007).

Credibility: This ensures that the author can demonstrate how the analysis was conducted in a way that instils confidence in the reader to accept the findings as both plausible and convincing. This can be done by engaging in the data for a reasonable amount of time and checking with the research team (Maher et al., 2018). A reasonable amount of time was used in engaging in the data by listening to each audio recording at least twice, transcribing the data, reviewing the transcription, and reading each of the transcriptions at least twice before commencing the data analysis. During the analysis, the supervisory team was informed weekly of what had been achieved and there was also a monthly meeting to review the data analysis. The expertise of the supervisory team helped to ensure rigour in the data analysis with suggestions to recode, rename, and move codes from one place to a more appropriate AF to capture the nuance of the data.

Transferability: This means the ability of the results to be transferred by other research work and settings. The presentation of the process of how this research has been conducted makes it easier to be transferable e.g., another African country that has residents in the UK can use the results to research the SR of their population. The findings have the potential to lead to further research and can be used in other settings such as immigration policy and not just research settings. Transferability involves adding something new to the body of knowledge (Sundler et al., 2019). This research is original and new because it has not been done before, as argued in Chapter 2 of the literature review and stated in Sections 8.4 and 8.5 of chapter 8.

Dependability: This means that the process of analysis is sufficient and clear enough for another researcher to carry out further research. This can be achieved by presenting a well-documented logical process of the research that is also accessible (Tobin & Begley, 2004). The rigour demonstrated in this research by reporting step by step process of the research has enough detail to equip another researcher to carry out related research.

Confirmability: This establishes that the interpretation and findings of this research are derived from the data collected and have a clear indication of how it has been done (Tobin & Begley, 2004). Guba and Lincoln (1989), suggest that when credibility, transferability, and dependability have been achieved, then confirmability has been reached. This also involves the justification of the different methods, approaches, and theories used for the research (Koch, 1994). The process and justification of all methods, theories, and approaches used in this research have been well documented in this thesis which demonstrates rigour and trustworthiness.

Reflexivity and Bracketing: Sundler et al. (2019) have included this concept as a vital way of showing the rigour and validity of the research. According to Sundler et al., the three concepts in the methodological principle are openness, questioning pre-understanding, and maintaining a reflective attitude, all of which involve the lived experience of the participants. Openness involves attentive listening, sensitivity, and observation of what is said and how it is said in other to make meaning of what is being said (Dahlberg et al., 2008); this was carried out during the interviews. It also involves the constant querying of the understanding of the data during the analysis process (Dahlberg & Dahlberg 2003). This is done by keeping aside personal assumptions, own experiences, and biases so that information can stay as close to the data as possible without bias.

Nowell et al. (2017), suggest that central to reflexivity is keeping an audit trail. An audit trail is the documented provision of the rationale of every method and process used for the research (Koch, 1994). This has been achieved in this research by keeping a documented record of the raw data, transcripts, data analysis, reflective journal, and findings of the research. Critical reflection via the use of a reflective journal, as has been performed throughout this research process, helps in limiting this researcher's bias. Table 4.1 summarises how trustworthiness was ensured in this analysis.

Table 4.1

How Trustworthiness was Reached in each Phase

Phases of Thematic Analysis.	How trustworthiness and rigour were established.
Phase 1: Familiarising Myself with the Data	• Engaging with data for a prolonged period. • Documentation of theoretical and reflective thoughts. • Documentation of thoughts about potential codes (themes). • Storing raw data in well-organized archives. • Keep records of all data collection, transcripts, and reflexive journals.
Phase 2: Generating Initial Codes	• Supervision meetings to ensure that themes are appropriately assigned. • Researcher triangulation. • Reflexive journaling. • Use of a coding framework. • Audit trail of code generation. • Documentation of all supervision meetings.
Phase 3: Searching for Themes	• Researcher triangulation. • Diagramming to make sense of theme connections. • Keeping detailed notes about the development and hierarchies of concepts and themes
Phase 4: Reviewing Themes	• Researcher triangulation. • Themes and subthemes were vetted by the supervisory team. • Test for referential adequacy by returning to raw data.
Phase 5: Defining and Naming Themes	• Researcher triangulation. • I and the supervisory team reached a consensus on themes which was documented in supervision meetings. • Documentation of theme naming. • Intercoder consistency.
Phase 6: Producing the Report	• Receiving and acting upon the supervisory team's feedback on the iterative draft. • Describing the process of coding and analysis in sufficient detail. • Thick descriptions of context. • Description of the audit trail. • Report on reasons for theoretical, methodological, and analytical choices throughout the entire study.

Adapted from Nowell et al. 2017 – Establishing Trustworthiness During Each Phase of Thematic Analysis.

Bracketing is the process whereby the researcher consciously sets aside preconceived ideas, assumptions, biases and knowledge, during the interview and data analysis to reduce or prevent the impact of those preconceptions affecting the interpretation of the data (McNarry et al., 2019). However, the impossibility of this process being completed without some preconception from the interviewer has been highlighted (e.g., Smith, 2005). This is because researchers are human beings who have values and biases that

influence the perceptions and meanings they ascribe to natural phenomena (McNarry et al., 2019).

Bracketing and reflexivity were employed in this study to ensure maximum interpretation of the participants' responses while ensuring that my own personal bias, opinions, and experiences had as little influence on those interpretations as possible (Braun & Clarke, 2022; Lazard and McAvoy, 2020).

Researcher's Personal Reflexivity.

Although this is not ethnography research, I am both an insider (I moved from Nigeria to live in England, therefore, I have an experience of what it feels like to be a Nigerian immigrant living in England), and an outsider (as a Nigerian whose lived experiences is different from other individuals' experiences). This position has made bracketing slightly more complicated because I can relate to some of the things the participants were saying. On reflection, I found myself getting carried away sometimes during the interview because of the excitement of relating to what the interviewee was saying. I have found some of the information disturbing such as information about discrimination, racism, and what is required to achieve permanent residence and citizenship.

Due to my previous training and work experience, I maintained a close concordant relationship, monitoring participants for signs of distress and discomfort, and employing active listening skills to assist with rapport building and empathic management of the interview. This was achieved by using empathetic words and showing concern about their mental wellbeing. I also offered to signpost one participant to some counselling services, but they assured me that they were alright. Empathy is an important aspect of qualitative research because it improves our understanding of others, encourages trust and rapport, and enhances deeper knowledge of the human situation (Frank, 2005; Smith et al., 2009). Although there should be a limit to empathy to avoid projecting the researcher's thoughts and feelings onto the participants, I ensured that I did not project myself in such a way

by allowing them to express themselves without comments that may change what they were about to say.

4.3. Study Two Methods.

This Section will be a discussion of the methods used for Study Two. It shows the rigorous step-by-step measures followed in the study in developing an SR scale. It also indicates that an adequate number of data were used for the analyses of the study.

4.3.1. Sampling and Recruitment.

The inclusion criteria for both studies were the same except for the number of years spent in England. This study is informed by Study One where it was noted during data collection, that potential participants were restricted from taking part because of the minimum number of years which was five years. Based on that and considering that more participants would be required for Study Two, the minimum of years to have lived in England was reduced to two years (e.g., Ravis, et al, 2015[3]). Also, there was no restriction for refugees and asylum seekers to take part. This is because it is assumed that the survey may not trigger trauma experiences as it would in an interview situation.

Purposive sampling was utilised by targeting participants who meet the inclusion that are willing to take part in the study (Etikan et al., 2016). A wider range of people was reached to increase the sample size.

Sample size: The number of participants recorded was 308 but after missing data analysis, 213 were found to be valid for analysis.

The sample size for Multiple Regression Analysis (MRA) is measured by the equation $N \geq 50 + 8k$ where N is the sample size, and K is the number of variables (Tabachnick & Fidell, 2013). Therefore $213 \geq 50 + 8(9) = 213 \geq 50 + 72$. $213 \geq 122$. This suggests that the number of participants for this analysis is appropriate.

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[3] In this related study, the minimum number of years for migration into Switzerland was 2 years.

The appropriate sample size for Exploratory Factor Analysis (EFA) is between 50 and 300 (de Winter et al., 2009; Tabachnick & Fidell, 2013) and a sample of 50 can produce an adequate result (de Winter et al., 2009). This is evidenced in a recent study with 100 participants which yielded a good result with a sample size of 100 (Del Cid et al., 2021). Therefore, 213 was appropriate for the analysis.

In their review of scale development in counselling psychology which has been widely cited, Worthington and Whittaker (2006) suggested that a 150-200 sample size was an adequate sample size with communalities greater than .50. Another widely cited recommendation for sample size in scale development is a minimum ratio of 5 participants per variable (Carpenter, 2018; Gorsuch, 1983). These two references also indicate that the sample size for the SR scale development was adequate.

A total of 75 emails were sent to the participants who consented to complete a follow-up survey to check for the test-retest reliability of the scale. There were 54 responses in the follow-up survey but only 50 were valid and used for the analysis which is a 92.59% response rate. The four responses were not valid because the response did not go beyond the consent Section and unique identifier code.

A sample size of 50 is adequate for a retest study (DeVet et al., 2011; Polit, 2014) and a small sample is sufficient for test-retest reliability (e.g., Bujang & Baharum, 2017; Tan et al., 2013).

4.3.2. Data Collection Procedure.

The survey questions were transferred to Qualtrics and a link was sent to potential participants. In the link was information explaining the survey and its essence and the consent form before taking part. Please see Appendix S for the Onscreen Main Survey Information Sheet and Consent Form. In the same link at the end of the survey is the debriefing information provided for participants for useful contacts if it was required. Please see Appendix T for the Onscreen Main Survey Debriefing Form.

To check for the test-retest reliability of the SR scale, the participants were asked to provide their email for a follow-up study if they wished to. This follow-up study was sent to those who showed interest approximately two weeks after they responded to the main survey. The follow-up questions were the same as the 24 SR questions in the main survey. It has a different Qualtrics link with all the required information for the study. Please see Appendix U for the Onscreen Follow-up Study Information Sheet and Consent Form. At the end of the survey in the same link, is the debriefing information. Please see Appendix V for the Onscreen Follow-up Survey Debriefing Form. Please see Appendix R Section 1 for the recruitment messages sent to potential participants.

Data collection for the main survey started on 25th June 2021 and ended on 30th September 2021. A reminder message was sent through email to participants who indicated an interest in the follow-up survey. Please see Appendix R Section 2 for the message. The follow-up survey started on 16th July, approximately two weeks after responses from the main study. The first date for closing the survey was envisaged to be 30th June, then 31st July, and 31st August before arriving at the final date. The dates were constantly changed to ensure a substantial amount of data was collected.

The Amazon e-gift voucher was issued on 30/09/2021 through email to 20 winners randomly selected with their email using excel.

4.3.3. Analytical Procedure.

This study followed a range of analytical procedures for the analysis of the data.

Exploratory factor analysis (EFA) was used to test the factor structure of the scale which is meant to measure the essence of what it is like to experience SR. This method of analysis is valuable in the construction of a new scale (Costello & Osborne, 2005).

Multiple regression analysis (MRA) was used to see how various variables relate to SR and how SR is related with psychological wellbeing (Morrissey & Ruxton, 2018).

More details of EFA, MRA and a range of other analyses used in the study are detailed in Chapter 6.

4.3.4. Reflections on Best Practice Steps in the Development of the SR scale.

In order to ensure rigour, steps were taken in the development of the SR Scale, a combination of scholarly articles on how to develop a scale were reviewed and followed. Table 4.2 describes how these steps were followed.

Table 4.2.

Summary of Best Practice Steps in the Development of the SR Scale.

Steps Taken	How this was achieved.
Conducting qualitative research for the generation of items (Carpenter, 2018).	A rigorous qualitative procedure was followed in this first study which has been discussed in Chapters 3 and 4.
Selection of items (Horn et al., 2021).	Study One analysis which is detailed in Chapter 5 was utilised in selecting themes that best define SR. More details of the item selection are in Section 3.5.3 of Chapter 3.
Readability of the test items (Jebb et al., 2021).	The items were presented in simple and understandable language for the respondents to ensure clarity, no jargon, and no double-barrelled questions as seen in Table 3.3 of Chapter 3.
Response format (Horn et al., 2021).	A 6-point Likert Scale was used for this questionnaire. Krosnick and Presser (2010) suggest that a 5–9-point scale is usually acceptable.
	The Likert Scale is appropriate for discrimination levels of response (Price, 2017) and for rating opinions (Kyriazos & Stalikas, 2018). This helped in rating participant responses during analysis.
	Options such as 'prefer not to say', a recommended consideration (DeVellis, 2017), especially in the Likert scale (Baker et al., 2016) were included. The reason for this was to allow participants to respond only to questions they felt more comfortable with.
	Please see Appendix Q.
Time Frame (Horn et al., 2021).	The process of being successfully resettled involves 3 stages which have been discussed in Sections 2.4 and 2.5 of Chapter 2. Therefore, all these stages must be incorporated into the time frame. The time frame for questions regarding SR and its factors was for experience since they have been in England. However, for measurement of wellbeing, the time frame was how they have been feeling in the last 2 weeks because it most closely represents their recent wellbeing. Please see Appendix Q Section 2 for instructions on the survey.
Sampling procedure (Carpenter, 2018).	Purposive sampling was carried out as outlined in Section 4.2.2 of this Chapter.
Pre-test (Horn et al., 2021).	In order to ensure that the questions were designed appropriately for the target population, two participants responded to the pre-test. Their feedback was used to make a final draft of the survey. Please see Appendix Q Sections 1 and 2 for the initial draft and their responses respectively.
Review of the items (Betts & Spenser, 2017).	The items underwent rigorous stages of review. The first was a selection of items that most represent SR. The second was the researcher's review. The third was a review based on the pilot test responses. In all three stages, expert feedback from the supervisory team was utilised in constantly updating the items. The final review was from the experts who approved its dissemination.
	The data was disseminated and collected through an online survey scale hosted on Qualtrics. The participants first received the link to an information sheet to help

Data collection (Betts & Spenser, 2017).	them understand the aim of the research and what is involved if they decide to take part. The same link has a consent form if they decide to take part. This then leads to the survey.
Testing the psychometric properties (Kyriazos & Stalikas, 2018).	The scale underwent six rigorous stages of analysis for its psychometric properties and standardization. They are data cleaning, descriptives, item analysis, factor analysis, reliability test, and Pearson Correlation for SR items reflecting other 17 items' responses which are all detailed in Chapter 6.
Manual Production (Morgado et al., 2017)	This was the final stage of the scale development after all the analysis were done. This is detailed in Section 6.8 of Chapter 6.

4.4. Conclusion of the Chapter.

This Chapter presented a detailed discussion of all the methods followed in Studies One and Two to ensure a good standard of research is carried out for the PhD work. In general, it presents the recruitment and data collection process followed. It also presents the analytical procedure for both studies. It has shown how both studies followed the best practice research guide to ensure rigour. The next Chapter will be analyses and findings of Study One.

Chapter 5: Study One Findings – Thematic Analysis (TA) Report.

5.1. Introduction to the Chapter.

This chapter is a written report of Study One which presents an Analytical Framework (AF) (bold and underlined), and a sub-AF (bold and in italics), with themes and sub-themes (bold). The themes and sub-themes are supported by excerpts written in italics (references, see footnote 2 earlier) from the participants' interviews. All participants are referred to by their given pseudonyms. Analytical comments are made after the excerpts and supported by theory and literature where appropriate. These comments are based on participants' responses, literature, and this author's knowledge of both English and Nigerian culture. This report will focus on the core findings of the study divided with a focus on the AFs and themes condensed in a heading that illustrates a broader picture of the findings. This chapter answers RQ1, RQ2, and RQ5.

Figure 5.1 below is the illustration of the AFs and themes emanating from Figure 4.6 with a focus on the core meaning of the AFs and themes. As will be discussed in the written report, Figure 5.1 takes steps from cross-cultural transition stages to being successfully resettled which occurs at the post-migration stage.

THEMES RELATED TO CROSS-CULTURAL TRANSITION

PRE-MIGRATION PHASE	POST-MIGRATION PHASE	BEING SUCCESSFULLY RESETTLED
Reasons for Migrating	**Being in Another Country & Another Culture**	**Support Network**
Unpredictability of Personal and Social Conditions at Home	Facilitators to the Acculturation Process	Home Community Support
Desires for Personal and Family Life Enrichment	Stressors to the Acculturation Process	Host Community Support
Work and Career Aspirations	Living and Learning the New Culture	
	Sense of Belonging	**Necessary Personal Attributes & Qualities**
	The Barriers & Benefits to Acculturation	**Awareness of the Culture Difference**
	The Value of Education	
	Being Employed in the Host Culture	**The Meaning of Successful Resettlement**
		Self-Determining in the Host Culture
		Fitting In/Being Part of the Host Community
		Consequences for Mental Health & Well-being
		Healthy Consequences
		Unhealthy Consequences

Figure 5.1

Illustration of the Analytical Frameworks and Codes (Themes) in the Written Report

The importance of these phases linking to each other in Figure 5.1 above is to indicate the association between the reason for migration and what SR can mean to the individual. For instance, if someone's reason for migrating is to join their spouse, some of the experiences in the post-migration phase will be around adapting to the new culture, therefore being able to join and live with their family in the UK would mean SR to them and when achieved, would help to improve their mental wellbeing. Figure 5.1 above helps to show how these decisions and experiences link to the factors that lead to SR, the meaning of SR, and how SR relates to mental wellbeing. For this written report, the focus will be themes that associate more directly with the research questions.

5.2 Pre-Migration Phase: This section discusses the pre-migration stage of cross-cultural migration focusing on the main reasons the participants chose to migrate in section 5.2.1.

5.2.1. Reasons for Migrating.

Unpredictability of Personal and Social Conditions at Home: This will be discussing the condition at home country that drives the participants to migrate, and some of the challenges they faced.

The impetus for starting any journey is an aspiration for change, for improvement of self and family. Participants in this study expressed this desire for change in several ways. For example, the uncertainty of living in Nigeria was something Gbenga expressed as an important factor in his decision-making:

> "I always tell my mother I was going to come back here because, um, of the challenges in Nigeria. Then the circumstance of not, um, being sure of what my future could be like in Nigeria."

It has always been Gbenga's ambition to move out of Nigeria with the level of hopelessness there. This hopelessness is associated with a poor economy, poverty, a threat to life,

unemployment, corruption, and poor infrastructures, which have been found in a recent study to be reasons Africans migrate (Idemudia & Boehnke, 2020). Achieving this goal of relocating to a more stable economy where he can achieve financial stability means being successfully resettled to Gbenga. A yearning for an uplift in financial fortunes figured strongly in the data. This related not only to the desire to migrate, but also to being able to do so, for example, having enough funds to buy a visa, afford transportation, and have money to use during the migration process and when they arrive at the host destination, as Gbenga explains:

> "I didn't have finances to be prepared. So, now yeah, I think the...being unprepared in adjusting to the finance. I didn't have the luxury of buying anything I like."

Gbenga is British born, therefore did not need to meet some of the financial requirements for a visa. However, according to him, he needed money to buy things like a quality coat that would help him cope with the weather because he migrated in winter. This financial constraint was challenging to him and affected his process of settling down. From his earlier excerpt, it could be found that finance and home condition are not the only reasons for Gbenga to migrate but to explore and make the most of the opportunity of being a British, to have a better life as he could not foresee a brighter future in Nigeria. He expressed this to his mother who seemed to be his significant other at the time. For Amuche, the driver to migrate was **to avoid stigma** due to deciding to leave a religious organisation as ordained with hopes of having a family in the future. The stigma made her want to start a fresh life where no one knows her history. The processes of obtaining a visa and going through immigration is often a minefield to negotiate, and some participants, like Nkiru, noted that just having someone in the host country to help makes the process smoother:

> ...my husband was already settled here. So, he made it quite easy for me to...to join him. He got all the papers for me and then I had to apply while I was in

Nigeria, so um, yeah. For me, I didn't find anything difficult coming...coming to

England. Yeah. I didn't find it quite difficult.

For Nkiru, issues with obtaining a visa were made easier because of her husband's immigration status in England. However, others like Aisha had a different visa experience:

"Yeah, the first time I was refused, they said "no evidence". I was like, what kind of evidence do they want that I'm coming to meet my spouse? After then, the next one it was okay."

The reason Nkiru and Aisha migrated was to join their spouse. However, they both had different experiences whereby Nkiru's was straight forward because she may have provided all the required documentation but Aisha needed to send more evidence to be granted a visa to join her husband. For some participants, there was a broader sense of opportunity inherent in their drivers to migrate, as expressed by Sani in this next excerpt:

Uh, um, the key motivation was, uh, um, to improve, uh, particularly the children's wellbeing, uh, and myself. Um, that is the key motivation, um, and because the world's becoming a global village. Uh, to really explore opportunities the world over.

For Sani, *"to really explore opportunities"* and live a more self-determined life means having all-around wellbeing for himself and his family. But beyond that are the wider opportunities for growth and fulfilment that coming to England offers, to be part of a "*global village*". This drive for volition and commitment is something Gbenga also craves. Migrating to leave behind an old way of life and gain exposure to a world that will help him to excel and live a better life are key motivators:

So, one of the factors was the ease of moving because I was already a British citizen. Um, yeah, so you feel that extent of, uh, you're leaving people behind surely, especially when you know what the situation in Nigeria is like hopeless but

at the same time, you're equally feeling, um, um, feeling blessed to have the opportunity to actually move out.

From both Sani and Gbenga's excerpts, there are multifaceted reasons for migrating. Both mentioned that England offers them better prospects; for Sani, this is underpinned by the wish for a better future for his family in a "*global village*", whilst for Gbenga it is a chance to leave behind a "*hopeless*" situation and experience a self-determination he feels unavailable to him in Nigeria. Both are driven by the need to expand into a realm of wider possibilities.

Participants have highlighted different premigration experiences such as visa requirements. Key drivers to migrate are based on **home condition**, to **join spouse**, better **opportunity**, and **finance**. From the discussion, the reasons for migrating are motivated by different situations they find themselves. Despite the difficulties faced such as limited finances and negotiating a delicate visa process, they still find a way out of the country to improve their life. Self-determination theory explains that people make choices that motivate them to meet their needs (Lopez-Garrido, 2023). For the participants, the choice they make to migrate to England is motivated by their pre-migration experiences, and meeting their needs will be to achieve their main goal for migrating which will then be SR for them.

Desire for Personal and Family Life Enrichment. This is a discussion of more individualistic reasons for migrating.

Many participants' reason for migration was **education** which allowed them to resettle in the country, as Danjuma explained, "*Actually, I came here to further my studies".* For him, achieving this will mean being successfully resettled. Getting a good education is one of the reasons people migrate (Bhugra, 2004). Getting a UK education is getting an education that is recognisable globally. Immigrants have expressed how education helps in being successfully resettled (e.g., Berggren, 2021). The English language is one of the globally used languages (e.g., Padieu, 2024), and participants like Ifeoma moved for **language advantage.** Ifeoma first migrated to a non-English speaking European country where she

struggled to progress in her career due to the language barrier. Ifeoma notes here that her children, who spoke a European language she refused to disclose, also struggled to communicate with relatives in Nigeria where English is the official language. Therefore, she wanted their English to be "*polished*", to improve their communication skills. This helped with her decision to move to England and to give the children a brighter future with education in the English language. Achieving this goal is part of what means SR to her. Other participants such as Adenike expressed some personal reasons for migrating such as **health reasons** because England is better in healthcare than Nigeria (Adeniji, 2020), so for her, this was a significant factor for her to move where she can receive better health treatment. The motivation to achieve an improved health status was meaningful to her, which led to how successfully resettled she felt, along with her education, career advancement, and citizenship. These participants have expressed what is meaningful to them that made them migrate which suggests that they already have a set goal to achieve when they migrate. Accomplishing these meaningful aspects of their life is in line with Seligman's (2011) fourth element of the theory of wellbeing which posits that achieving a set goal gives people meaning in life which is associated with positive mental wellbeing.

Work and Career Aspirations.

People migrate for many reasons and one of them is **career-related** as seen in the excerpt below from Amaka.

> *Oh, well, I'm a pharmacist. And the, the way they practice pharmacy, um, in Nigeria wasn't quite…I didn't feel that I would have a fulfilling career… So, I thought that I would, um, I would, I would prefer to practice the way it's done in the UK.*

Amaka's passion for her career made her realise how poorly it was practised in Nigeria. Being British-born, she used that opportunity to move to England where she could practice ethically, which she felt was an achievement for her. In 'Achievement Goal Theory' discussed in chapter 2.6.1, an accomplishment which is one of the meanings of SR is usually associated with a motive (e.g., Schultheiss & Brunstein, 2005). This motive can be

achieved in a variety of ways, one of which can be migrating (e.g., Emmons, 1989) like Amaka did to fulfil her motivation to practice professionally and showcase her professional expertise.

The **High skilled migrant visa** used to be a type of visa issued by England to invite people with professional expertise to come and work, which can be a valuable avenue for people hoping to migrate, as Musa explains here.

> *I came under the highly skilled migrant programme, which was a scheme created to actively get, err, you know, skilled people from Nigeria, and of course, many other countries across the world, err, to come and power Britain effectively, that's my understanding.*

Musa's career opened the door for him to move to England. For someone like Musa getting British citizenship, having access to public funds, and achieving his other goals may be easier for him because of the government support he has, unlike someone who started by becoming educated first before getting a job, and fulfilling other aspirations. Also, having a good career means that he will likely have the finances to progress faster than someone who travelled to start afresh to get a UK-recognisable education and job. For people such as Chima, the nature of work that made him migrate was different which was **Missionary work.** However, this led him to realise other things required for him to be successfully resettled such as education. Therefore, working as a missionary, and having a UK education which led to getting a lucrative job, all count as SR for him.

From the analysis above, there are many reasons people choose to migrate. These reasons could be personal such as the economic situation, employment-related, home situation such as poor infrastructure and political instability, etc. (Idemudia & Boehnke, 2020; Issak, 2021). Achieving the initial reason will then count as being SR. Having pointed out the reasons participants migrated; the next session will be discussing their post-migration experience as it relates to their acculturation experiences. These reasons build on the

number one of the hierarchies of goal in the achievement goal theory (Emmons, 1989) which explains that people usually have a motive for achieving a goal.

5.3. Post-Migration Phase: This section discusses the post-migration experiences of the participants for being in a new culture in section 5.3.1 followed by barriers and benefits of acculturation in section 5.3.2 all of which are contributing factors to being successfully resettled. It answers RQ2 on factors that influence SR.

5.3.1. Being in Another Country with a Different Culture.

Facilitators to the Acculturation Process. The learning and realisation of these themes and sub-themes helped in understanding the acculturation process of the participants.

Equality and diversity are an important part of the acculturation experience for the participants. Musa's excerpt below explains how this has changed his perception of sexuality.

> *I remember initially I struggled with, um, certain conversations bordering on sexuality for instance but now, um, you know, I'm still who I was but I can talk about certain things more freely now and not feel bothered or anything, so, yes, there's a bit on those changes that happened in result, um, being here.*

The excerpt below from Ifeanyi is an experience of realizing that there is no age restriction in whatever anyone wants to achieve in life. This to him is a great opportunity in life for the UK unlike in Nigeria where age can be a barrier to getting a high political post (younger adult) or starting school (older adult).

> *If I really want to do anything, the age, there's no age barrier you know, so I remember those days I was in school at the age of, remember when I was in school at the age of 30, and people are sitting with me aged 60 in the same, doing degree with me, you know, so this country gives everybody opportunity.*

180

In the next excerpt, Chisom demonstrates how the acculturation experience has made her more respectful of people from different diversities. *"I've also learned how to, um, respect and treat everyone as an individual regardless of their background, regardless of their race, and the colour or their gender. So those are the things that I think I've learned so far."*

From these excerpts, it can be seen that different people have had different acculturation experiences concerning equality and diversity which has helped to integrate them into the culture. For Musa, it is about coming to terms with different sexualities found in England, which is not the case in Nigeria. However, for Ifeanyi, it is about having opportunities with *"no age barrier".* For Chisom, it is about having *"respect and treat everyone as an individual regardless of their background."* For all of them, it is about recognising and embracing the English culture of equality and diversity.

Immigration policy is one of the policies that guide the resettlement process of an immigrant in England.

> *Well, it took me five years, but…yes, five years, but what it meant was basically, was once I had a settled status, because for…for me, it was five years, for some other people I know, it was 10 years, you know. It depends on your route of entry to Britain, different schemes, different packages. The scheme through which I came here does not exist anymore, the highly skilled migrant, err, programme, so…and every one of them come with conditions as to how long it is before you can get this before you can get that, but once you become a settled person, you get a permanent residency in Britain, you get pretty much every right a citizen gets, there's hardly any exception as far as I know, so that was-Then, of course, the, err, house uh, moved because- sorry, once I got the indefinite leave to remain, that is the settled status as an immigrant- but not a citizen then. I- I was, err- to be able to- I could now become a citizen, I applied for a citizenship, err, 12 months*

after that which was exactly what I did. What that meant, uh, spending more money because every of these things was money. So um, that is a factor.

As can be seen from Musa's excerpt above, these policies are not easy, and it takes a long process and stages to get citizenship, which to some people means being SR. The immigration policy determines whether an immigrant has **access to public funds** or not depending on the person's immigration status. The excerpt from Musa below expresses his limitation in having access to public funds.

I had my visa that say there something like no recourse to public funds by the state, because we're not entitled to what is described as public funds, so if the passport we have is barely stamped, no recourse to public funds, so no kind of benefit at all, uh, was, uh, due to us, even though the job I was doing I was paying tax as, err, as everybody else, yes.

Chima put this access to public funds differently.

I'm passionately saying this, we are viewed as a commonwealth nation. By being a commonwealth nation, we are colonised by British. Okay? And… and when you— when I walked into this country, if I may say, host community influencing me to adjust, I will say they are people who have benefited most on this kind of issue, were people from European nations. When they come in here, they have these host of things that help them to adjust and settle down immediately for having a family. I was not entitled to anything to support my family. The only thing—the only thing that I was given is that, oh, you know, you're entitled to go and vote when it's election, and what does it do to me to settle here, and the commonwealth is like you're qualified to go around; that's only entitlement- I'm not qualified. I'm not qualified to getting anything to help me settle down.

From the two excerpts above, it is evident that restrictions on public funds affects the process of being successfully resettled. For instance, if it is a couple with children, they would not have access to childcare support that will help them to do jobs and earn enough

money that is required by the home office for a visa that will give them access to public funds. This means that one person is likely to be doing the job which puts financial pressure on the person while the other focus on childcare. This then means that their finances are likely to take time to get to the financial requirement of the Home Office to get a visa that will give them access to the public fund. This then delays the time it takes for them to be successfully resettled.

Some **policies and laws** guide England which everyone, including the immigrants, must abide by. Danjuma expresses how these policies and laws were an adjustment for him.

> *Like I said...I said it's just like I'm adjusting to the laws of the land... So, it's not their culture. It is their law. It circles around their laws. And you'll be fined for something. So, that's the adjustment.*

Although the policies and laws come across as challenging, they are an important adjustment for the participants in the cross-cultural adaptation of immigrants as explained in Kim's 2001 Integration theory. The theory posits that the challenges faced by immigrants helps them to adapt into the host country.

Stressors to the Acculturation Process. Here will be discussing themes and sub-themes about acculturation process that caused the participants some stress.

Financial stress is one of the challenges reported by participants. Adenike expresses her financial struggle in the excerpt below.

> *The very much financial stress of having to pay your bills in this country but also value and paying high tax rates with no access for public support but for some reason able to raise thousands of pounds that you keep in a bank to show the home office that you're able to support yourself. I think that was extreme...that is an extremely [inaudible] system where you create a rule that people that are immigrants, that are applying for their stay here, have to show a huge sum of*

money in an account. Shouldn't their earnings be able to show that they're earning

enough to take care of themselves?

There is varying financial stress pointed out in this excerpt which are bills, paying high taxes, and having a substantial amount of money in the bank for the home office to be able to upgrade their immigration status. There is also another concern that despite this financial pressure, the person does not have access to public funds. For some other participants, the stress is caused by **Homesickness** which is commonly associated with immigrants. This is expressed in the next excerpt from Musa.

For instance, uh, I know there was a time, um, that I spent five years, uh, close to five years without seeing my dad like face-to-face, we were talking on the phone obviously and things like that, and err, my mum, and, uh, that really did something to me… At a certain point, I was already considering going back to Nigeria, and I remember all the while, I've told how nice the people have been to me, so it's not about the people, but perhaps that thing I said about the profession, the practice, and err, maybe food and the climate, and the time and my network, the time that like I had such a bulk of people in Nigeria, I was missing.

Missing family can cause homesickness which is one of the negative elements of the acculturation process (Neto, 2019). The following excerpt from Yetunde indicates how social life causes homesickness which is positively associated with high levels of stress among immigrants (Kamimura et al., 2020), *"That party, that family, get-together reunion and then helping with the children and stuff, but here, you have to pay for everything."* The exuberance in Nigeria is not found in England which can cause homesickness, especially for someone outgoing like Yetunde in the excerpt above. Homesickness has been associated with poor physical and mental wellbeing (Hack-Polay & Mahmoud, 2020). Having a poor state of health will not help the individual to successfully resettle. Other participants expressed their home sickness as **Nostalgia for food.** For all of them, adjusting to the available food in England is an acculturation experience which is an important aspect of integrating into a new culture according to the theory of integration

184

(Kim, 2001). The theory posits that immigrants go through a lot of adjustment such as the experience of new food so that they can acculturate well into the new culture.

Hostility is one of the acculturation stresses experienced by participants which is found in Aisha's excerpt below:

> *You understand so we have some experiences like some people will be looking at you like some time, even holding back the hatred and say, "What are you doing here? What drove you out of your country you know?" It's so, it's so direct that you see that, yeah, what am I, sometimes you ask yourself, "What am I actually doing in here?" You understand? Sometimes, you just seem to ask, you just have a thick skin to pass that back and move forward.*

This expression of hostility has made her want to return to Nigeria because of the stress it causes, but her way of coping is to develop *"a thick skin"* and move on with life. Hostility hinders the cross-cultural transition process of immigration (Strang et al., 2017) which in the long run can deter SR. Another theme in this category is **Isolation** which is one of the difficult situations migrants can find themselves in.

> *At a certain age, you become isolated you know, so that's an aspect I don't like because we come from a place whereby, we are surrounded by our children, or when we go, we are surrounded by our parents, so it's the same way I feel that- you know in Nigeria, no matter where you go, people are always there. (Ifeanyi)*

The concern in the excerpt above is about ageing in England which can be isolating, unlike Nigeria where you will usually be surrounded by people irrespective of your age. Isolation can affect the acculturation process (Bhugra, 2004) which in the long run can deter being successfully resettled. **Loneliness** is another common challenge of immigrants as seen in Musa's excerpt. *"Now, what I observed about London that was very difficult for me was the fact that that you had, err, a sea or even possibly an ocean of human beings, err, that you are almost all the time alone."* Afam puts it differently in the next excerpt.

Even in the midst of the most severe hardships you still see people smiling and that can only come from a level of perseverance that Nigerians have. Okay so, I miss that hope that you can connect from other people being positive that makes you become positive as well other than being lonely.

This feeling is still present in the participants despite living in England for at least five years which contradicts the findings of Neto, (2019), that people's loneliness reduces over time of living in the host country. The reason some Nigerians experience isolation and loneliness is the difference in culture such as individualistic vs. community life. Nigerians can easily start a conversation in a more relaxed environment among strangers, unlike England where it is weird.

A sense of **loss** comes with migrating, especially with adults who have developed part of their life in their home country as found in Yemi's excerpt here, *"I've lost family support, I've lost some connections with childhood experiences, childhood friends you know, I am familiar with growing up, I've lost touch."* Loss comes in different forms as we can see in the excerpt below from Chudi which is different from Yemi's experience of loss.

Uh, yeah, it's the same, my mangers just, um, for convenience sake for example often we…in Nigeria, we tend to give a lot of respect to title but here they just call you by your name. Not very easy. Like I say I've been here for a long time, so I've basically got used to it, and, um, I accept it and I love it really. Err, but I- initially being a doctor and a consultant I expect to be addressed by my title but now, I don't really care. Frankly, I get a bit, um, uneasy to if people call me doctor if you know what I mean, and I like it that way.

Nigerian culture is more hierarchical when compared with English culture which can cause a sense of loss for someone with royal or political title who is revered in Nigeria but is not recognised in England. They join alumni, religious groups, and town unions in England to connect with co-nationals and cope with the distress of being in a new culture. Some of the differences between Nigerian and UK cultures have been highlighted in Hofstede's

insights (2020). This loss of status comes under the economic changes of Berry's (1997) acculturation process. Sense of loss experienced during the acculturation process can be due to change in situations as highlighted above due to differences in culture. This is one of the adaptations some immigrants make during acculturation.

A considerable amount of literature has been published (e.g., McGinnity et al., 2020; Saasa et al., 2021; Strang et al., 2017; Udah et al., 2019) about **Racism and discrimination** among immigrants. Below are varying experiences of discrimination and racism which are both positive and negative which emphasise people's various experiences.

> *I found that people often find what they look out for, and, uh, to come back and say you don't see things even if you put that right under their nose, if they're not expecting it to be there they're different and, uh, watch out for it, um, be open and, uh, in my own personal way of being or saying things, don't, uh, imagine that anybody dislikes you because you look different, and make sure someone dislikes you before you start thinking or saying this lady dislikes you, like make sure you got evidence, not just your imagination.*

The above excerpt from Musa disputes the generalisation of racism. He thinks that it may not be there, but people could assume that it is there and therefore feel it. He is trying to say that racism should come with concrete evidence and not assumptions. Ifeanyi supports this in his excerpt: *"There's no discrimination, this is one beautiful thing about you know, the confidence that the country gives."* Musa and Ifeanyi's thoughts about racism and discrimination can improve an immigrant's sense of belonging, which promotes being successfully resettled. However, the story is different from Busola in the excerpt below who expressed her experience of unfairness at work, where she works under someone less experienced in the job role than she is.

> *Being a Nigerian person, I'm different. This is not my culture, no matter what. There are people…What I studied here, or I might even be better than someone*

that is British a real British. When I say British, a white person, you know? I might train you if you are and I'm not, I might train you today and tomorrow you'll become my boss, you know? Things like that, you see it every day.

Busola's experience can negatively impact how people successfully resettle because they are made to feel like they are not part of the English community or valued. Participants like Yemi, do not get involved in the community because of the fear of racism experienced by her and seen in the media. This withdrawal can hinder being successfully resettled in the sense that they do not feel like part of the community. Nkechi in the excerpt below expresses a more direct form of racism experienced at work.

I remember somebody calling someone a black bitch. Patient calling a staff...a black bitch, you know. And again, saying why is all black people looking after me? Go back to your country. I hate blacks because my dad is black, and I hate his...he's mixed race. I hate black people. My dad, I hate my dad, and for that, I hate all blacks. And unfortunately for him, will I say, fortunately, unfortunately, unfortunately for him that day from the health care assistant to the medical doctor are all blacks…I remember when I did my...when I...when I came here, I did my master's in health and safety, you know. And I applied to so many jobs. I've been to so many interviews. They will call me. I will go through the first interview. They'll say I'm successful. The second one, I'm successful, then it will now be time for me to meet the...the...the board of directors for the company. And when I go to meet them. When they will see a black woman, eh, how can this be the...our health and safety manager in this company, you know. After having a word with me, they say they will get back, and they will never do. So that was very tough for me, even though I know I have the...I have the qualification, I did well in the interview. I have what it takes, you know, but because they see that I'm a black woman, coupled with my accent as well, which I will not change and I'm proud of it.

Nkechi's experience of workplace racism and discrimination can affect performance at work and confidence as well. Although she came to England to join her spouse, career

progression was one of the things that meant being successfully resettled for her. Therefore, this experience could hinder progression if she lacks confidence due to this experience. She thinks that her race and accent hinder her from getting a job she is qualified to do. The challenge she has expressed can inhibit being successfully resettled because she needs job security to achieve financial stability which counts as SR for some participants like her. Experience of racism and discrimination has been found among immigrants in some research, which impacts their wellbeing and being successfully resettled (e.g., Burford-Rice et al., 2020). According to Strang et al.'s (2017) research, racism can deter learning that helps the acculturation process. A positive acculturation process is required to achieve SR.

This section has discussed varying aspects of immigrants' experiences that cause acculturation stress which is an integral part of the acculturation process as posited in Berry's 1997 Acculturation Theory.

Living and Learning the New Culture. This is a discussion about acknowledging culture differences during the acculturation process.

Culture Difference – There are many themes around culture differences that the participants mentioned. One of them is **Communication** which is a major difference between the Nigerian and the English. The excerpt below is from Yetunde who highlighted this difference from her experience.

> *And how...mind how you communicate, you know. And trying to raise your voice here seems to be rude but back in Nigeria, it's a normal...it's normal thing. You know because it's just showing happiness. And excitement, but here is different.*

The way Nigerians communicate can easily be misunderstood, as indicated in the excerpt above. Nigerians can come across as loud, unlike the English who are more subtle in their communication. The loudness of communication with expression using body language can come across as shouting, which is disrespectful to the English, but exciting to Nigerians. Adjusting to the English way of communication can take a while and be stressful for an

adult who has grown up with the Nigerian way of communication. As discussed in 2.4.1 about the theory of cross-cultural transition, communication is vital for immigrants to transition into a new environment because it helps them to transform and integrate into the culture (Kim, 2001) which can potentially lead to SR.

Another culture difference is the **Community life** which is about individualistic English life and communalistic Nigerian culture. The excerpt below from Nkiru highlights this.

> *We live like a communal life. They will...they will support me. That's a support system. But the culture here is like everybody's in their own game. They are...you...they are in their own bubble, that's how I will say that here.*

Coming from a communalistic society to resettle in an individualistic society can cause isolation and loneliness. Recent research by Grycuk, (2020) suggests that this can lead to a high level of migratory grief. The excerpt below from Emeka expresses this.

> *Naturally, we will have a culture that makes every, both man or woman and children very, very happy and comfortable. Yeah. And, um, in every…every year, I will say every two months there is some- to one culture or other will have to celebrate, like we celebrate the like…every year we'll celebrate, err, the whole families coming back to the town to go to see each other during that festival, and through women's, August we do August meeting, all the woman all over the world come back to see each other for the August meeting for them to see each other, you know, then we do bazaar, church bazaar, and do traditional masquerade, you understand a lot that I'm missing, a lot, every two months we have a different culture that could bring, you have a lot of things to miss, whereas here you don't have anything, you just go out and come back and it's stressful, you know, and have a lot to miss, yeah.*

Apart from the stress highlighted in Emeka's excerpt, there is a feeling of homesickness and loss expressed there. All these amount to acculturation stress. Nigerian culture is structured in a way that there is an event that often brings family and friends together to

190

celebrate individual, family or cultural events. This enhances communal life, and it will be a struggle for someone who is used to this communal life to live in England, where there are minimal events, of which the main one is Christmas/ End of year season depending on the person's religious belief. As a way of adjusting, different Nigerian communities do events that are likened to the one mentioned above during the summer. Another theme that participants highlighted as one of the things to learn is **Traffic rules** which are taken seriously in England for people's safety unlike in Nigeria. Initially, it may be daunting to adjust to it, but it is necessary to abide by the law. People who have already had the Nigerian style of driving experience struggle more to adjust to driving in England, unlike people who never drove in Nigeria. This is because of trying to break out of the long period of the bad habit of reckless driving into a law-abiding way of driving.

Weather is one of the things that is different between the two cultures as seen in the excerpt from Yetunde, *"Back home we have our traditional wear, which I... I prefer to wear but coming here. Because of the weather and things, you have to mind how you dress."* In the excerpt below, Chima expresses his challenge with the weather.

> *But sometimes they have hot weather here, but I tend to suffer what they call hay fever here when it's hot and these are the things that doesn't make me…in the months of April, May, June, and July is really tough for me. Even though the weather is getting warmer. But I suffer hay fever which really…it's something I miss; I don't have in Nigeria. So, I have to travel that period to be able to get away from this, so. I do miss…I do miss Nigerian weather.*

Getting used to the weather change also means a change in dressing style which can pose a challenge to some people in the acculturation process due to the extreme difference in the weather of both Nigeria and England. Other themes surrounding culture differences are **Parenting and Religion.** Parenting is different for both cultures, and it is one of the things Nigerian immigrants must adapt to. Childcare is expensive in England in comparison to Nigeria where people around such as friends, family, neighbours, and even colleagues can support with childcare without any payment. What is deemed as a discipline in Nigeria

such as spanking is deemed as child abuse in England. Bearing these differences in mind while raising a child can pose a challenge until the person integrates into society. This can contribute to being successfully resettled. Religion is important for Nigerians but the way it is practised in England is different, which is one of the things that can influence the acculturation process. Religious practice in Nigeria is a constant and daily part of living with many activities that someone can take part in which is not easily available in England. Religion and spirituality give people meaning in life (Han, 1988), which improves immigrants' mental wellbeing (Hussein & Odhiambo, 2020).

All these experiences of cultural differences could lead to **Culture shock** which is usually experienced among people getting into a culture that is completely different from what they are familiar with. In Afam's excerpt below what caused him culture shock was the difference in the academic system. This suggests that different people will have different experiences of culture shock.

> *So, when we talk about culture shock you know I came over here not knowing what to expect. And then some weeks after I arrived, I started my master's degree and several things that I had on this now studying my, doing my first degree in Nigeria…They were you know very far, much more obtainable here in the United Kingdom so, for instance, the way that we completed our assignments was different than that of the United Kingdom. The way they greet people in the UK, Uhm, that's not how we greeted in Nigeria. There was a lot of cultural shock.*

Just like in adaptation, culture shock is a different experience for someone that has been coming on holiday. They may have experienced it when they first visited for a holiday and adjust as they visit more. Therefore, when they decide to resettle, they will not experience culture shock as seen in Sani's excerpt below.

> *Um, no, I... I didn't have any such cultural shock or. I didn't have any cultural shock and the reason being that before I decided to come and settle down in the UK, I used to visit the UK regularly on holidays. So, uh, I think that's mainly it.*

Culture shock is commonly experienced by people who move into a culture different from what they are familiar with, which causes psychological discomfort (Oberg, 1960; Ward et al., 2020). This emanates from facing uncertainty and adjusting to a culture one is unfamiliar with. The difference in culture makes a person experience this shock that is part of acculturation for some immigrants.

Sense of Belonging. The AF, themes, and sub-themes here highlight the positives and challenges of having a sense of belonging.

An immigrant's **sense of belonging** depends on their experience**.**

> *Sense of belonging, err, very early on, I kind of realised that I was- I was welcome, I used kind of. So, what's, err, what influenced it at this stage basically was the language. The moment… Within months of my arrival, somebody approached me, and they were talking, and, uh, of course from my accent, it was glaring that I wasn't, uh, err, someone who has been in this country, um, for a long time, uh, let alone, uh someone who can be linked in to have always been British. So, the way they asked me a question is that, uh, err, where are you originally from? So, for some people, err, I come to understand that might not go down very well, but for me, it meant a very big positive because I've only been here months, and somebody is asking me where I originally came from which meant I'm already part of this place in his estimation.*

Musa's excerpt above comes across as an open-minded person who has a more positive interpretation of his experiences. This is one of the things that makes him feel successfully resettled. The interpretation may be different from someone who is not as open as Musa. This suggests that personal skills in life can promote SR (e.g., Amundson et al., 2011). Afam's excerpt supports Musa's because he expressed that England has given him a lot of reasons to be hopeful for his future and that of his family. This level of sense of belonging makes him feel successfully resettled in England. Having a sense of belonging is one of the main things that helps with acculturation process (Akosah-Twumasi et al., 2020).

So, you hope that you know there is this sense of belonging in this country. It gives you that sense of attachment you know where you're going to see yourself. And my children, the healthcare system in this country you know the way they care for you Uhm, without asking you for a dime because they recognize you have contributed, okay. The welfare system, I've never taken you know. I've never been on welfare for a day, but I know that it is there. If you need it, you know if I needed it, it is there for me, okay. And you know how you can also progress to get on the property ladder, okay, to buy your own property, how the government would support everyone not just some certain people. I looked at all this, I have a strong sense of belonging.

However, from Yemi's excerpt below the experience is negative because she indicated several personal experiences that challenge her integration into England. This constant experience of racism has negatively impacted her sense of belonging which can deter or slow the process of being successfully resettled. Experiences of discrimination and racism can negatively impact immigrants' sense of belonging (Agyekum et al., 2020).

When I think of a sense of belonging, personally, when I look at it from a personal perspective, I know that you know, because of the colour of my skin, I have to work twice as hard, do things in a certain way, I have to watch my children twice as hard every day and things like that, so obviously, you are not fully integrated one way or the other, I can be fully integrated but you know, things keep happening that just lets you know that difference, there is a difference.

Yemi expresses that being a Black African automatically makes you not to have a sense of belonging. This comes from experiences of racism and discrimination which makes her not to have sense of belonging in England. People have different acculturation experiences that have caused them stress, led them to adapt, and given them a sense of belonging. Some experiences are positive while some are negative which determines the direction of their acculturation process that influences SR. For some participants having a sense of

belonging can take a longer process because they feel like they are **Starting afresh** which challenges their acculturation.

> *Well like I said, the disadvantage, so for me personally was the fact that I, you know, spent my whole childhood, and you know, a good part of my young adulthood in the Nigerian culture and then I've kind of come here to start afresh, so it's almost like you've lost a big chunk of something that most people have already.*

Starting afresh can determine how well the person goes through the acculturation process. For instance, it may slow the process when compared to someone who migrated as a child or younger adult. It can also cause **Acculturation stress** which is a common experience of many migrants. The excerpt below from Aisha is an example of such an experience, *"The experience that we have is sometimes trying to find your roots, trying to find your foot in a new place is quiet, something that is quite difficult."* When people arrive at a new place, they need to observe the place to understand what works and what does not. This can be stressful if the culture is different from the person's home country. In Berry's theory of acculturation (1997, 2006), acculturation stress is a key element of acculturation. This acculturation stress influences how well the person can resettle because it involves adapting and adjusting to achieve the main goal of migration. **Adaptation** is a way of coping with acculturation stress (Berry, 2006). *"It's not that difficult for me because I do come here for a visit anyway. I kind of try my best to adapt as quickly as I could."* From this excerpt, Yetunde did not find adapting to the new culture difficult because she is already familiar with the environment. However, this is different for someone who has never been to England because everything is new to them. For instance, in Chuma's excerpt below, adapting was more of a struggle for him than Yetunde.

> *So, when I came, all I did was to, um, all I did...there's a proverb that says, um, when you've got a chicken in a new place, they will stand on one leg, so my observ...what I did was to observe before doing anything. So, I observed what the culture was. I followed what the culture was, and then I adapted it not to jeopardise what I held as my core belief and my core culture. So, adapting...adapting was*

difficult because things like waking up in the morning in the middle of winter to go to work is a culture. You just have to work. They believe in hard work. You have to work to earn. And so, there is dignity in labour here.

These two excerpts shows that some knowledge of the culture through personal experience can help the person to adapt faster than someone who is still novel to the culture. This then suggests that the person who is more familiar with the culture is likely to successfully resettle sooner than someone having a first-time experience of the culture. As a way of adapting to the community, Anu chose **giving back** by volunteering to the community as a way of adapting which enhances integration.

5.3.2. The Barriers and Benefits of Acculturation. In this section I will be discussing what hinders and helps with acculturation as a factor to achieving SR.

The Value of Education. This will be a discussion about experiences relating to education and how it is an important factor of SR.

The following themes are from ***education-related*** acculturation experiences.

Good education is one of the things England prides itself on which attracts immigrants (e.g., OECD, 2022).

> *I know all…firstly, educationally, academically, I wasn't sound, even you can figure it out from the way I speak. So, when I moved here, I started going to college. Trying to educate myself. Trying to improve in that. Schools, colleges, and all that. So, from there, I tried to train myself. I have moved with people; I have done so many courses. I have like two or three…I have three diplomas.*

From the excerpt above, Ekanem's openness to both formal and informal education to improve herself has helped her acculturative experience. In the next excerpt, Ada has ascertained how education choices can influence getting a job. Knowing how the education system differs in England from that in Nigeria will help the individual to adapt better.

> *What would have been better if we also understood the context that it is better for us to do A-levels even if it's a one-year accelerated course so that we could get into the better universities. And that helps your job prospects because the better employers in the city, where you want to get a job contract, they look at the university we go to so when you just jump at any university because, in Nigeria, there's a concept of every university is good enough you know. It's not, I know the exceptions to it but in this country, there are certain jobs that where you want to, and this is about understanding the culture. There are so many aspects of understanding the culture, right?*

Immigrants with less education have been found in research to be unemployed (McGinnity et al., 2020). This affects their economic status which determines being SR for many immigrants. **Language proficiency** is one of the challenges of acculturation even though Nigerians are English speaking as seen in this excerpt from Nkechi.

> *Because I remember one of the interviews I went, the agent...agency that, um, um, sent me there, they told me that the company said I am good and they really want somebody like me, but unfortunately, they don't think they can cope with my accent.*

Although Nigerians are English-speaking, their English and accent differ which can put Nigerian immigrants at a disadvantage in getting a job which in the long run deters being successfully resettled. However, as Gbenga's describes, it is about struggling with the difference in English in the two communities.

> *And then the language of course. We speak English but the English they speak are different from the English that we speak. Um, yeah, I think and again, me being able to understand what they were saying about and them being able to understand what I was saying as well.*

According to theory of integration, communication is a vital part of the interaction that promotes integration and being successfully resettled (Kim, 2001). Understanding the

English accent can pose a problem in communication with some immigrants and vice versa. It is also the same for the English community who do not understand the Nigerian accent. Language proficiency has been found to help integration among immigrants (McGinnity et al., 2020) which facilitates SR.

Non-recognition of foreign education can pose a challenge in the acculturation process as expressed in the excerpt below from Yemi.

> *For instance, something that, have to do with academic, they would consider your academic background and your academic background being from a third-world country, this is usually not good enough for them, it doesn't matter what the achievement is, so you are not just starting behind, you're starting off at a disadvantage.*

This means acquiring English-recognised qualifications helps immigrants to get into the labour market. Being out of a job will mean not meeting up with the financial requirement of the Home Office for their immigration status. This then delays the SR process. **Teaching and learning** are different in both cultures which can be challenging as found in the excerpts below from Yemi.

> *You have to relearn, so that driving in Nigeria- Nigeria, there are laws, they don't enforce the laws so much so there are some things you get away with you can't get away with here so you have to relearn everything really, in terms of the environment itself, and practical things you need to know so just live your day to day life so that was stressful to start with but obviously as you get used to them, they become less stressful.*

According to integrative theory, when adults move into a new culture, they will have to unlearn and/or relearn some things that differ from where they come from (Kim, 2001). The excerpt above gives examples of such things that are learned. From the excerpt below from Chuma, his initial struggle was academics because he came to England to study. The

difference in assessment and academic writing and how knowledge is transferred was a difficult thing he had to adjust to.

> *Here every year, of course, lecturers are evaluated which is not done in Nigeria. So that absolutely...not really absolutely, but that's, um, so such a control of what is going to happen in university council and why is it the lecturers. That is all I hear when, um, you know. It's kind of you're handling kids' class, if you see what I mean. But having said that...having said that, there are some, um, you know, areas where you may not be, um, in quotes, assessed very well, um, and things like that. Another area is the way we write. Africa, Africans, Nigerians, our pattern of writing tends to be more of telling stories, folklore. So, it is in our...it is our nature to say that if you...if you gave me an essay question when I write, as soon I'll try to tell you the story. So, the craft of writing at the master's level is, you know, I didn't master it until after the first semester, which is why on average second-semester results are always consistently better across the new arrivals because you tend to get the initial shock...*

Transitioning to a different way of teaching and learning is one of the challenges immigrants face (Morrice 2013; Vaynshtok 2001). This challenge affects the acculturation process which could determine SR. Education is one of the reasons many participants migrated to England as discussed in section 5.2.1. As part of the acculturation process, they influence in many ways through formal and informal English education.

Being Employed with the Host Culture.

The following themes are from ***employment-related*** acculturation experiences.

High-skill migrants are valued as can be seen in this excerpt from Danjuma.

> *I think there was a kind of a gap in that if you are high skilled and you can show if you can show that you are able to work for them…They would allow you to stay.*

> *Obviously…Like I…that's why I said it again, it is them seeing how I can be beneficial to them.*

Having high skills will make the person employable which gives them financial stability which is part of being SR. It has been found that having transferable skills helps immigrants become successfully integrated (Kyeremeh et al., 2019) which can also mean being successfully resettled. **Non-recognition of foreign work experience** is one of the challenges faced by immigrants as seen in this excerpt below from Nkiru:

> *I was really...I was really stressed with it and that's because um, because back home, I've already done my nursing back home, so in other to start integrating and I'm like, okay I have to take this course, I have to do this before I start practising my profession. And then during that process of trying to get to where I am in other to get to that...okay, get the PIN, get all those certificates, or whatever. I experienced that stress. So, I wasn't...just...just as an example, like, when I started...when I started, I was just...I was newly qualified...kind of newly qualified in the UK but not...but not qualified in Nigeria because I've been doing nursing for, like, almost like 5-6 years before I came into UK. Yeah. So, for UK person, in England, I still look like...because I don't have the inverted comma open and close experience, UK experience. So, I still look like I'm newly qualified to them.*

From the above experience, the nursing profession is the same as most professions in England where you are required to have UK working experience. This could be to ensure that the person is familiar with the way things are done in England, but it can cause acculturation stress to start learning afresh what the person already had the experience of. Non-recognition of foreign qualifications is one of the challenges faced by immigrants in getting into the labour market (Udah et al., 2019).

Professional development is one of the necessary skills for acculturation in the labour market as expressed by some participants such as Nkechi. It has been found to be one of the things that helps immigrants to be successful (Amundson et al., 2011). **Work**

200

experience is valued more than a qualification in England, unlike Nigeria where it is usually the other way round.

> *So, um, if once...once you've gone into a wrong career, it's difficult, um, to switch in this country because everybody is always looking at, oh, you haven't got the experience in this, so you know, go down that line which was what really happened to me when I just came here as well.*

In the excerpt above from Gbenga, he thinks that working as a healthcare professional would have improved his economic status. He works in a field where his skills cannot be transferred to healthcare. Lack of the host country's work experience is one of the greatest challenges for African immigrants (Udah et al., 2019).

The excerpts below show different experiences of **work stress.** *"So, I think I remembered writing a lot. I mean, I'm not exaggerating. Applications…and only one came back positive. Thank God for that. So, I think that was my biggest stress."* From Nneka's excerpt, getting a job causes her a lot of stress. Getting into the labour market with a lack of UK work experience, non-recognition of a foreign qualification, racism and discrimination can cause a lot of stress for immigrants.

> *There was a time I slumped on the door while working. One thing that will help you, rest is important. I was doing- there was a day I did 23 hours work, out of 24 hours. One week, one full week. I was juggling too many works and that was hectic.*

This excerpt is from Emeka who juggled a lot of work to meet up with financial demands which caused them distress. Financial stress is one of the challenges for African immigrants (Covington-Ward et al., 2018). Lack of **work-life balance** can cause distress as found in Ada's excerpt below.

> *When we come here, we lose our support network. In Nigeria, maybe your mum will help you with the kids. If you're trying to do work and home, you can have*

help so that you could balance all. But here, we're carrying it all alone. A constant thing that flashes through my head, at a certain stage in my life, I felt like I was always running. I was running to work. I was running from work. Running, I was pulled in so many places you know. That was the constant view of life. It was hard, stress managing all of those things. And I became a single mother right here when my son was six. In fact, before then, before then, I have been single mother, all but me, so juggling all of those things without the networks you know.

Coming from a culture where there is a good support network to a culture where it is difficult is distressful for parents, especially single parents. The acculturation experience is a struggle that can deter how well the individual successfully resettles. Having a work-life balance is one of the things that determines success (Kirkwood, 2016). Some people migrate for economic reasons and for some people, SR means financial stability. However, many employment-related experiences can hinder or promote this type of acculturation before achieving SR goals.

In this section, I have discussed how post-migration experience is an important factor for being successfully resettled by pointing out both the highs and lows of the participants' experiences that impact their acculturation experience. The themes highlight how acculturation can contribute to how well or soon the individual becomes successfully resettled, and what the hindrances to SR are. Factors such as homesickness, culture shock, racism and discrimination can affect an individual in a way that may impede their SR. Also, adapting to culture differences such as traffic rules, community life, and communication are necessary adjustments to achieve a successful settlement. Other factors such as having a sense of belonging, education, and employment-related factors can impact how well an individual successfully resettles. All these build into cross-cultural transition theory (Kim, 2001), and acculturation theory (Berry, 1997) that explains the process people go through to adjust into a new and unfamiliar culture.

5.4. Being Successfully Resettled: In sections 5.4.1 – 5.4.5 below I will be discussing factors other than acculturation experiences that facilitate SR, the meaning of SR, and how SR affects mental wellbeing. Sections 5.4.1-5.4.3 are themes found when participants were asked what helped them to be successfully resettled and what advice they would give a Nigerian relocating to England on what could help them to successfully resettle. Sections 5.4.1 – 5.4.3 answers RQ2, sections 5.4.4 answers RQ1, and section 5.4.5 answers RQ5.

5.4.1. Support Network.

Themes from ***support-network related*** factors of SR will be split into the home and host support which were received from **home/host community, colleagues, family,** and **friends.**

Home Community Support.

Part of the reason the **home community** means a lot to some participants is because of the support they get from there as seen in this excerpt from Nkiru:

> *Other Nigerian families that...that have been here before us, so they were kind of like, elderly ones. And also, the advice they were giving on how to deal with this, how, you know...yeah. So, it's...they really helped, you know, for me to adjust, for me to...start learning.*

Meeting other Nigerians who render advice based on their experience of living in England, can help an individual to be successfully resettled. The support network has been found to reduce the negative effect of discrimination experienced by immigrants (Koskinen et al., 2015).

Amina also identified support from **family** through **prayer** as one of the things she received that helped her to be successfully resettled**.** Family as a support network is a key factor in being successfully resettled (Westray, 2020). For participants such as Nkiru, the

family support she received from her husband was **emotional** support which is necessary in times of challenges to keep them going.

> *My husband came here before me, I... I found it a bit easier because it was, kind of, my husband was like my helping hand, my guardian angel. It's like any time I come back, my husband was like don't worry, you'll get over it. (Nkiru)*

Nkiru initially expressed losing confidence due to doubt from her colleague about her performance because she has non-UK working experience but that of Nigeria. When she gets home from work feeling down, her husband encourages her. This suggests that she has a positive relationship with her husband which positively impacts her mental wellbeing (Seligman, 2011). A positive relationship promotes happiness (Bowlby, 1982). Being in a good state of mind will help the individual work towards their goal of being successfully resettled. For some participants such as Nkechi, she received spiritual and informational support from the **church** which was helpful for her resettlement process.

Accommodation is an important factor for SR because the person should have basic needs such as shelter to be able to think of other important things that are relevant for them to be successfully resettled. *"I started to live with my brother where I did not have any problems with that you know because he was supportive. He was supportive but I know it could have been a lot more difficult if he was not here." (Afam)* This excerpt indicates that receiving this type of support was the first step in his SR journey.

Childcare is expensive in England when compared to Nigeria where parents can get friends, family, or neighbours to help them without paying them. Therefore, receiving any form of support in England is usually valuable for parents, *"Like I said, I have family that… that's always helping me with things, you know? Childcare, going back to school, things like that. I mean, even if I went to school, you know."* The childcare support received from Busola's family helped her to study. Achieving that education is important to her and counts as SR.

Host Community Support.

Many participants identified the different support they received or expected from the **host community**. For Chimamaka, it was **socialising.**

> *No, but you know I came as a student. So, there's this programme I've forgotten what it's called, host family, yeah? So as a student, you're entitled to apply for it, and if you are shortlisted and a family wants you, just for you to see someone like maybe from another setting in England inviting you over for a period. So, I applied, and a host family invited me. I just went…I went to {} at that time and they took me around the city. You know, they took me to, you know, to...in fact everywhere they went that period. But they asked you like loads of questions to understand your culture. Yeah. It's like a family for you to be entitled to hosting student, you must be a family. So, yeah, yeah. They invited you to the family to meet the family. It was for a weekend.*

This excerpt stood out for this author because it is an impressive way of integrating immigrants into society. The host country learning the culture of the community they are hosting can limit bias and enforce acceptance. Integration of this type will help make an immigrant feel like part of the community which is a way of being successfully resettled.

Some participants have also received **emotional** support from **colleagues** which they have found helpful.

> *Like when I was doing a speciality course when I was in critical care, they will allocate, a student educator that will be working with you and helping you to build your confidence in doing that stage. You know, so we do those support, telling you, you can do it if you wish to. They help you to build up your confidence that you can do it. (Amina)*

The support Amina received helped her to build confidence. The lack of a support network is one of the challenges that immigrants face (Agyekum et al., 2020).

Healthcare professionals are key workers that immigrants can easily have access to. Therefore, their support is imperative. *"And my GP referred me to somebody else after making the initial inquiries, so I met with kind of a counsellor."* Afam had academic stress which he mentioned to his GP who referred him to a counsellor. He found the counselling sessions helpful in knowing how to prioritise his study which helped him to achieve his initial goal of being in England which was education.

University is an important avenue of support because many immigrants come as students initially before settling down. The excerpt below from Chima shows how he values the support received from his university.

> *Uhm, in my engagement, my experience with my master's degree, the supervisors, the tutors were very, very encouraging you know having to ask me about, we just come from a very different part of the world with this, we're doing it a lot differently. Uhm, they gave that tolerance that we needed to adjust so they would kind of treat me and some other people in a very different way than they would treat some other people. Having said that, they had also different situations where things didn't go as anticipated.*

The university acknowledged that Chima is from a different part of the world and rendered the valuable support that he required which was one of the things that helped to achieve his academic goals. However, he was not able to mention what other help he expected to receive in a different situation.

Fund/finance support is not something that comes easily. This research has found that finances were a challenge to many participants in being successfully resettled. However, it is not the same for everyone as seen in Ekanem's excerpt, *"The government has been so helpful because, in Nigeria, you cannot get a government loan. But here, I was able to get a loan for my education, my studies, and everything."* Ekanem received a government loan for her studies. This is helpful because she did not need to worry too much about the finance which helped her to concentrate on achieving her academic goal. Government

support helps SR, which in turn helps an immigrant to have a better sense of belonging in England. A student loan is obtained when you have access to public funds and many participants mentioned how this restriction impacted their SR journey. This is because an early stage of resident permit in the UK, states that they are not allowed access to public funds.

Information is very important for directing immigrants on what to expect and what could help their SR process.

> *Another one is...it's just the way that they do with, uh...I think they do more of that when people come in via the asylum route. You have people linked to them, trying to show them about the cultural topics, do you understand? Something like that. More, a hands-on type of thing. You have people buddying with them, kind of. You have some organisations that deal with you, you know, the people who are seeking asylum, helping them up. I think they should take that approach, maybe have an office for doing it, something like an office for immigrant resettlement kind of or... In Canada, there was that. They tell you a lot of things about the country, even recommend...with that part, I don't think it's very okay. Even advise you on how people might struggle to call you and pronounce your name. Don't feel offended, I mean, just because they're not used to that name with time, they pick it up. I mean they go into some little, little things that really cause some skirmishes, kind of. Yeah. So, I think something like that, like the skill level where people immigrate, come in on, uh, when very skilled labour or immigrants come in, they also need some level of support. Don't just leave them that way, help them integrate.*

Sani's excerpt above gave a clear illustration of what the English government can do differently for immigrants compared to how refugees/asylum seekers are supported and how other countries support immigrants. The author agrees that the government assume that immigrants do not need support as asylum seekers/refugees and therefore do not

have pathways structured to help them. Having a structured pathway will help immigrants to successfully resettle faster.

People could be sensitive to the way they are treated in a new place. This is the reason **reception** emerged as one of the supports that help immigrants to be successfully resettled. Musa's excerpt is that of the warm welcome he received from his friends, "Okay, so it's, err, pretty much, um, err, that, err, kind of reception and welcome I got, and, uh, I was being pampered, uh, very much." Being warmly welcomed to a strange place is important to immigrants because it makes them feel accepted which is a positive experience that can help their successfully resettled process.

Any form of support from an individual or organisation has been found in this research to be a vital factor that helps people to be successfully resettled. These findings about the importance of support for immigrants build on the theory of support network (e.g. Chouhy, 2020) which states that having a strong support system helps adults to achieve their goals.

5.4.2. Necessary Personal Attributes and Qualities. This is a discussion about how an individual's attributes and qualities can help in achieving SR, and how achieving or not achieving SR has impacted on their attributes.

Themes from **_person-related_** factors of SR were:

The **personal skills** and individual already has can help them to be successfully resettled as seen in Afam's excerpt below.

> *I've also come across that but um, I think people's personality like who I am and the way I interpret things, I… I'm a very positive thinker so I put it down as, to their own ignorance and has nothing to do with me so that helps me to focus on what really matters.*

From the excerpt above, Afam was expressing how they respond to racism so that it does not affect their focus on being in England. Personal skills are one of the things that help immigrants to be successful (Amundson et al., 2011). Other participants expressed

208

themes around the **personal development** of attributes and qualities they do not have to equip them to achieve SR. In Nkiru's excerpt, she expressed how her **confidence** was affected because of her experience of discrimination, *"I started losing that confidence, you know like, the way people perceive uh, are you sure she knows anything because she comes from Africa?"* Nkiru's experience affected her confidence which could have affected how she relates with the host community. This then means that successful integration will first mean Nkiru regaining the confidence to achieve SR. Afam's experience is different, *"My confidence level is higher because of exposure. I feel like I can open up a conversation with anybody you know."* These two participants have had different experiences that affect their level of confidence.

For some participants, **determination** was a key factor that helped them to be successfully resettled as expressed in Yetunde's excerpt, *"It's just determination. You know? Policy, yeah. It's...you have to be centred...I mean, if you know what you do want, you have to be determined, you have to give yourself a policy, you know."* Yetunde had a policy that made her achieve the goal that brought her to England. **Resilience** is another important factor in being successfully resettled which is found in Sani's excerpt, *"I think the underlying thing for...in my case, it's a...it's a...it's the...um, I think it's just that fighting spirit sincerely, uh, which usually comes with, uh, the average immigrant."* Ada's excerpt expresses how resilience has helped her to be SR, *"I am a very, I'm, I think I make sure I am resilient."* From these two excerpts, resilience is the key that helped them to be successfully resettled. Resilience is an important trait that has been found to help immigrants in dealing with challenges which helps their mental wellbeing (Jamil, 2020).

With the challenges faced by immigrants, **hard work** comes naturally to becoming successfully resettled as put by Chuka, *"Yeah, people have to be hardworking before they can survive and then it actually pushed me to be successful."* For Chuka working hard helped them to accomplish their motivation for coming to England. One of the skills that some participants developed that helped them to be successfully resettled was

independence as found in Nkiru's excerpt, *"But while in the UK, I find out that I have to do things by myself. So, I... I learned I have to sit up, you know, like, being in control of my life."* Community life in Nigeria makes people depend on one another even as an adult which is different from the English culture where people start fending for themselves from 16 years old which is the age they can work full-time (Gov.UK, 2023). So, for some people like Nkiru, moving to England pushed them to start doing things by themselves otherwise they would not be able to resettle successfully.

Having **Faith** is a key factor that helped Emeka to be successfully resettled as expressed below.

> *It doesn't make me feel anyhow, the only thing that I feel it's, yeah, the reason that I feel like I thank God because it's not by my own power so I don't want to- I won't boast about it because it's not by my own making, so it certainly God that gives me this strength, everything to do and make it happen and I give God all the praise and all the adoration, for giving me that time, giving me that strength, the wisdom most especially, the wisdom to deal with it.*

This was a response to the question of how being successfully resettled made him feel. He attributed his success to having faith in God. Spirituality helps people have meaning in life (Han, 1988; Molana & Sadat, 2020). Having meaning is the fourth element of Seligman's 2011 theory of wellbeing. Being in a good state of wellbeing helps people to accomplish their goals which is one of the key meanings of SR.

An Immigrant's attributes/qualities can contribute to how well they successfully resettle or not which supports the attributional theory of motivation that an individual's attribute can determine their success (Graham, 2020). The achievement or process of SR can also impact the individual's attributes.

5.4.3. Awareness of the Culture Difference.

Many participants expressed awareness of **culture differences** between the two countries as an important factor in being successfully resettled, as seen in this excerpt from Musa, *"Have that mindset that I'm going to a place where things are done differently."* Knowing the commonalities and differences will help the person to understand the host culture. This helps in integrating into the culture which is an important part of being successfully resettled. As expressed by some participants being **prepared** to face and adapt to this culture difference is an important factor in being successfully resettled as found in the excerpt below:

> *The advice I would give anyone, um, planning to move over…to get herself well-prepared. What I mean, well-prepared is ma–…uh, making up your mind that I am going to face…I'm going to face another face of the worl–…world. (Ifeoma)*

For Ifeoma, it is not just about the physical preparation but also about the mindset. This is important because having a prepared mindset to face the new challenge ahead will help the person to adapt better. Another important way of being prepared is the awareness that **Legal** immigrants are the only ones accepted by the host community. Mfon's excerpt suggests that someone cannot be successfully resettled if they are an illegal migrant, *"Before you can say you are successful, you need to be able to have been legal in the first place."* Apart from the legal implication of being an illegal immigrant, they earn less than legal immigrants (Borjas, 2017) which is a risk factor for poor mental wellbeing (LeMaster et al., 2018). Their poor economic status suggests they may not achieve their aim for migrating which is SR. The awareness of the host country's legal expectations which may vary from the home country is important in achieving SR.

Some participants have explained that living around the **home community** helps people to be successfully resettled as described by Afam, *"Somebody should look for areas where people like them live, so Nigerians can live where Africans live, so somebody from Bangladesh should live in you know Southeast Asia communities. Living close to your*

community helps you fit in well." At the initial stage of migration, people may want to relate with people from their home community to help them resettle in this instance, fellow Nigerians. This will help them to get information from their home community that can help them to resettle. This information could be how the culture varies to help the individual adjust better. Another importance of this is that the person will not feel isolated or lonely which affects mental wellbeing and in the long run, deters SR. The home community can also introduce them to the host community which helps with **Integration** which is one of the key concepts of acculturation processes evidenced in Berry's 1997 acculturation theory. The excerpt from Ada explained its importance.

> *So, what I would always say is if you're moving to a new country, always try and make sure that you find a way to interact meaningfully with the local population because that makes adapting easier because there are so many things we don't know.*

One of the ways of integrating into the host community is by interacting with them (Amin, 2020) because it reduces prejudice (McKeown & Dixon, 2017) which helps in being successfully resettled. Integration will help them to observe the differences in culture and learn how to adapt to the new culture. It will also help the individual to be aware of what is attainable in the home country that is not in the host country. For instance, **Budgeting** is important for an individual planning to migrate from Nigeria to England because Nigerian culture normalises asking for financial help from friends and family, but it is not as obtainable here. The knowledge of this will guard the person's expectations. Interacting with both home and host community provides **Information** which is key to gaining knowledge of something new to anyone. Nkechi expresses how the lack of information affected her.

> *Information is always the key. I have high expectations of what I was coming into. People have a lot of high expectations. They think you pluck money in the backyard. Because it is a bit of… People think when you come here, yes, you know. There's a machine that prints money for you. You know, once they come, they will now see*

how it is. They will come and see...how people struggle to make ends meet. So sometimes a bit of disappointment on their side what they are seeing. When I was coming here, I didn't know what I was going into. So, and that has really affected me. If I had had my information properly, I don't think I would have been...I would have, be feeling the way I'm feeling.

When Nkechi was asked to give more details of what she was disappointed about, she said that it was personal and her privacy was respected. However, there is a tone of regret that prior information about awareness of the culture differences would have prevented her disappointment. Having that level of regret will deter her initial stage of acculturation and probably delay SR.

The themes above clarify what helps and what does not help in being successfully resettled. Prior knowledge of these themes that indicates an awareness of the difference between Nigeria and England will help an individual planning to migrate to England from Nigeria on what will help them to be successfully resettled. They are also vital information for any immigrant migrating to a new culture to be aware of how information on the cultural differences can help their SR process. The next section will discuss the actual meaning of SR as described by the participants.

5.4.4. The Meaning of Successful Resettlement (SR).

These themes were found when participants were asked what SR means to them. The responses are from fully, partly, and never going to be successfully resettled.

Self-determining in the Host Community.

Accomplishment is an important aspect of being successful in life which also promotes wellbeing (Seligman, 2011). Many participants described it as being successfully resettled for instance in the excerpt from Bunmi, *"Successful res...um, um, resettlement means to me is you have what you bargain for. Like now, I came to this country for one purpose,*

213

and I achieved it." The motivation for migrating can usually be to accomplish a goal (Maehr & Meyer 1997). The accomplishment of this goal (Zusho & Maehr 2009) is then described by the person as being successfully resettled. Migrants have defined SR as being able to achieve their goal or goals depending on the reason for migrating (e.g., Kyeremeh et al., 2019). Specific examples of these accomplishments which are sub-themes are 'Education', 'Establish a church', 'Family', 'Homeowner', 'Opportunity'.

Some participants have highlighted how **education** is a key factor that helps in being successfully resettled, as highlighted in the excerpt below from Busola.

> *Education is power. Anywhere in the world, whether you're recognised or not, it's still power. Knowledge is powerful. If you don't have it, you don't have nothing. So that's the first thing. Then after education then that similar thing follows.*

Education is a factor that helps immigrants to be successfully resettled (Amundson et al., 2011). This is because it helps in getting a lucrative job that improves the person's economic status (Kyeremeh et al., 2019). In Obinna's excerpt below, education here is both formal through training and informal by skill acquisition, which could be by observation of skills that would help the participant to be successfully resettled.

> *Well, like knowledge, I've been able to acquire some knowledge as well, I've been able to- Sorry? Yes, through training, yes. I've been able to gain knowledge. I've been able to acquire skills. I've been able to acquire, you know, um, so other things around me.*

Chima from the excerpt below was specific in emphasising the importance of acquiring formal education to be able to be successfully resettled. This indicates how important education is in being successfully resettled.

> *If I may—if I may look at resettlement, you know, in terms of, uh, transitivity or interactivity, in terms of myself, I would say that, uh, you know, to become settled again in a new culture kind of United Kingdom, uh, I will say as successful is that…*

uh, to be successful in terms of my settlement is, you know, it takes your educational achievement.

One of the reasons this is important to the participants may be because of the non-recognition of a foreign qualification (Udah et al., 2019). An immigrant who wants to achieve something meaningful in the new culture will have to adapt to the educational system of the country to climb the ladder of getting a meaningful economic status and/or to get a better education (Bhugra, 2004). Kyeremeh et al. (2019) also found having a higher level of education as one of the things identified as being successfully integrated, which can translate as being successfully resettled.

Some participants explained that having their nuclear **family** in England is an important accomplishment in being successfully resettled. This is described in the excerpt below by Ifeanyi.

I can say I'm fully resettled because I have my family, my immediate family is here, I have my kids here and my family, so I think I am not looking to go elsewhere. I'm just kind of complete over here, yes.

Family is an important aspect of many cultures, including Nigeria (e.g., Akosah-Twumasi et al., 2020). Having family in England means that they are already established and do not need to be anywhere else. The reason some participants moved to England was to join their spouse, therefore, having that family means SR for them.

Homeownership is one important theme that participants described as an accomplishment that defines SR. In the excerpt below, Gbenga showed confidence when describing how successfully resettled he is, *"And I own my home."* However, Afam described this confidence as being on the mortgage ladder, *"And yeah, and uhm, you know part of the settlement also comes with when you feel like you are climbing the ladder. You're getting into the mortgage ladder you know because of how confident you are in the system."*

This is confirmed by Chimamaka who does not accept that they are successfully resettled until they become a homeowner, *"Oh. No. No, no, no. I wouldn't say I'm 99 per cent until I have my own house."* Arguably, homeownership is an accomplishment that is common in both English and Nigerian cultures. In most Nigerian cultures, a man is expected to have their home at a certain age. England also has a culture of homeownership as a milestone of accomplishment in a person's adult life as well.

Some participants came to England to have a better **opportunity** in life to achieve their different goals and excel. The excerpt below by Ifeanyi describes how this relates to being successfully resettled.

> *SR means to me that you- first of what I can- I will say yes, any society that gives you opportunity to attain your goal or have desire for me is a success, it gives me the opportunity you know, to attend your goal no matter how far you want to go, you have the opportunity as long as you are sincere to yourself. You know, this country gives every opportunity to be successful.*

Being successfully resettled is subjective. Therefore, having the resources and access that are provided in England allows people to achieve whatever they want to achieve in life. This gives people the confidence that they can do anything and succeed in it. This is about creating opportunities for oneself and family. For Ifeoma it was **establishing a church** for her community that will give her the fulfilment that she has achieved SR

Financial stability is another theme found as a definition of SR for some participants. An example is in this excerpt, *"Yeah, so I can provide for myself, I can provide for my family. So, yeah, that is what- yeah, that is what successful meant to me."* This is important for most migrants because sometimes people migrate for economic reasons (Bhugra, 2004). Being able to achieve this intention for migrating defines SR (Zusho & Maehr, 2009).

Job security is an SR theme as described in the excerpts from Nneka: *"I think it means, um, finding your place in terms of work. I can say I am successfully employed. Thank God for that,"* There is a level of confidence shown in the excerpt above that they have

successfully resettled because they have job security. From Chisom's excerpt, she is yet to achieve that goal, *"Build a career, yeah, which I'm doing now, so, yeah."*

Nkechi's excerpt suggests having a job the person has always wanted as being successfully resettled, *"When you probably, you have your dream job."* Part of the reason job security is important to immigrants is that unemployment is one of the reasons people migrate (Idemudia & Boehnke, 2020). Horwood et al. (2018) also found that economic hardship is the reason West Africans (which Nigeria is part of) migrate. Job security has been described as successfully resettled by immigrants (Curry et al., 2018).

Life satisfaction is important for the general wellbeing of everyone (Kim et al., 2021) irrespective of their immigration status. This has been used to describe being successfully resettled as seen in Yemi's excerpt, *"Yes, so I'm content, there's contentment, but when you ask me directly if I'm fully- if I feel fully settled, what comes to mind to me is if I was fully satisfied, the answer would be no."* This seems to dispute the findings of Lönnqvist et al. (2015), that the life satisfaction of immigrants improved from the pre-migration stage to the post-migration stage and remained the same. Every participant who took part in the interview has passed the pre-migration stage and the above finding does not seem to align with the excerpt above. This may be because their intention for migrating which is to have a better life (Amin, 2020), is yet to be achieved. However, life satisfaction can promote achievement (Carli et al., 1988) which is key to being successfully resettled.

One of the reasons people migrate is due to the home condition such as lack of safety, therefore having **security** is an important aspect of it as expressed by Chimamaka, *"Coming from where we came from, you know, my priority is security which I think I'm kind of secure like I can go out and come back any time I want."* One of the reasons for migration is the threat to life which causes insecurity (Idemudia & Boehnke, 2020). Therefore, achieving that means SR for such a person. However, Danjuma feels more secure in Nigeria than in England as expressed below.

> *To be honest, I feel safer at home (Nigeria) than I feel here (England) because there is a lot of crime here that is hidden until you go to this office for personal assistance, so um, it's like a lot of kidnapping and missing children that happen here that is underreported. Ours (Nigeria's) is open because we don't have a structure to hide ours.*

In Danjuma's excerpt, he feels more at home in Nigeria than in England which suggests that where we feel secure, is where we call home. He does not feel that he will ever successfully resettle in England and would like to go back to Nigeria at some point. Feeling secure and at home determines what SR means to some individuals.

Fitting in/Being Part of the Host Community.

Fitting in is vital for anyone to settle in a new culture. Yemi described what this means in the excerpt below.

> *So when I say fitting in, for me, if you're not fitting into the community, and fitting into your life just like as it was in you know place A, fitting into your life, it should be the way you fit it into your life in place A so if you are comfortable in your own skin in place A and you know, you have friends, you have this life then in place B it can be you're confident in your own skin, so you have friends, you have your social life, then you're successfully resettled because all you did was move from place A to place B, but everything else remains the same for you really, in terms of your life and your experiences, it's not physical things.*

People having the same life as they do in their home country can be practically impossible but having something as close to it as possible can be achievable and means fitting in as described by Yemi. Fitting in makes people feel fully integrated into the host community (Kyeremeh et al., 2019).

A **home** is expected to be where people feel part of it. If a migrant leaves their country and decides to settle in another country, they should try and make that place their home.

The meaning of home is quite deep for some people. For instance, Chudi's excerpt below describes home as a place they will stay without going anywhere else.

> *I would say, um, in- in terms of successful resettlement and you find that you can call, call, home and you're happy to…, to die and be buried there. The one- the one, um, what it was, is not there was a conversation with the former colleague is not. You feel that your entire life is here.*

Anywhere someone is planning to be buried, according to some Nigerian cultures such as the Igbos, is where they have accepted to be their home, which means that they have successfully resettled there. However, some participants like Danjuma in the excerpt below, do not wish to be successfully resettled in England because they cannot make it their home.

> *I cannot resettle here, to be honest, the reason is...and when I left Nigeria, I didn't leave...I didn't leave Nigeria for bad. I'm leaving Nigeria for good. So, I still looking forward to go back because a lot hasn't been done, you know. Individually or collectively, so I'm the...I can only resettle here If I will be able to go back to Nigeria and do something that my name can be ascribed to, you know. Even though I am doing it, but I still have to do or go back to my country and do it so that's what I said, 100 per cent here, no.*

On the contrary, Anu in the excerpt below still has the urge to come back to England when they visit Nigeria because England is now home.

> *Even though I enjoy my time there, I still always want to come back here. That means I see here now as home... Hmm. Being able to...that's the...it's actually, resettlement be...being able to feel at home when you are here."*

Making the host community home is an important aspect of determining whether the person wants to be successfully resettled in the host community or not. However, this also

depends on what SR means to the individual because for some people SR means other things other than making the UK a home.

For some other participants, having a **home community** where they can practice their home culture means a lot to them, and means that they have successfully resettled. For instance, in Yemi's excerpt below.

> *Having a community of people that are where you are from. Where you practice the culture of you know, the place you're from, so yeah, I'm successfully settled, I'm able to bridge that gap between the culture I'm coming from and the culture that I'm in right now, I think I believe I successfully bridged that gap.*

Interacting with the home community curbs the isolation and loneliness that are usually experienced by immigrants. Being part of this familiar community makes the individual feel at home and part of something they can relate more with which helps to be successfully resettled (e.g., Curry et al., 2018).

Part of the community is one of the themes that participants use to define being successfully resettled as shown in this excerpt, *"Yes, feeling like you're, you know, you're part of the host community."* Being part of the community has been described by immigrants to mean being successfully integrated (Kyeremeh et al., 2019). There are different aspects of being part of the community that were described by the participants:

Acceptance is one of them as expressed in the excerpt by Ifeoma, *"Yeah, and, um, yeah, when we resettled like I told you, we have been accepted. So, I think we are part and parcel of the community where we are."* This shows that migrants' perception of how they are treated in society determines being successfully resettled. On the contrary, Nkechi from the excerpt below does not feel that they have been accepted which makes them feel that they are not successfully resettled.

> *I have not felt really resettled because of, um, until I know you might not have until people start seeing you as one of them. When people start, you know, not,*

you know, seeing, oh this black woman, or this black person, you know. Stuff like maybe if you apply for a job that is, you know, they will not...they will not think of where you're coming from or something. They will not do any partiality in the thing and give you what belongs to you. I think that would help me as well. That would help me feel more resettled or...or maybe when it will become more real to you. That will make me feel more resettled. That is the thing that is putting me off, that's why I gave it 60 per cent.

The experience of racism and discrimination affects the acculturation process (Burford-Rice et al., 2020). When people are treated differently because of their race it means they are not accepted and will make them not feel like part of the community which deters SR.

Access to public funds and amenities was mentioned by many participants as SR. Next is an excerpt from Chimamaka, *"You can access healthcare even when you don't have money."* Many participants mentioned that an initial visa restricts them from having access to public funds even though they pay high taxes. Therefore, it is a relief to get to the point where their immigration status allows them to enjoy what the rest of the community is enjoying, which makes them feel like part of the community.

Another sub-theme under part of the community is **adapting to the culture and weather** as expressed by Chima, *"I can say like I clearly…I can now understand the culture."* Adapting to the host culture has been identified as a vital aspect of migration (Virupaksha et al., 2014). This makes them feel like part of the community and determines SR. Nigerian and English weather and culture are different which makes acclimatising to the English weather an important indication of being successfully resettled as seen in Musa's excerpt, *"From the climate point, I think my body has also adjusted to where we are now which, err, is for me a success."* A study by Amin (2020) found that migrants struggle to acclimatise to the weather which negatively impacts their acculturation process. This suggests that adapting to the weather will positively impact the acculturation process and achievement of SR in the long run. For Musa, whose excerpt is above, being able to adjust to the weather is an achievement that counts as being successfully resettled.

The peak of some immigrant's immigration status is **citizenship** because it means that they are full members of the community as seen in Mfon's excerpt, *"Your citizenship is the beginning of SR. Let's say you get to the point that you even get your British passport. You can't be settled until you get that."* This is important because it gives the person equal rights and opportunities as the host community (e.g., Danzer & Ulku, 2011). Citizenship gives the same leverage, all things being equal, as it would to someone born in the country making the immigrant feel like part of the community, which indicates SR.

Being successfully resettled is an important aspect of migration the themes above clarified what it means for Nigerians in England and immigrants in general. Themes like being part of the community (Kyeremeh et al., 2019); citizenship (e.g., Danzer & Ulku, 2011); financial stability and job security (e.g., Curry et al., 2018), are all meaning of SR for the population because it gives them equal right and better opportunities like the host community. These themes are 'achievement of the aim of migration' to some people which is SR. Achievement goal theory explains that people make choices such as migrating (reasons for migrating discussed in section 5.2) to help them achieve a goal such as the ones mentioned above (5.4.4) like having a better opportunity in life or being a citizen of the host country (Zusho & Maehr, 2009). The hierarchy of goals theory explains how these goals can be achieved by taking small steps until the main goal is achieved (Emmons, 1989). These steps are factors that can influence being successfully resettled which were discussed in sections 5.3 – 5.4.3.

5.4.5. Consequences of Mental Health and Wellbeing. These are themes highlighting both the positive impact of achieving SR and the negative impact of the process and not achieving SR on the participants.

Healthy Consequences. These are the positive impacts SR has on the general wellbeing of the participants.

The excerpt below from Busola expresses the **confidence** being successfully resettled gives to immigrants.

> *Yeah, it makes me feel like I belong here, it gives me good confidence like, you know, I can stand at any place, I can talk at any place, you know because I think- I have everything it got how do I put it, whatever it takes, you know, I have all of them, that's it.*

Accomplishing a targeted goal can give people confidence that they can face whatever comes their way (Bowlby, 1982) which can positively impact mental wellbeing. Most participants expressed how SR leads to **happiness,** for instance in this excerpt by Gbenga, *"So, it's definitely if you...if you feel resettled, if you are, you know if you are in the direction of resettling successfully, you should be...you should be happy, uh, you know, when you...when you check where you are."*

Accomplishment as expressed by many participants as the meaning of SR is one of the core elements of Seligman's 2011 theory of wellbeing. Accomplishment leads to happiness, as posited by Seligman's theory, which is supported by this finding. Happiness is a positive emotion that guards against mental health issues such as depression and anxiety (Basurrah et al., 2020; Bradburn, 1969).

To some participants, **peace of mind** is achieved after being successfully resettled. *"The moment he got his settlement, he was like a load lifted off your shoulder because you wouldn't know if they are going to refuse you, and then you're going to this rigmarole."* This excerpt from Mfon expresses the relief that comes with being successfully resettled, which gives peace of mind. From Anu's excerpt, she stated the importance of being successfully resettled which gives peace of mind, *"Peace of mind, which is important."* Having peace of mind is associated with positive emotions such as joy, happiness, and contentment which are important aspects of wellbeing (Cohn & Fredrickson, 2010).

Unhealthy Consequences. These are the negative impact the process of achieving SR or not being successfully resettled makes on immigrants.

When participants were asked to what extent SR affects mental wellbeing, **anxiety** was one of the themes as expressed in this excerpt from Yetunde, *"You won't be settled. Any*

time you run, every...anywhere you'll be worried about what's going to happen to you.
You don't know who is going to stop you." Researchers have found anxiety as common
mental health problem among immigrants (e.g., Nesterko et al., 2020). In Seligman's
(2011), theory of wellbeing, anxiety is one of the negative emotions that affect an
individual's wellbeing in general. The Home Office's expectation of immigrants to have a
certain amount of money puts them in a very tight corner to work extra hard, which can
cause anxiety. On the other hand, not being certain of the outcome of immigration status
at every application can cause anxiety as well.

Failure to accomplish the goal of migrating can cause **depression** as expressed by Chi-
Chi in the excerpt below.

> *Uh, at least, you won't end up of being depressed. Your mental health is, it, when*
> *you feel you're not there yet and the worrying and of course affecting one's mental*
> *health. I know that can lead to have mentality issues. And the next thing is high*
> *blood pressure and stuff and the next thing you're gone. So, when you, when you*
> *have everything, you think like a roof over your head, you've got uh, money coming*
> *in, not much but at least you can eat, uh, feed yourself and your family. And you*
> *go to your GP, you sick, you call them up and you find your medical erm, what's it*
> *called erm and you are okay. So, your state of mind is you're settled.*

In Chi-Chi's first sentence, she explained that being SR means that you will not be
depressed. She went further to explain the implication of not being SR with wellbeing. For
some participants, going through the immigration process can cause depression while for
others, the experience of racism and discrimination caused them depression as seen in
Emeka's excerpt below.

> *So, when I went home (England), {} was on holiday, when he came back and found*
> *out that I have been at home because the supervisor told me to do stuff that I*
> *didn't do, I've been at home for five days, he went mad and he called me on the*
> *phone, and I said I am depressed because of the racism and everything I am facing.*

All the investigation they did came out, so I told him that I was depressed, I've never seen this kind of thing in my life, this and that, talking to him, {} I'm sorry, I cannot continue with this kind of environment, it's not friendly, it's not welcoming.

Emeka faced racism and discrimination at the workplace which caused him depression that made him stop work until he was contacted by the director. Depression made him unable to function well, and without work, he would not be able to achieve his goal or keep up with the Home Office's financial requirements for himself and his family's immigration status. Depression has been found to negatively affect the cross-cultural transition process of immigrants (Bemak et al., 2003).

Not being successfully resettled makes people **feel low** as expressed in Chuma's excerpt, *"Of course, you have to be...you know, you work against a biological clock to get it all. It was tough. It was mentally challenging. It was one of the hardest things I've done in my life."* Chuma remembered the tough time he went through trying to be successfully resettled. He worked round the clock to be able to look after himself, and his family, and have enough money in the bank to prove to the home office that they deserve better immigration status. Many studies have highlighted how frustration from the immigration office affects the mental wellbeing of immigrants (Giuntella & Lonsky, 2018; Wang & Kaushal, 2018; Venkataramani et al., 2017)

For Gbenga, SR means 'Job Security' and without it, **frustration** will kick in, *"If you're resettled successfully, if you're working in a job that, um, you don't like, then not just...you're going to be frustrated."* Hussein and Odhiambo, (2020) study found that employment was one of the key things that contributed to the wellbeing of immigrants. This is related to the reason for migrating which is sometimes to improve economic status.

In their qualitative research, Kellezi et al. (2021), identified challenges faced by international migrants using TA. These challenges are not limited to just loneliness and alienation but extend to their access to health support which negatively impacts their mental and physical wellbeing. Lack of access to health support due to not being accepted

as identified by the study could make them not feel like part of the host community which will hinder their SR journey. As explained by the theory of wellbeing, positive emotions such as peace of mind and happiness which come from being successfully resettled have a positive impact on one's general wellbeing while negative feelings such as depression and anxiety due to challenges of trying to be successfully resettled or negative impact their entire wellbeing (Seligman, 2011).

5.5. Conclusion of the Chapter.

I have discussed the different phases of migration which is important in understanding how immigrants achieve SR. In the pre-migration stage, I discussed the reasons that drove the participants to migrate. I have also discussed the post-migration stage where I pointed out how acculturation is a factor of SR. I have also discussed being successfully resettled with themes indicating the importance of a support network, how an individual's attribute and quality can influence SR, what SR means, and its consequences to mental wellbeing.

The AF and themes are interrelated as seen in the reports. There were themes that were found in different AF. For instance, there is a cultural difference in terms of communication, community life, traffic; and language proficiency under the education-related acculturation experiences expressed by participants as challenges faced. These appeared as 'awareness of culture differences' in the factors that help to achieve SR. 'Adapting to the culture' was one of the themes that meant being successfully resettled. 'Adapting' also appeared as a way of coping with acculturative stress.

'Education' appeared in four AF as a reason for relocating; as one of the challenges of 'acculturation', as a factor that determines SR and as one of the accomplishments defined as being successfully resettled. 'Financial stress' was one of the challenges of acculturation, 'receiving funds/finance' was one of the supporting factors that determine being successfully resettled, and 'being financially stable' was one of the things that define SR.

'Being around the home community' is a factor of 'SR', and their specific support network received from the home community promotes being successfully resettled.

Under 'person-related factors of SR', 'having faith' was a theme. 'Family support through prayer' also helped in being successfully resettled. Christians practise their faith in the church which appeared as one of the places of support-network. One participant also said that establishing a church would be an accomplishment that counts towards being successfully resettled.

'Experience of hostility' was one of the acculturation challenges. 'Reception' is one of the support networks identified as a factor that promotes SR. Therefore, 'acceptance in the host community' was perceived as being successfully resettled by some participants.

Some participants moved to England to have a better opportunity in life. Therefore, when they have had that 'opportunity', it counts as being successfully resettled for such participants. One of the factors that promote SR is 'information'. It is also one of the supports received from different sectors that helped participants to be successfully resettled.

Some participants expressed their challenge of being restricted from the public fund due to the nature of their visa. Such participants identified 'having access to public funds' as being successfully resettled when they became English citizens.

'Weather' is identified as one of the challenges of acculturation. Therefore, acclimatising to it means being successfully resettled to such people.

'Confidence' is one of the 'person-related' factors that helps in being successfully resettled. SR also boosts confidence in the 'mental wellbeing' AF. 'Having a better sense of belonging' which is one of the themes in the acculturation experience suggests having felt like 'part of the community', which is one of the meanings of being successfully resettled.

In conclusion, achieving the aim of migrating and/or what was a challenge during migration can be SR all of which depends on the individual's experience and aim for

migrating which impacts their mental wellbeing. This is because achieving SR positively impacts wellbeing while the process or not achieving SR negatively impacts wellbeing.

The next chapter is the analyses and results of Study Two which was informed by the findings of Study One reported in this chapter.

Chapter 6: Study Two Analyses and Results.

6.1. Introduction to the Chapter.

This Chapter is the analyses and results of Study Two which comprises two parts. The first part is the scale development and the second part is the variables associated with SR and how SR relates with mental wellbeing. The analysis of Study Two was performed using IBM SPSS statistics (version 27).

The first part of the chapter covers how Exploratory Factor Analysis (EFA) was used to develop the Successful Resettlement (SR) scale which addressed RQ3. The first steps of the analysis were data cleaning and descriptive analysis. After that, a range of item analyses were performed to check for the quality of the items and determine whether deleting a particular item would improve the quality of the scale (e.g., Rust & Golombok, 2014). Three sets of EFA were performed to choose the most suitable for the SR scale. At the end of the analyses, 18 items were selected to be retained in the scale. Interclass Correlation was performed to check for the test-retest reliability of the scale. The final analysis was Pearson's correlation to check for a correlation between SR status items and the rest of the items to confirm that the responses in the items of the SR scale reflect their SR status response. All these analyses led to the formulation of a manual that can be used for the developed scale.

The second part of this chapter presents analyses to answer RQ4 and RQ5. Multiple Regression Analyses (MRA) were used for the analyses because it is relevant in assessing the linear relationship between more than one independent variable (IV) and one dependent variable (Kim & Oh, 2021). This part starts by presenting prerequisite analyses required before MRA which includes underlying assumptions of MRA. There will be some discussion of the results after the analyses.

Throughout this Chapter, the SR items will be referred to in their item number/code. Usually, beginning with RS (Resettlement) and Item number but where the question is

negative as discussed in Table 6.1, the item is reverse coded therefore adding r to the item for clarification.

Table 6.1

SR Items with their Number/Code

Item Number/Code.	SR Items.	Themes.
RS1	I have a UK Education.	Accomplishment.
RS2r	I do not feel welcomed in England.	Part of Community.
RS3r	I do not feel my job is secured.	Job Security.
RS4	Having my family in England is important to me.	Accomplishment.
RS5r	I do not have access to UK public funds (for example, qualifying for benefits such as universal credit when you need it).	Part of Community.
RS6r	I worry about losing my job.	Job Security.
RS7	I can comfortably provide for myself (and my household in England – if applicable).	Financial Stability.
RS8	I feel owning my own home is important in England.	Accomplishment.
RS9	I have adapted to the English culture.	Part of Community.
RS10	I do not wish to change my job.	Job Security.
RS11r	I struggle to pay my bills in England.	Financial Stability.
RS12	I have attained my main goal(s) of coming to England.	Accomplishment.
RS13r	I feel that the English community are hostile to me.	Part of Community.
RS14	I feel appreciated by my employer.	Job Security.
RS15	I earn enough to have some savings.	Financial Stability.
RS16r	I do not have people I can refer to as family in England.	Accomplishment
RS17	I am used to the English weather.	Part of Community.
RS18	I am productive at work.	Job Security.
RS19	I have no debt in England.	Financial Stability.
RS20	I feel moving to England has given me better opportunities in life.	Accomplishment.
RS21r	I do not feel like I am part of the English community.	Part of Community.
RS22r	I wish I had a different job.	Job Security.
RS23r	I worry a lot about my finances.	Financial Stability.
RS24	I have successfully resettled in England.	SR Status.

In Table 6.1, each item with its number/code is presented. *Note*: 'r' at the end of an item number indicates the item was reverse coded.

Population of the Study.

The population for Studies One and Two is the same which are Nigerian adults living in England who have lived in Nigeria and are fluent in the English language. In Section 1.2, I explained the reason Nigerians living in England were chosen for the research which is based on the: 1. Immigration of Nigerians to England due to the shared history of colonisation; 2. Language advantage of English as the Nigerian's official language; and 3. The researcher being part of the researched community.

For Study One length of stay was a minimum of five years in England (Curry, et al., 2018) as stated in Section 4.2.1, and explained in footnote 1 that a related study used five years for length of stay for the participants of the research. Study One which informed Study Two showed that a five-year length of stay would limit the number of participants in Study Two which was discussed in Section 4.2.2 because it limited some participants from taking part and it is important to have a good number of participants for Study Two for a more reliable and valid result. Based on this, Study Two length of stay was a minimum of two years in England (Ravis, et al., 2015) as stated in Section 4.3.1, and explained in Footnote 3 because a related study recruited participants with two-year minimum length of stay.

Immigration status which was stated in the information sheet but not asked due to the sensitivity of the question. This is in accordance with Bloemraad and Menjívar (2022) who suggested that sensitive questions like immigration status should be avoided when carrying a research with immigrants. It is not the interest of this research to explore the immigration status of the participants as stated in the aims and objective of the research in 2.13. The sensitivity of immigration status is likely to limit participants taking part which means not being able to achieve the aims and objectives of the research. For Study One questions were focused on both pre-migration and post-migration experiences and the pre-migration experiences, may trigger trauma experiences such as the reason for

migrating for refugees and asylum seekers (Schock, et al., 2015). Therefore, those from refugee or asylum-seeker backgrounds were not allowed to participate in the research. However, for Study Two, questions were more focused on the post-migration experience which is unlikely to trigger trauma experiences. Study Two then allowed participants who met the inclusion criteria to take part irrespective of their immigration status. As both studies did not ask for the immigration status of the participants, there is no evidence of the immigration status of the participants.

6.2. Data Cleaning

The first step taken was to clean the data by performing missing data analysis and multiple imputations. This is an important step in ensuring quality data that are accurate and replicable are used for the analyses (Beaver et al., 2013; Carpenter, 2018).

When the data were examined for patterns of missing data from the 308 responses collected, almost 60% of the cases showed no missing values (N = 153). The next most prevalent pattern accounted for a little over 30% of the cases (N = 84). In these cases, participants did not complete any items beyond the consent. For this reason, they were not included in the final data. Almost 5% of cases (N = 11), indicated where items were not completed beyond the demographic scale. For this reason, they were not included in the final data (Schafer, 1999). The rest of the patterns showed evidence of missing at random (N = 60). In cases where there was over 40% (N=123) of the items missing multiple imputation is suggested (Jakobsen et al., 2017). Therefore, a filter variable was created to exclude cases that were less than 40% completed items. Multiple imputations were conducted to see if they would help with the analysis however, it filled in less than 15% of the missing data. Therefore, multiple imputations were not used for EFA and MRA. It is not suitable because it fills in only 15% of the missing data (Schumacker, 2015).

Please see Appendix W for the analyses performed.

6.3. Descriptives Analysis.

In this analysis, the sample (213 remaining cases) was almost evenly split between females and males; and three-quarters of the participants were in some type of relationship. Most of the participants were Christian, had a UK education, and had a bachelor's degree or higher (please see Table 6.2). Table 6.2 indicates the frequency of responses from the participants for each variable.

Table 6.2

Frequencies for Categorical Variables Using Original Data

Variable	N	Per cent
Gender		
Female	97	45.5
Male	113	53.1
Missing	3	1.4
Relationship Status		
Single	22	10.3
Married/Civil partnership/In a relationship but not living with a partner	29	13.6
Married/Civil partnership/In a relationship and living with a partner	134	62.9
Widowed	5	2.3
Separated	7	3.3
Divorced	11	5.2
Prefer not to say	5	2.3
Single	22	10.3
Religion		
Christian	188	88.3
Other	19	11.7
UK Education		
Yes	157	73.7
No	48	22.5
Prefer not to Respond	8	3.8
Level of Education		
0	1	0.5
O-Level/ GCSE	4	1.9
A-Level	9	4.2
Diploma	8	3.8
Bachelor's Degree	62	29.1
Master's Degree	95	44.6
Doctorate/PhD	21	9.9
Other	10	4.7

Table 6.2 above shows the frequency of responses from the participants for each variable. For instance, under gender, the number of female participants was 97, and the percentage was 45.5%.

Means, standard deviations, and ranges are reported for all continuous variables in Table 6.3.

Table 6.3

Descriptives for Continuous Variables using Original Data

Variable	Number	Minimum	Maximum	Mean	Standard Deviation
Age	209	19	82	43.52	11.64
Resettlement	212	1.46	3.42	2.69	0.28
Mental	212	1	4	3.34	0.52
Life Satisfaction	207	1	11	8.45	1.95
Discrimination	211	1	6	3.90	1.10
Acculturation	212	0	9	1.98	2.24
Support	204	1	5	3.54	1.02
Connected	207	0	6	2.56	1.08

Table 6.3 above is the descriptive statistics of how the participants responded to the main study variables. For instance - Age, the number of participants that responded to the variable was 209, and the minimum age was 19. The maximum age was 82. The mean for age was 43.52 and the standard deviation of 11.64.

6.4. Item Analysis.

The 24 SR items were examined using item analyses which is crucial for scale development (Polit, 2014). Item analysis checks for the quality of the items and helps to determine which item can be used for the scale (Rust et al., 2020). In this Section, a range of item analyses were performed to check for the following information in the data: In Section 6.4.1 Facility Index checked the quality of the items through the responses received (Rust et al., 2020); In Section 6.4.2 Inter-Item Correlation assessed how scores of an item were related to scores of other items in the scale (Piedmont, 2014); In Section 6.4.3 Item-Total Correlation examined the correlation between the score of an item and the total score of other items (Zijlmans et al., 2019).

6.4.1. Facility Index.

To explore the facility index for each item, the means and standard deviations are presented for each of the 24 Resettlement items in Table 6.4. The lowest mean of any item was 1.27, with the highest mean of any item being 3.09. All minima and maxima were 1 and 5, respectively. Collectively, this suggests there were no floor or ceiling effects for any of the items.

Table 6.4

Descriptives for Resettlement using Original Data

Variable	Number	Min	Max	Mean	Standard Deviation
RS1	211	1	5	1.0	0.93
RS2r	206	1	5	2.16	1.20
RS3r	209	1	5	2.30	1.31
RS4	212	1	5	1.27	0.74
RS5r	202	1	5	2.79	1.73
RS6r	208	1	5	2.55	1.48
RS7	209	1	5	1.71	1.12
RS8	210	1	5	1.33	0.71
RS9	209	1	5	2.25	1.13
RS10	204	1	5	2.67	1.40
RS11r	208	1	5	2.20	1.27
RS12	205	1	5	2.52	1.36
RS13r	206	1	5	2.25	1.15
RS14	207	1	5	2.33	1.05
RS15	205	1	5	2.36	1.33
RS16r	209	1	5	1.74	1.09
RS17	210	1	5	2.56	1.33
RS18	208	1	5	1.32	0.73
RS19	203	1	5	3.09	1.65
RS20	210	1	5	1.59	0.83
RS21r	209	1	5	2.53	1.29
RS22r	208	1	5	2.66	1.42
RS23r	206	1	5	2.86	1.40
RS24	207	1	5	2.06	1.12

6.4.2. Inter-Item Correlation.

An inter-item correlation matrix was created for the 24 items. The Cronbach's alpha for all 24 items was .883. Absolute correlation values range between .003 - .655. Some items such as RS4, RS16, and RS19 had correlations with absolute values lower than .30 which suggests that these items may not be sufficient in measuring SR (Polit & Deck, 2017). However, these items were retained for further analyses that will determine whether they should be retained or not.

6.4.3. Item-Total Correlation.

Item-total correlations were created for the 24 items. Several items had low correlations to the total correlation (e.g., items RS4, RS8, RS19, please see Table 6.5) but they were retained because removing them only marginally improved the Cronbach's alpha. The Cronbach's alpha for all 24 items was .883.

Table 6.5

Item-Total Correlations Table

Variable	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
RS1	0.298	0.883
RS2r	0.439	0.880
RS3r	0.456	0.879
RS4	0.102	0.886
RS5r	0.420	0.882
RS6r	0.553	0.876
RS7	0.591	0.876
RS8	0.173	0.885
RS9	0.451	0.879
RS10	0.466	0.879
RS11r	0.621	0.875
RS12	0.588	0.875
RS13r	0.473	0.879
RS14	0.592	0.876
RS15	0.661	0.873
RS16r	0.264	0.884
RS17	0.484	0.878
RS18	0.351	0.882
RS19	0.183	0.889
RS20	0.466	0.880
RS21r	0.607	0.875
RS22r	0.514	0.877
RS23r	0.618	0.874
RS24	0.687	0.873

6.5. Factor Analysis.

Exploratory Factor Analysis (EFA) is used in assessing a new scale (Carpenter, 2018) and for checking the dimensionality of the scale (Singh et al., 2016). It is a multivariate statistical technique that is used to "identify the common factors that explain the order and structure among measured variables" (Watkins, 2018, p.220).

To ensure that items that most represent what it means to be successfully resettled were chosen, three sets of EFA were performed for the scale development. Following

recommended good practice when developing the scale, I will only discuss factors that had three or more items loaded on them (Hair et al., 2010; MacCallum et al., 1999) for all the EFAs. EFA explored all 24 items using: (1) Principal Axis Factoring. (2) Principal Axis Factoring with direct oblimin rotation and (3) Following steps recommended by Watkins (2018) which led to performing five EFA using principal axis factoring, and a direct oblimin rotation by extracting items while performing further EFA.

Three sets of EFA were performed to ensure that a robust scale which is representative of what was found in Study One and that reflects the core meaning of SR has strong psychometric properties (e.g., Yurdabakan, & Çüm, 2017) was developed. According to Watkins (2018), EFA is subjective, therefore researchers choose the type of EFA that is most suitable for their research outcome (Samuels, 2017). The use of three different methods of EFA also follows the best practice guidance by using multiple criteria to ensure that the best factors of SR are retained (Costello & Osborne, 2005; Watkins, 2018).

The first step was to check the factorability of the items with Bartlett's test of sphericity, and Kaiser-Meyer-Olkin (KMO) which informs whether factor analysis should be applied to data (Carpenter, 2018). In the three sets of EFAs, the Kaiser-Meyer-Olkin test for sampling adequacy had a value of .837, which fell in Kaiser's meritorious range and shows acceptable sampling (Hoelzle & Meyer, 2013; Lloret, et al., 2017). Bartlett's Test of Sphericity (Bartlett, 1954) was used to ensure that the correlation was not random. It indicated that it was appropriate to use a factor analytic model for this set of data (χ^2(276) = 1612.822, p < 0.001).

1st Set – EFA with Principal Axis Factoring with no Rotation

An exploratory factor analysis using principal axis factoring was conducted with no rotation to examine the factor structure of the 24 resettlement items. The solution converged after 44 iterations. A visual inspection of the scree plot (please see Figure 6.1) showed evidence for a single factor, with the clearest inflection point happening after 1 factor.
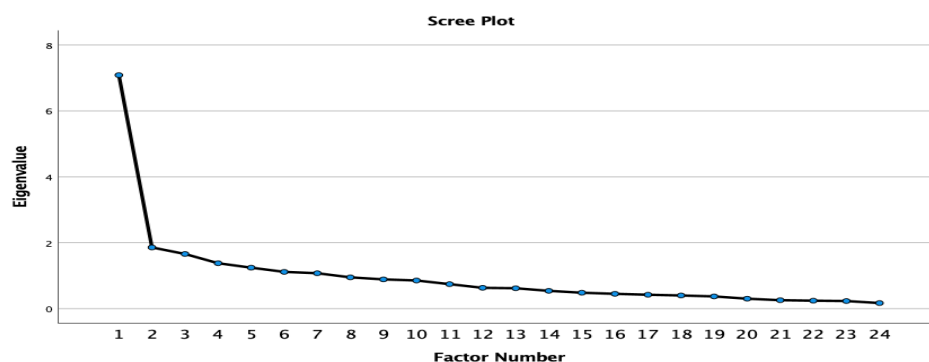
Figure 6.1

Scree Plot for 1ˢᵗ Set of EFA 1

The first factor accounted for 29.53% of the variance in all the items (please see Table 6.6). Seventeen of the items loaded highly (above .4) on the first factor (please see Table 6.7). This is based on the recommendation that the factor loading cut-off for EFA is .4 (Luo et al., 2019). Of the remaining items, two did not load highly on any of the other factors (RS16r, RS18). RS10 loaded highly on factors 1 and 2, but there was only one item RS22r) that loaded on factor 2, suggesting that this is not a very reliable factor. RS19 loaded highly on factor 4, but there were no other items that loaded on this factor. Items RS1, RS8 and RS4 did not load highly on any of the other factors, suggesting these items do not clearly index an aspect of resettlement. This showed evidence for a single factor, and all items with less than a .4 loading should be removed (items RS18, RS16r, RS1, RS19, RS8, and RS4), leaving 18 items.

Table 6.6

Total Variance Explained of 1ˢᵗ Set of EFA 1

Factor	Eigen Value	% Of Variance	Cumulative %
1	7.087	29.530	29.530
2	1.859	7.746	37.276
3	1.660	6.917	44.192
4	1.380	5.750	49.942
5	1.245	5.187	55.129
6	1.117	4.654	59.783
7	1.076	4.484	64.267
8	0.951	3.963	68.230
9	0.889	3.705	71.935
10	0.856	3.565	75.501
11	0.745	3.104	78.605
12	0.633	2.638	81.243
13	0.620	2.584	83.827
14	0.542	2.256	86.083
15	0.484	2.018	88.102
16	0.451	1.879	89.981
17	0.423	1.763	91.744
18	0.401	1.671	93.415
19	0.372	1.552	94.967
20	0.303	1.263	96.23
21	0.258	1.076	97.306
22	0.243	1.013	98.318
23	0.232	0.967	99.286
24	0.171	0.714	100

Table 6.7

Factor Loadings for Ist Set of EFA - 1

Item	Factor 1	2	3	4	5	6	7
RS24	**0.736**	0.17	0.034	0.11	0.04	-0.252	-0.186
RS15	**0.722**	-0.237	0.179	-0.20	-0.15	-0.117	-0.159
RS11r	**0.674**	-0.142	0.063	-0.23	-0.25	-0.081	-0.067
RS7	**0.66**	-0.158	0.08	-0.05	-0.43	-0.15	0.191
RS21r	**0.653**	0.32	-0.123	-0.09	0.27	-0.121	-0.108
RS23r	**0.652**	-0.318	0.114	-0.24	-0.04	0.198	-0.114
RS12	**0.627**	-0.05	0.116	0.10	0.02	-0.083	-0.09
RS14	**0.62**	0.013	-0.177	-0.08	-0.08	0.091	0.134
RS6r	**0.613**	-0.078	-0.22	0.25	-0.08	**0.551**	-0.118
RS22r	**0.577**	**-0.464**	-0.087	0.31	0.28	-0.054	0.055
RS13r	**0.516**	0.173	**-0.439**	-0.23	0.12	-0.06	0.169
RS17	**0.511**	0.308	**0.423**	-0.06	0.09	0.089	-0.186
RS3r	**0.494**	0.126	-0.31	0.11	-0.04	0.236	-0.036
RS9	**0.484**	0.371	0.241	0.08	0.20	-0.073	-0.014
RS20	**0.483**	0.093	0.102	0.04	0.07	-0.032	0.168
RS2r	**0.478**	0.333	-0.346	-0.13	0.03	-0.06	0.167
RS5r	**0.459**	0.079	-0.115	0.02	-0.12	0.035	-0.225
RS18	**0.385**	0.071	-0.076	0.12	-0.22	-0.127	0.152
RS16r	0.282	0.094	-0.074	-0.06	0.10	-0.015	0.072
RS10	**0.539**	**-0.574**	0.032	0.26	0.28	-0.133	0.145
RS1	0.309	0.279	0.311	0.25	-0.05	0.137	0.182
RS19	0.215	-0.116	0.311	-0.52	0.30	0.274	0.233
RS8	0.176	0.208	0.23	0.32	0.01	0.069	0.085
RS4	0.102	0.118	0.226	0.09	-0.24	0.066	0.266

Another EFA was conducted with principal axis factoring, and no rotation, with only the 18 items that loaded above 0.4 from the first-factor analysis to double-check the loading of items already selected in the first step. The factor structure showed a single factor that accounted for 37.29% of the variance in the items (please see Tables 6.8 and 6.9).

Table 6.8

Total Variance Explained of 1st Set of EFA 2

Factor	Eigen Value	% Of Variance	Cumulative %
1	6.713	37.292	37.292
2	1.720	9.555	46.847
3	1.383	7.683	54.530
4	1.112	6.176	60.706
5	0.963	5.350	66.056
6	0.920	5.110	71.167
7	0.749	4.163	75.330
8	0.640	3.553	78.883
9	0.556	3.091	81.974
10	0.492	2.731	84.705
11	0.475	2.641	87.346
12	0.461	2.561	89.907
13	0.426	2.367	92.274
14	0.371	2.060	94.334
15	0.288	1.601	95.935
16	0.275	1.526	97.462
17	0.247	1.374	98.835
18	0.210	1.165	100

Table 6.9

Factor Loadings for 1ˢᵗ Set of EFA 2

Item	Factor 1	2	3	4
RS24	**0.733**			
RS15	**0.732**			
RS11r	**0.684**			
RS21r	**0.658**			
RS23r	**0.650**			
RS12	**0.642**			
RS7	**0.642**			
RS14	**0.626**			
RS22r	**0.603**	**−0.493**		
RS6r	**0.584**			
RS13r	**0.518**			
RS3r	**0.508**			
RS2r	**0.480**	**0.428**		
RS5r	**0.478**			
RS20	**0.476**			
RS9	**0.466**			
RS17	**0.464**		**−0.418**	
RS10	**0.530**	**−0.563**		

All items loaded above 0.4 on the first factor. Two items (10 & 22r) cross-loaded on the second factor. Similarly, item RS17 cross-loaded on the third factor. Because each of these additional factors was less than 3 items, they remained on the first factor, with the acknowledgement that they may additionally capture other aspects of SR than what is captured in the first factor, but without enough other items to reliably index these other aspects of resettlement. A visual inspection of the scree plot (please see Figure 6.2) showed evidence for a single factor, with the clearest inflection point happening after 1 factor.
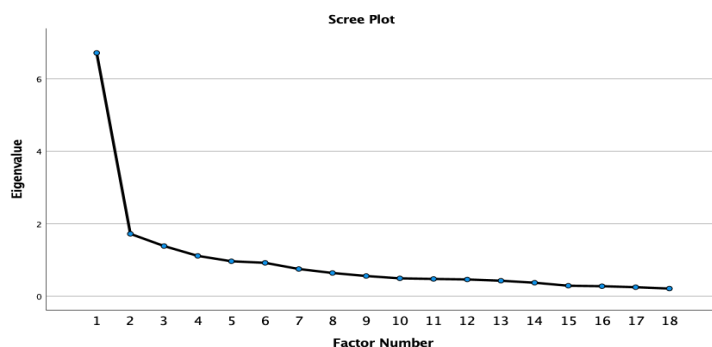
Figure 6.2

Scree Plot for 1ˢᵗ Set of EFA - 2

241

After the analyses, all 18 items of the final Resettlement composite were kept. They are 'Accomplishment' (items RS12 and RS20); 'Part of the Community' (items RS2r, RS5r, RS9, RS13r, RS17, and RS21r); 'Job Security' (items RS3r, RS6r, RS10, RS14, and RS22r); and 'Financial Stability' (RS7, RS11r, RS15, and RS23r). Item RS24 for SR status as well.

After this set of EFA, another set of EFA with a different method was performed to further assess the scale development to see if there would be items loading in different factors as expected from Study One Findings.

2ⁿᵈ Set – EFA with Principal Axis Factoring with Direct Oblimin Rotation.

The 1ˢᵗ Set of EFA seems to contradict the five factors proposed in Sections 3.5.2 and 3.5.3 which highlighted 'Accomplishment', 'Part of the Community', 'Job Security', and 'Financial Security' and 'SR status' items to be assessed in the survey. The 1ˢᵗ Set of EFA however, loaded all these items in one factor which led to the performance of the 2ⁿᵈ Set of EFA to see if the items would load in five factors. Secondly, based on the extensive review of the literature, a five-factor model was proposed but after running the 1ˢᵗ Set of EFA, the factor structure was not replicated with items loading on a single component suggesting that SR is uni-dimensional rather than a multi-dimensional construct.

The second set of EFA used all 24 items using principal axis factoring, with direct oblimin rotation to allow for a non-orthogonal solution with correlations between the factors. The first factor was composed of four items focusing on financial stability (e.g., item 7, "I can comfortably provide…" and 15, "I earn enough…"). The second factor was composed of two items focusing on job security (22r and 10). The third factor was composed of three items with loadings above .4 that focused on being part of the community (e.g., item 13r, "I feel that the English community are hostile to me," and 2r, "I do not feel welcome in England.") The fourth factor was composed of a single item (19) which is about financial stability. The fifth factor had three items that loaded above .4 focusing on changes that participants had made in moving to England which are being part of the community (e.g.,

items 17 "I am used to the English weather," and 24 "I feel like I have successfully resettled in England.") The sixth factor was composed of two items (6 "I worry about losing my job," and 3 "I do not feel my job is secure") which are based on job security. The seventh factor was also composed of two items (1 "I feel a UK education is important," and 4 "Having my family in England is important to me" which are items about accomplishment. Items 12, 14, 16r, 20, 5, 8, and 18 all had low loadings on all four factors. All seveb factors had good reliability on ICC. Since four of the seven factors were composed of fewer than three items, not all the factors may be the most stable across different studies with other samples. Factor loading of fewer than 3 items cannot be subscale because it does not adequately represent the construct to be measured and usually has low reliability and validity (Raubenheimer, 2004). The first factor loaded four items about financial stability. The third and fifth factors loaded 3 items about part of the community. 2nd Set of EFA was not satisfactory because it was expected to load items representing what it means to be successful in different factors. This suggests that it is not the best suit that represents the construct of SR as found in Study One.

3rd Set – EFA Recommended by Watkins (2018).

Seeing the outcome of the 1st and 2nd sets of EFA, it was important to run another EFA to be able to compare all three outcomes using a different method other than the ones used in the previous two analyses to choose what best suits an SR scale. This is because both 1st and 2nd Sets of EFA did not load in different factors that establish the four core factors of what SR means (Accomplishment, Part of Community, Financial Stability, and Job Security) and another factor for SR status as discussed in 3.5.3.

The 3rd set of EFA followed steps recommended by Watkins (2018) and led to performing five EFA using principal axis factoring, and a direct oblimin rotation by extracting items while performing further EFA. The summary is that the most reliable factors across all EFA iterations are items RS15, RS11r, RS7, and RS23r which are for financial stability, and item RS12 for accomplishment loaded on factor 1. Items RS13r, RS2r, and RS21r which

are all for part of the community loaded on factor 2. Items RS9 and RS7 for part of the community, and RS24 for SR status loaded on factor 3. This still established that the items did not load on five factors because only two out of the three main factors loaded three items or more and the items did not fully establish what it means to be successfully resettled (3.5.2). Since three sets of EFA have been performed and none is loading three or more items on five factors, there was no need to carry on performing another set of EFA.

The essence of doing these three sets of EFA was to find the most appropriate fit for the SR scale by comparing the outcomes of the sets of EFA in terms of factor loading representing the key meaning of SR. After carefully assessing the three sets of EFA, the results of the 1st set of EFA was chosen. This is because the 2nd of EFA loaded items for 'Financial Stability', 'Part of Community', and 'SR status' only on multiple factors. The 3rd set of EFA loaded items for 'Financial Stability', 'Accomplishment', 'Part of Community', and 'SR status' on multiple factors. However, the expectation is to have five factors that load items for the core meaning of SR - 'Accomplishment', 'Part of Community', 'Job Security', and 'Financial Stability' loading in four different factors and one item about SR status in another factor. Therefore, the results of the 2nd and 3rd sets do not fully represent the theoretical concept of SR as found in Study One.

As described in Section 3.5.2, the 1st set of EFA fully represented all four core concepts of SR ('Accomplishment', 'Part of Community', 'Job Security', and 'Financial Stability') and 'SR status' with 18 items on one factor is accepted for the scale development. This suggests that all themes of SR in Study One measured were representative in the final scale. This validates the findings of Study One of what SR means to the population. Since the 1st set of EFA loaded on one factor, it means that the items established in 3.5.2 are the same entity and are not multifactorial (e.g., Habtamu, et al., 2022). The items only represent one thing which is achieving the main aim of relocating which could be 'Accomplishment', 'Part of Community', 'Job Security', and 'Financial Stability'. Whether

244

these have been achieved or not determines the response to SR status. As defined in 2.3, SR is being able to achieve the main goal of migrating. The inspiration to migrate is usually to achieve a goal (Maehr & Meyer 1997) and the achievement of this goal (Zusho & Maehr 2009) is then described by the person as being successfully resettled (e.g., Kyeremeh et al., 2019; Ziersch et al., 2020). All three sets of EFA suggest that the SR scale is not multifactoral.

The best practice guide to EFA suggests that factors loading 5 or more items is desirable (Costello & Osborne, 2019; Taherdoost, et al., 2022) and only the 1st set has shown this which is another reason it was chosen. All items loading in one-factor is an indication of the uni-dimensionality of the scale and indicates high internal consistency (Habtamu, et al., 2022).

There have been other psychometric scales that loaded items in one factor. For instance, Edwards, et al. (2010) assessed the credibility of a one-factor model for The Centre for Epidemiologic Studies Depression Scale (CES–D) in comparison to its initial four-factor model and concluded that one-factor model for the scale is credible for the 20-items. According to them, dropping 5 items for a one-factor model yielded similar results as the four-factor model with the full 20-items. In another report, on the scale development of the New Helping Attitude Scale, all items loaded in one-factor which highlighted the importance of its unidimensionality (Trzeciak, et al., 2022). Thus, there is evidence to support the one-factor model of SR with 18-item showing its unidimensionality, strong internal consistency, and that the scale is plausible.

The sets of EFA have rigorously tested the model in Figure 2.5 suggesting that the factors of SR in that model are interrelated and the same unidimensional measure of SR.

6.6. Test-Retest Reliability.

Reliability is an important part of scale development for checking errors in the test (Rust et al., 2020) and the consistency of the test (Revelle & Condon, 2019). To do this a test-retest approach was followed to check the consistency of the response within two weeks of their initial response. The recommendation is to do this within one month (Rust, 2020).

The follow-up responses were merged with the main responses for SR scale questions only. Interclass correlation (ICC) was chosen for the analysis because it is recommended to be better than Pearson's correlation for test-retest reliability. This is because ICC measures the consistency of two different quantitative ratings while Pearson's correlation measures the correlation of the ratings which is not what is required for test-retest reliability (Bujang & Baharum, 2017).

Based on the EFA results, the 18 items were examined for test-retest reliability using an ICC with a Two-Way mixed model with absolute agreement. There was a high degree of reliability between the Resettlement composites. The single measure ICC was .866, with a confidence interval from .762 to .927 (F (39,39) = 13.945, p < .001). An ICC of .75 and .9 is good reliability (Koo & Li, 2016). The acceptable internal consistency of alpha value is 0.70-0.95 and the value >0.90 is an indication of redundancy of items (Tavakol & Dennick, 2011). Therefore the 18 items have a good internal consistency of .866. This suggests that the scale is reliable based on test-retest reliability for measuring SR.

6.7. Pearson's Correlation for the 18 Items.

A Pearson correlation was constructed between item 18 (which asked the question of whether the participant felt resettled or not) and the rest of the items. This was to check if high scores in the other 17 items determined a high score in item 18, which checks for the SR status. There was a large positive relationship between the two indicating that higher scores on item 18 were related to higher scores in the rest of the 17 items in the

resettlement composite (r (205) = .683, p < .001). This indicates the scale's construct validity (e.g., Toma & Meneses, 2019).

6.8. Successful Resettlement Scale (SRS) Manual.

Rigorous steps were taken to ensure a good practice guide in developing the SR scale. A range of analyses which includes item analyses, and three different sets of EFA presented above were performed to ensure rigour in the scale developed. These analyses led to the selection of 18 items that best measure SR. All the items represent the core meaning of SR which are: 'Accomplishment', 'Part of the Community', 'Job Security', and 'Financial Stability'. This SR scale can now be used and a manual has been produced for it. The essence of the manual is to indicate how the scale can be used by understanding the construct and scoring of each item in the scale. Morgado et al. (2017) found in their review that one of the weaknesses of some scales is not providing a manual. Please see Appendix X for the SRS manual.

The rigorous development of the SR scale answered RQ3 which led to selecting 18 items that most represent the construct of SR. In the next part of this chapter, these 18 items will be used for further analysis to find the variables associated with SR. To answer RQ4, the first analysis would be to find the variables associated with SR and to answer RQ5, the second analysis is to find if SR relates with mental wellbeing. Before carrying out these analyses, I will discuss how the variables were chosen to be tested in the next section.

Variables to be Tested.

The variables tested were informed by the literature reviewed in Chapter 2 with direction from the model in Figure 2.5 developed from the theories and literature reviewed. In the Figure, there are likely variables associated with SR which are tested in this Section which are Education-related which has level of education under it; Person-related has age, gender, and connectedness – loneliness (e.g., Oghenerhoro, 2020) under it; Employment-related with variables such as employment status; Support Network-related under which variables of support can be found; and Cross-cultural transition/Acculturation experience under which variables such as acculturation stress, length of stay, and discrimination can be found. All these factors contribute to SR which then relates with the wellbeing of the immigrant. Sections 3.4.4 and 3.4.5 also explained how these variables were included in the Study One interview schedule based on their relevance from the literature reviewed.

As already discussed in Chapters 1, 3 & 4, Study Two is informed by Study One. Therefore, these variables in Figure 2.5 were used for structuring the analysis of Study One. The findings of Study One discussed in Chapter 5 informed which variables to examine in Study Two. Study One found them to be the variables associated with SR which was explained in Sections 3.5.4 and 3.5.5 about the importance of them being included in the Study Two survey.

Sections 3.5.2 and 3.5.3 explained how SR was defined from Study One findings based on the most important themes as seen in Figure 3.6 and Appendix I of the codebook. These are 'Accomplishment' (e.g., Kyeremeh et al., 2019), 'Part of the Community' (e.g., Ziersch, et al., 2020), 'Job Security' (e.g., Curry et al., 2018), and 'Financial Security' (e.g., Danzer & Ulku, 2011). In Chapter 2 of the Literature Review, these Sections and Appendix Q explained how Covariates such as 'Age' (e.g., Akinde, 2013), 'Gender' (e.g., Ravasi, 2015), 'Relationship Status' (e.g., Curry et al. (2018)), 'Religion' (e.g., e.g., (Han, 1988; Molana & Sadat, 2020), 'Employment Status' (e.g., Baker et al. (2021), 'Level of

Education' (e.g., Danzer & Ulku, 2011), and 'Length of Stay'(e.g., Allen, 2006), were chosen as variables. The above-discussed variables will answer RQ4.

In Appendix I, we can see from the codebook of Study One that the participants mentioned different types and sources of support (please see Figure 7.3). This informed Support network variables (e.g., Darawsheh et al., 2021; Evers, 2020) - Emotional Support', 'Instrumental Support', 'Information Support', 'Appraisal', and 'Connectedness (loneliness)'. Also, Appendix I and Figure 7.2 show that acculturation stress (e.g., Berry, 2006; Kamimura et al., 2021); and racism/discrimination (e.g., Burford-Rice et al., 2020) ranked high in the acculturation experience factors of SR which was why they were included as variables to be examined.

The reason mental wellbeing was included as a variable is to answer RQ5 based on the literature reviewed. A battery of literature has found a positive relationship between the constructs of SR and the mental wellbeing of immigrants (e.g., Agyekum, 2020; Giuntella & Lonsky, 2018; Hassan & Wolfram, 2020; Kyeremeh et al., 2019; Venkataramani et al., 2017; Wang & Kaushal, 2018); and the variables associated with SR discussed above to mental wellbeing (e.g., Alemi et al. 2021; Grycuk, 2020; Lee & Neese, 2020; Lincoln et al. 2021; Nesterko et al. 2020).

Hypotheses Tested for Exploring Variables associated with SR, and its Relationship with Mental Wellbeing.

The following hypotheses based on the literature reviewed were tested for factors that relate to SR:

Hypothesis 1: '*Discrimination', 'Acculturation Stress', 'Emotional Support*', '*Instrumental Support*', '*Information Support*', '*Appraisal', and 'Connectedness (loneliness)'* will have a significant relationship with SR.

Hypothesis 2: 'Age', 'Gender', 'Relationship Status', 'Religion', 'Employment Status', 'Level of Education', and 'Length of Stay' SR will have a significant positive relationship with SR.

The following hypotheses were tested for how SR relates to mental wellbeing:

Hypothesis 3: SR will have a significant relationship with 'Wellbeing' above and beyond other variables stated in hypotheses 1 and 2.

Hypothesis 4: 'Discrimination' 'Acculturation Stress' 'Emotional Support' 'Instrumental Support' 'Information Support' 'Appraisal' 'Connectedness (loneliness)' will have a significant relationship with 'Wellbeing' when controlling for other variables in hypothesis 2.

Hypothesis 5: 'Age', 'Gender', 'Relationship Status', 'Religion', 'Employment Status', 'Level of Education', and 'Length of Stay' will have a significant relationship with 'Wellbeing' when controlling for other variables in hypothesis 1.

6.9. Data Preparation for Multiple Regress Analyses.

A series of actions were taken in preparation for both regression analyses: The first steps were to average all 18 items of SR to create a resettlement composite; and to create a wellbeing composite by averaging all items about mental wellbeing and life satisfaction together. They were combined because both comprise items that measure mental wellbeing. A discrimination composite was created by averaging all items about discrimination together; An acculturation stress composite was created by summing the number of experiences together.

The second step was to create dummy coded variables for variables with two or more categories whereby the reference group is the first code and the rest of the variables in the same category is the second code, making them binary codes (e.g., Hilbert et al., 2019). For relationship status, for those in a relationship, married was the reference group while for those not in a relationship, single was the reference group; for religion comparing

Christian vs. a group including Muslim, African traditional, Other, and None; for employment status with full-time employment as the reference group.

The length of stay variable was created by converting all written answers (e.g., June 2009) into numerical format (e.g., 06/2009), and then subtracting that number from 10/2021 (this is because the last date for the data collection was 30/09/2021).

6.9.1. Regression Analysis One (for Factors that Relate with SR).

Assumption Testing:

A range of assumption testing was performed to establish that the data were suitable for MRA. These were the normality of the dependent variable, linear relationship, homoscedasticity, normality of residuals, and multicollinearity. All results were within range for performing MRA. Please see Appendix Y Section 1 for the analyses and results.

Model Setup: RQ4 aimed to explore which factors are related with the SR of Nigerians in England. Therefore, a linear regression was conducted for finding SR as the DV, with 'discrimination', 'acculturation stress', 'emotional support', 'instrumental support', 'information', 'appraisal' and 'Connectedness (loneliness)' as IVs based on the findings of Study One. Covariates assessed were: 'age', 'gender', 'relationship status', 'religion', 'employment status', 'level of education', and 'length of stay'.

6.9.2. Regression Analysis One (for Factors that Relate to SR) Results.

The overall model was significant with 43.2% of the variation in resettlement explained (F (15, 160) = 9.861, p < .001, Adj R^2 = .432) with several IVs relating to resettlement (Table 6.10).

Table 6.10

Parameter Estimates Relating to Resettlement from Independent Variable and Covariates.

Model 1	Unstandardised *Beta*	*Standard Error*	*T-Statistics*	*P-Significance*
(Constant)	3.500	0.523	6.694	<.001
Discrimination	0.070	0.052	1.346	0.180
Acculturation Stress	-0.06	0.025	-2.378	**0.019**
Emotional Support	0.048	0.064	0.750	0.454
Instrumental Support	0.114	0.056	2.033	**0.044**
Informational Support	0.083	0.074	1.128	0.261
Appraisal	-0.047	0.078	-0.603	0.547
Connectedness (Loneliness)	-0.177	0.051	-3.500	**0.001**
Age	-0.006	0.006	-1.122	0.263
Gender	-0.054	0.095	-0.569	0.570
Relationship Status - Married	-0.064	0.149	-0.426	0.671
Relationship Status - Single	0.236	0.206	1.148	0.253
Religion	0.059	0.142	0.414	0.680
Employment Status	-0.471	0.105	-4.478	**0.001**
Educational Level	0.045	0.044	1.018	0.310
Length of Stay	0.026	0.006	4.222	**0.001**

Acculturation stress has a significantly negative relationship with SR which is in support of hypothesis 1 that acculturation stress will have a significant relationship with SR. When looking at the IVs, for every one-point increase in acculturation stress, there was a decrease in SR by .06 units when controlling for all other IVs and CVs.

Instrumental support has a significant positive relationship with SR which is in support of hypothesis 1 that instrumental support will have a significant relationship with SR. For every one-unit increase in instrumental support, there was an increase in SR by .114 units when holding all other variables constant.

Connectedness (Loneliness) has a significant negative relationship with SR which is in support of hypothesis 1 that connectedness (loneliness) will have a significant relationship with SR. For every one-point increase in loneliness, there was a decrease in SR by .177 units.

When looking at the CVs being fully employed has a significant positive relationship with SR which supports hypothesis 2 that being fully employed will have a significant relationship with SR. All those who were employed full-time had a higher level of SE by

252

.471 units compared to all others. Also, the length of stay positive relationship with SR which supports hypothesis 2 that length of stay will have a significant relationship with SR. For each additional year participants had been in England, they reported more SR by .026 units.

Therefore, from the independent variables, 'discrimination', 'emotional support', 'information support', and 'appraisal' do not have a significant relationship with SR which does not support hypothesis 1. Also, from the covariates, 'age', 'gender', 'relationship status', 'religion', and 'level of education' do not have a significant relationship with SR which does not support hypothesis 2.

6.9.3. Regression Analysis Two (for SR and its Relationship with Mental Wellbeing).

Assumption Testing:

A range of assumption testing was performed to establish that the data were suitable for MRA. These were the normality of the dependent variable, linear relationship, homoscedasticity, normality of residuals, and multicollinearity. All results were within range for performing MRA. Please see Appendix Y Section 2 for the analyses and results.

Model Setup: To assess how SR relates to mental wellbeing, a stepwise regression was conducted to find the relationship with 'wellbeing' with 'discrimination', 'acculturation stress', 'emotional support', 'instrumental support', 'information support', 'appraisal', and 'connectedness (loneliness)', 'age', 'gender', 'relationship status', 'religion', 'employment status', 'level of education', and 'length of stay' in the first block and SR as a variable in the second block The reason 'discrimination', 'acculturation stress', 'emotional support', 'instrumental support', 'information support', 'appraisal', 'connectedness (loneliness)', as the covariates were included in the analysis was to see the unique contribution they make in finding the relationship tof wellbeing with SR.

6.9.4. Regression Analysis Two (for SR and its Relationship to Mental Wellbeing) Results.

The first step in the model was significant with 44.5% of the variation in wellbeing ($F(15, 160) = 10.342$, $p < .001$, Adj $R^2 = .445$) with some variables having a significant relationship with mental wellbeing (see Table 6.11).

Table 6.11

Parameter Estimates Relating with Wellbeing from Variables and Covariates in Two Steps.

Model 1	Unstandardised Beta	Standard Error	T-Statistics	P-Significance
(Constant)	3.431	0.353	9.720	<.001
Discrimination	-0.004	0.035	-0.108	0.914
Acculturation Stress	-0.069	0.017	-4.097	**0.001**
Emotional Support	0.065	0.044	1.505	0.134
Instrumental Support	0.005	0.038	0.121	0.904
Informational Support	0.116	0.050	2.334	**0.021**
Appraisal	-0.030	0.053	-0.559	0.577
Connectedness (Loneliness)	-0.171	0.034	-4.999	**0.001**
Age	0.005	0.004	1.318	0.190
Gender	-0.074	0.064	-1.155	0.250
Relationship Status – Married	-0.074	0.101	-0.738	0.461
Relationship Status - Single	0.127	0.139	0.911	0.364
Religion	0.073	0.096	0.757	0.450
Employment Status	-0.190	0.071	-2.684	**0.008**
Level of Education	-0.001	0.030	-0.044	0.965
Length of Stay	-0.003	0.004	-0.844	0.400
Model 2				
(Constant)	2.431	0.363	6.697	<.001
Discrimination	-0.024	0.032	-0.741	0.46
Acculturation Stress	-0.052	0.016	-3.342	**0.001**
Emotional Support	0.052	0.040	1.304	0.194
Instrumental Support	-0.028	0.035	-0.803	0.423
Informational Support	0.093	0.046	2.035	**0.044**
Appraisal	-0.016	0.048	-0.334	0.739
Connectedness (Loneliness)	-0.120	0.032	-3.731	**0.001**
Age	0.007	0.003	1.965	0.051
Gender	-0.059	0.058	-1.005	0.316
Relationship Status – Married	-0.056	0.092	-0.614	0.540
Relationship Status Single	0.059	0.127	0.466	0.642
Religion	0.056	0.087	0.640	0.523
Employment Status	-0.056	0.068	-0.818	0.415
Level of Education	-0.014	0.027	-0.521	0.603
Length of Stay	-0.011	0.004	-2.746	**0.007**
Resettlement	0.286	0.049	5.890	**0.001**

'Acculturation stress' has a significant negative relationship with wellbeing which supports hypothesis 4 that acculturation stress will have a significant relationship with wellbeing. When looking at 'acculturation stress', each one-point increase in acculturation stress was related to a decrease in wellbeing by .069 units.

`Informational support' has a significant positive relationship with wellbeing which supports hypothesis 4 that informational support will have a significant relationship with wellbeing. When looking at `informational support', for every one-unit increase in informational support, there was an increase in wellbeing by .116 units when holding all other variables constant.

'Connectedness (loneliness)' has a significant negative relationship with wellbeing which supports hypothesis 4 that connectedness (loneliness) will have a significant relationship with wellbeing. Similarly, a one-point increase in loneliness was related to a .171 unit decrease in wellbeing.

'Being employed' has a significant positive relationship with wellbeing which supports hypothesis 5 that being employed will have a significant relationship with wellbeing. When looking at the covariates, those who were employed had higher wellbeing compared to all others by .190 units.

The second step added 'Successful Resettlement' as a variable. Collectively, this set of variables also significantly relate to wellbeing (F(16, 159) = 13.906, p < .001, Adj R^2 = .541, R^2 change = .091). This step accounted for 54.1% of the variation in wellbeing, which was a significant increase in variation (p < .001). In this second step, for every one-point increase in SR, SR has a significant positive relationship with wellbeing which supports hypothesis 3 that SR will have a significant relationship with wellbeing. There was an increase in wellbeing by .286 units when controlling for all other independent variables and covariates.

After controlling for wellbeing, there was no longer an effect on employment.

None of the other effects of informational support, acculturation, or loneliness changed when adding resettlement to the model.

Length of stay has a significant negative relationship with wellbeing which supports hypothesis 5 that length of stay will have a significant relationship with wellbeing.

Additionally, for every additional year participants had been in the UK, they reported lower wellbeing by .011 units.

Therefore, from the independent variables, 'discrimination', 'emotional support', 'instrumental support', and 'appraisal' do not have a significant relationship with wellbeing which does not support hypothesis 4. Also, from the covariates, 'age', 'gender', 'relationship status', 'religion', and 'level of education' do not have a significant relationship with wellbeing which does not support hypothesis 5.

6.10. Conclusion of the Chapter.

This Chapter has presented the series of analyses performed in the development of SR. After rigorous steps of analyses were taken to develop the scale, the initial 24 items were reduced to 18 items that best measure SR. The results also confirmed Study One findings which will be discussed in detail in Chapter 7. These analyses have shown the validity and reliability of the SR scale. A manual on how the scale can be used was also presented.

The MRA analyses above produced results that addressed RQs 4 & 5 and tested hypotheses 1-5. The following variables were found to have a significant relationship with SR:

An increase in acculturation stress decreases SR. This is consistent with the findings of Kamimura et al., (2021) who found that the acculturation stress immigrants encounter is associated with 'homesickness', 'financial stress', and 'language barrier' which all impede SR. Also, an increase in 'loneliness', decreases SR. This supports the finding that loneliness is one of the negative feelings encountered by immigrants (Oghenerhoro 2020), which can prevent achieving SR. Acculturation stress caused by loneliness and homesickness could be due to a lack of social support at the initial stage. According to Oghenerhoro's report, homesickness gets better with increasing length of stay in the host country.

An increase in 'instrumental support' increases SR. Any form of support is vital for an immigrant because it provides the individual with things such as information and finance

that could help them to successfully resettle. Just like the first study of this research, Mwanri et al. (2021) qualitatively explored some of the factors that contribute to the SR of African immigrants. In support of this programme of work, they found a support network to be essential for the SR of immigrants. It was also found that being fully employed increases SR. This correlates with the finding that employment is an important factor for the SR of immigrants (McGinnity et al., 2020). According to McGinnity et al.'s study, length of stay is a contributing factor to being fully employed. This present study also found the length of stay to be an important factor in achieving SR. The longer participants stay in England, the more likely they are to be successfully resettled. Khawaja and Hebbani (2018) also found that the longer an immigrant has been resident in the host country, the more likely they are to be employed, which is a factor found to lead to SR.

To find out the extent SR relates with mental wellbeing, SR was found to have a significant relationship with wellbeing. This supports existing research findings that SR impacts wellbeing of immigrants (Kyeremeh et al., 2019; Thartori & Ismail, 2021). The following factors were found to significantly relate with wellbeing:

Being successfully resettled increases wellbeing. This supports Seligman's (2011) theory of wellbeing that achieving goals such as SR, can positively impact wellbeing. An increase in 'informational support' increases wellbeing. This is consistent with the finding of Alemi et al. (2021) that a support network is an important factor for the wellbeing of immigrants. Informational support can alleviate the stress caused by a lack of information in a new place. Therefore, informational support will guide them to achieve SR. It was also found that an increase in 'acculturation stress' decreases wellbeing. This supports the research that acculturation stress impacts negatively on the wellbeing of immigrants (Lee & Neese (2020). Acculturation stress can be caused by experiences of discrimination which has the strength to inhibit the individual's acculturation process needed to be successfully resettled (e.g., McGinnity et al., 2018a). This then negatively impacts their mental wellbeing in the long run. An increase in loneliness decreases wellbeing as well. This correlates with the findings of Ward and Rana-Deuba (2000) that loneliness experienced by immigrants

negatively impacts their wellbeing. This study and some other studies (Darawsheh et al., 2021; Evers, 2020; Wachter et al., 2021) have found any form of support to be important for immigrants. This will prevent loneliness and its negative impact.

Being employed was found to increase wellbeing. Immigrants have been reported to struggle to get a lucrative job due to factors such as language barriers, racism and discrimination (Baker et al., 2021). Therefore, being able to achieve employment is a goal that can improve mental wellbeing.

The longer participants reported living in England, the lower their wellbeing. This seems to contradict the findings that the longer the participants have lived in England, the more successfully resettled they will be, which also shows an improvement in their wellbeing; this will be discussed in the next Chapter.

Some of these findings apply to the general population including immigrants. For instance, being successful in any aspect of life has a positive relationship with wellbeing (e.g., Brooker & Vu, 2020; Satinsky et al., 2021; Yang Yowler et al., 2021); support network has a positive relationship with wellbeing (Geweniger et al., 2024); loneliness has negative relationship with wellbeing (e.g., Hong et al., 2023; Lober et al, 2023); and relationship between employment status and wellbeing (e.g., Irvine & Rose, 2024; Shimazaki, 2024; Waddell & Burton, 2006).

However, some of the findings are more specific to not just Nigerian immigrants but to immigrants in general. For instance, acculturation stress which is only experienced by people who have moved into a new culture has a negative association with wellbeing is supported by Berry's (1996) theory of acculturation and other researchers (Fund & Guzder, 2021; Hack-Polay & Mahmoud, 2020; Hamid, 2021).

The next Chapter will be a more detailed discussion of all the findings of the two studies and integrating them to address all the RQs.

Chapter 7: Discussion – Integrating the Two Studies.

7.1. Introduction to the Chapter.

This Chapter will be a discussion about the findings of Studies One and Two combined. It will integrate the findings of the two studies by first presenting how the two sets of findings have addressed the RQs and how they are related and differ as well. This is because the interview data results in Study One informed the Survey data of Study Two. By addressing their integration, it will also present the meaning and factors that contribute to achieving SR, variables associated with SR, and the relationship between SR and wellbeing, before concluding. The discussion will be supported by literature, theory, and illustrated with Figures, maps (charts) derived from the visual report of qualitative analysis in NVivo will showing how nodes (themes) are connected, and diagrams to show hierarchy which is an indication of which theme was mentioned most by participants.

7.2. How Each Study Addressed the Research Questions.

This first Section will present how the findings of both studies addressed the RQs. Study One outlines the themes found in the analysis that addressed the RQs. Study Two presents the results of the analyses that also addressed the RQs. Table 7.1 below outlines both findings.

Table 7.1

How Each Study Addressed the Research Questions (RQs)

Research Questions (RQ).	Study One Findings.	Study Two Findings.
RQ1 - What does Successful Resettlement (SR) mean?	*Accomplishment* – This supports Achievement Goal Theory (Zusho & Maehr, 2009) that people such as immigrants have goal-oriented motives such as migration to achieve something which becomes an accomplishment for them. Below are examples of accomplishment identified by participants which are supported by other literature cited: *Education* (Kyeremeh et al., 2019). *Establish a church*. *Family* (e.g., Akosah-Twumasi et al., 2020). *Homeowner*. *Opportunity*.	
	Financial Stability - This means SR for migrants who moved for economic reasons. (e.g., Bhugra, 2004).	
	Fitting In – This has also been found in related studies to mean SR (e.g., Kyeremeh et al., 2019).	
	Home – Participants expressed feeling at home in the host community as being SR: *Home Community* – This supports Curry et al. (2018) study that having a home community makes immigrants feel at home.	
	Job Security – This was found to be important to migrants especially those who migrated for economic reasons (Curry et al., 2018).	
	Life Satisfaction – Participants expressed achieving this to mean SR which has been found to be important for the general wellbeing of everyone including immigrants (Kim et al., 2021).	
	Part of Community – This supports related research that found being part of the community to mean being successfully resettled (Kyeremeh et al., 2019). The present study found the following sub-themes supported by other studies to mean being Part of the Community: *Acceptance*. *Access to Public Funds and Amenities*. *Adapting to the Culture and Weather* – This supports the finding that this adaptation is an important part of being successfully resettled for immigrants (Virupaksha et al., 2014). *Citizenship* – This is the peak of accomplishment for immigrants because it gives them almost the	

260

same rights and opportunities as the host community (e.g., Danzer & Ulku, 2011).

Security – Some people migrated due to insecurity in their home country (Idemudia & Boehnke, 2020). Therefore, living in a more secured environment means SR to them.

RQ2 - What factors contribute to SR?

Acculturation Experience – The acculturation experience expressed by participants supports Berry's 1997 Acculturation Theory as found in the sub-themes below:

Acculturation Stress – This finding supports other research that found that immigrants go through this process as a way of adapting (Berry, 2006).

Adaptation – This theme supports Integrative Theory (Kim, 2001) which found adaptation as a way of integrating into the new culture:

Giving Back – Volunteering was used by some participants to adapt to the new culture.

Culture Difference (Communication; Community Life; Parenting; Traffic Rules; Religion; and Weather) – These are the major culture/environmental differences that the participants identified to have adapted to.

Culture Shock – The culture difference leads to culture shock which has been found to be common among immigrants who have moved into an unfamiliar culture (Ward et al., 2020).

Equality and Diversity – This is an acculturation experience the participants learnt because it is not a common discussion in Nigeria.

Financial Stress – This theme was expressed by participants to be an acculturation experience because most bills are paid annually in Nigeria but monthly in England which causes financial stress.

Homesickness – This has been found to be a common acculturation stress among immigrants (Kamimura et al., 2020). Below is an example of homesickness found in the study.

> *Nostalgia – Food.*

Hostility – This builds on other research that it is one of the challenges immigrants faces that can impact their acculturation process (Strang et al., 2017).

Isolation – This feeling has been found to affect the acculturation experience of immigrants (Bhurga, 2004).

Loneliness – This is another challenge faced by immigrants that can affect their acculturation process (Neto, 2019).

Loss – This supports the theory of acculturation that a sense of loss is part of the acculturation process (Berry, 1997).

Policies and Laws – Nigerian and English are different, therefore this theme was one of the acculturation experiences participants expressed that they need to learn and adapt to. Below are the ones that are specific to immigrants in England:

> *Immigration Policy:*
> > *Access to Public Funds.*

Racism and Discrimination – This has been found by researchers to be an acculturation stress for immigrants of different ethnic groups from the host community (Saasa et al., 2021).

Sense of Belonging – This is supported by a related study that it influences the acculturation process (Akosah-Twumasi et al., 2020).

Education-Related Acculturation Experience - Below are themes of acculturation challenges faced by the participants and supported by other studies that are under education:

Good Education – Immigrants have been found to strive to have the host community education which can be challenging but it helps them to fit in economically (Amundson et al., 2011; Kyeremeh et al., 2019).

Language Proficiency – Having proficiency in the language of the host community can improve an immigrant's acculturation experience (McGinnity et al., 2020).

Non-recognition of foreign education – This challenge is one of the reasons the participants (immigrants) strive to have the host community education.

Teaching and Learning – This is a challenge found in this study and supported by other studies that the teaching and learning of the host community may vary from the one the immigrant is familiar with (Morrice, 2013).

Employment-Related Acculturation Experience - Below are the themes of acculturation under employment that helped/challenged the participants' SR journey.

High Skill; Professional Development; Professionalism; Work-life balance; and Work Experience – These themes support other studies that they contribute positively to the SR of immigrants (Amundson et al., 2011; Kirkwood, 2016; Kyeremeh et al., 2019)

Non-recognition of Foreign Work experience; Workplace Attitude; and Work Stress – These are work-related challenging experiences that affect immigrants' acculturation process (e.g., Udah, et al., 2019).

Other Specific Factors - These are themes participants suggested that help to achieve SR:
Information.
Integration – This supports the *Acculturation Theory (Berry, 1997)* that it helps immigrants to adapt to the host community.
Keeping fit (Yao et al., 2022).

Legal – Illegal immigrants face more challenges than legal immigrants such as getting less pay (Borjas, 2017). Therefore, the participants were advised to come into the country legally.
Prepared – Below is one of the ways to be prepared to avoid culture shock:

     Budgeting.

Person-Related: Below are themes the participants mentioned as personal skills/qualities that help to achieve SR:

     Confidence.
     Determination.
     Faith (Han, 1998).
     Hard Work.
     Independence.
     Personal Development.
     *Personal Skills (*Amundson et al., 2011).
     Resilience (Jamil, 2020).

Support-Network Related – This supports the finding that a support network is vital for the SR of immigrants *(*Agyekum et al., 2020).
Received from: *Church, Colleagues, Home and Host Community, Family, Friends, Healthcare Professionals, and University.*
Type of support received – *Emotional, Accommodation, Childcare, Fund, Finances, Information, Reception, Socialising, and Prayer.*

RQ3 - What factors comprise people's SR experience?

These factors support Study One Findings that have already been briefly explained in this table for answering RQ1

Part of Community.
Job Security.
Financial Stability.
Accomplishment – This supports the existing body of theory which are Hierarchy of Goal Theory (Emmons, 1989) and Achievement Goal Theory (Zusho & Maehr, 2009). Both of these explain that people set a goal to achieve and when they achieve it, it becomes an accomplishment for them.

	impacts the wellbeing of immigrants Ward & Rana-Deuba, 2000).
	Being Employed increases Wellbeing. Being employed has been found to impact positively on mental health (e.g., Hussein & Odhiambo, 2020).
	Length of Stay lowers Wellbeing. This is consistent with the finding that the longer immigrants stay in the host country, the lower their wellbeing (Mitra, 2010).

Table 7.1 above shows the results of both studies as it responds to the RQs. The essence of the table is to indicate how both studies, are related and to clearly show their commonalities and differences. The next section will discuss the findings of both studies in detail.

7.3. Integrating the Two Findings.

From table 7.1 above it can be seen that the mixed methods approach taken in the PhD programme of work has provided robust answers to each of the research questions posed at the end of Chapter 2. The findings of the two empirical studies are reported in detail in Chapters 5 and 6 of this thesis. In this Section I will discuss the broader interpretations of the data from both empirical studies, highlighting the convergence and divergence of the findings between Studies One and Two, and how they inform our theoretical and pragmatic understanding of how Nigerians migrate and successfully resettle in England.

In Section 7.3.1, the meaning of SR found in Study One, which were examined as factors in Study Two will be discussed based on their similarities and differences in findings. In Section 7.3.2, the main factors of SR found in Study One, which were examined as variables in Study Two, are integrated to discover what they have in common and whether they vary. In Section 7.3.3, the relationship between SR and wellbeing from both findings is discussed. In 7.3.4, there will be a discussion about gender and other variables as factors (Study One - RQ2) and variables (Study Two - RQ4) of SR. The discussion of these findings will be evaluated with consideration of the theory and literature reviewed and illustrated with Figures from the thematic visual analysis of Study One.

7.3.1. Meaning and Factors of SR.

From Study One findings, the key themes that participants found to represent SR most meaningfully were: 'Part of Community', 'Accomplishment', 'Job Security', and 'Financial Stability'. These were confirmed in the second study findings using EFA to be factors of SR. These factors will now be considered individually in more detail.

Part of Community: Findings from Study One revealed that the researched community found being accepted in the host community was consequential in feeling settled in the host country. This was further supported in the results from Study Two which showed this to be the strongest of all factors in the three different sets of EFA performed. This

demonstrates how important it is for the Nigerians settling in England to be received and established as integral residents of the host community, adapt to local culture and weather, have access to public funds, and eventually become British citizens.

Being part of the community can be influence by some factors such as host the host treatment of the immigrants. In Figure 2.5, host treatment is one of the factors under Cross-cultural Transition/Acculturation Treatment that leads to achieving SR. This then suggests that being part of the community is influenced by factors such as the person's acculturation experiences. According to framework for acculturation research in Figure 2.4, 'Participation' is one of the factors of acculturation experience (Berry, 1997). This host treatment can determine whether they take part in community activities or not which will also influence how they feel as part of the community (e.g., Hunt & Gakenyi, 2005). When immigrants are warmly treated, they will take part in the community which make them to feel like part of the community then helping them to achieve SR which will positively impact on their wellbeing. In support of this, Study One of this PhD research found (discussed in section 5.3.1) that some participants expressed volunteering as a way of adapting into the host community which helps them to be part of the community.

Being part of the community is important for immigrants because it gives them as much opportunities as the host community such as having access to public funds, better job opportunities without visa restrictions, and being able to travel to many countries without a visa (e.g., Gathmann & Garbers, 2023). This result builds on existing research, that being part of the host country means SR among African immigrants (Kyeremeh et al., 2019). However, Kyeremeh et al.'s research was more interested in the successful integration of African immigrants in London, Ontario Canada but the present research was about SR with a specific African population, which is Nigerian. It has been suggested that SI and SR are equivalent (e.g., Perkins, 2021). As already discussed in Section 1.2, SR is more encompassing of what the immigrant intended goal for migrating which could be SI. SI is more narrowed to government responsibility (Kyeremeh, 2019), but SR is broader in being the responsibility of mainly the individual with relevant support of the government

where applicable. The researcher's RQ will determine whether their research focus will be SI or SR. Kyeremeh et al.'s research was only qualitative with 29 participants. However, this present research encompasses both qualitative (32 participants), and quantitative (213 participants) research with a greater number of participants than Kyeremeh et al.'s. Despite the difference in research approaches, both suggest that 'Being Part of the Community' is generally important for the SR of immigrants.

Job Security: Having job security is important for being successfully resettled as found in both studies. This is because job security leads to financial stability (Pacheco et al, 2020), which is necessary for people who moved for economic reasons. It is also important for meeting the Home Office financial requirements that will lead to being part of the community (citizenship). Securing a job has been reported to be a factor in being successfully resettled for immigrants (Ziersch et al., 2020). Ziersch et al.'s research about the meaning of SR was like the present research in finding out what SR means to immigrants. The difference is that their population are both African and Asian immigrants in South Austria the present research was of a country in Africa living in England which shows the uniqueness of the present research. The present research is also unique in using a MMRD while Ziersch et al.'s was qualitative only. As much as the present research finds Job Security to be meaningful for Nigerians in being SR in England, it builds on other research to point at the importance of 'Job Security' to immigrants (e.g., Curry, 2018; Liu, et al., 2019) which indicates the potential generalisability of the present research is.

This is achieved through personal striving as explained in Hierarch of Goals Model (Emmons, 1989). The model explained that people make personal efforts to achieve their desired goal. This is supported by Study One Findings where participants expressed in Section 5.4.2 expressed themes such as 'Determination', 'Resilience', and 'Hard work' as crucial in their achievement of SR. Personal striving such as hard work is one of the identifiable values of Nigerians (Okobia, et al., 2016) which is required to achieve 'Job Security' in England which leads to 'Financial Stability'.

Financial Stability: Financial stability is achieved primarily through job security which then helps to achieve being part of the community by meeting the financial requirements of the UK Home Office. This was found in both studies as the meaning and construct of SR, suggesting that it is an important factor for being successfully resettled among Nigerians in England. Financial Satisfaction is also indicated as a factor under Employment-related for achieving SR in the model developed in Figure 2.5. This suggests the importance of this achievement for the SR of immigrants. Emmons (1989) hierarchy of goals in Figure 2.1, illustrated how an immigrant can take specific actions such as the decision to migrate, taking one step to the another until they achieve their motives of migrating which is getting well-paid job counting as SR for the immigrant. Economic stability is among the factors found to indicate being successfully resettled among immigrants (e.g., Hussein & Odhiambo, 2020). Financial stability is also important in achieving goals such as being able to study as a home student with lower fees and climbing the property ladder as found in Study One. Hussein and Odhiambo's research is similar to the present research in finding out how these factors that are important for the SR of immigrants contribute to their wellbeing. They also used semi-structured interviews like Study One of the present PhD program but with a small number of participants (five) unlike the present one which is 32. Their population were specific to women only, which indicates gender bias, but the present research was for all genders. Their research was not specific about the home country of the immigrants but the present research made the findings from a specific population which is Nigeria. Despite the similarities and differences in both types of research, they support the existing body of knowledge indicating the importance of 'Financial Stability' to immigrants (e.g., Lester & Nguyen, 2016; Pacheco et al, 2020). 'Financial Stability' of immigrants is important due to financial pressure from families and the economic challenges they face in the host country (Weiss, 2024).

Accomplishment: As found in Study One, and confirmed in Study Two, 'Accomplishment' is important for the researched community. This is in line with Kyeremeh et al.'s. (2021) findings that SR of immigrants is being able to achieve the goal of migrating. In Section

3.5.2, SR was defined from the findings which are simply achieving the main aim of migrating. Achieving their key aims for relocating is a great achievement for the participants. This achievement could include gaining a UK education, establishing a family in England, having a home in England, having a better opportunity in life, such as being able to travel to various parts of the world with a British passport resulting in limited restriction, having access to the NHS, which also means to be part of the community; and achieving other personal goals for moving into England.

These findings fit into the achievement goal theory (Zusho & Maehr, 2009) discussed in Section 2.6.1, which posits that people have a reason they want to achieve a goal and this will make them to approach certain strategies like working hard and avoid certain things like not breaking the host country's law. Emmons (1989), hierarchy of gaols also explain that for accomplished that personal striving is required which entails the things person will have to do achieve their desire goal such as resilience which is a common attribute of Nigerians (e.g. Okobia, 2016).

This also relates to the finding that people migrate to achieve a goal, such as the ones discussed here. Success has been attributed to having a sense of accomplishment (Kirkwood, 2016). This achievement could be one of the goals for migrating which also extends to the children. For instance, in a study by Cuevas (2020) which explored Latino immigrant parents' experience with their children's transition to higher education in the USA, part of the feelings expressed by some parents was a sense of accomplishment during the transition. Although the aim of Cuevas' study and the present PhD project are different, they both point to the importance of having a sense of accomplishment in the success of immigrants. The present PhD project aimed to understand the construct of SR among Nigerians in England of adult age. However, Cuevas' study was about how Latino immigrant parents perceive the transition of their children into higher education, which could mean SR for them. Both studies contribute to the body of knowledge about success and how it gives a sense of accomplishment (e.g., Allen, 2006; Kirkwood, 2016).

In this PhD project, some participants have also expressed migrating to have a better opportunity in life (5.2.1) for themselves and their families as well. Therefore, achieving these means SR, which gives that sense of accomplishment.

The map of connectivity in Figure 7.1 below, shows how the themes are connected to each other. For instance, 'Part of Community' is linked with 'Job Security', 'Financial stability', and 'Accomplishment.' 'Job Security' is linked with 'Financial Stability' and all types of 'Accomplishment.' 'Financial Stability' is linked with 'Part of Community' (having access to public funds), 'Job Security', 'Accomplishment (Education, Homeowner, and Opportunity)' and 'Accomplishment' is linked with 'Part of Community (Access to public fund)' and 'Job Security'. This shows how these themes of being successfully resettled are interrelated, in the sense that achieving one thing can lead to achieving another to be successfully resettled. This also indicates that achieving these themes encompasses SR as one entity. Although these can be individual achievements, the connectivity can be understood from Emmons' hierarchy of goals illustrated in Figure 2.1 which shows that achieving one goal can lead to the other until the main goal is achieved.
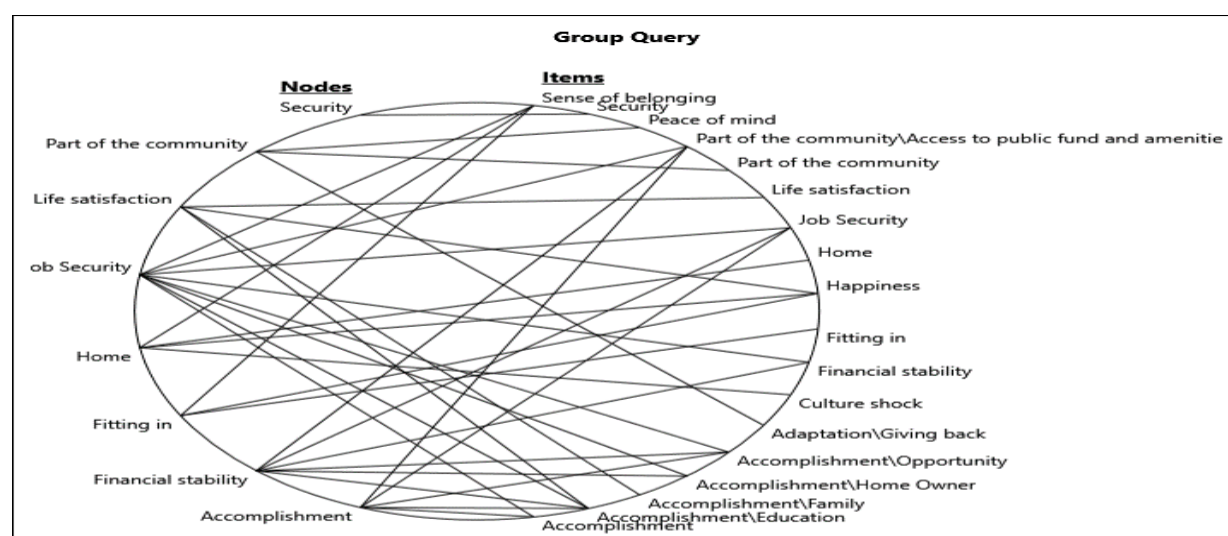
Figure 7.1

Themes Connectivity Map for SR.

The themes/factors discussed above from both studies are the most meaningful construct for being successfully resettled among Nigerians in England which builds on other theories

271

and literature indicating that the findings are likened to other immigrants. Variables and factors of SR as found in both studies will be discussed in the next Section.

7.3.2. Variables and Factors that Contribute to Successful Resettlement (SR).

Several key themes found in Study One were subsequently confirmed as variables in Study Two. These findings will now be discussed in further detail.

Acculturation Stress: Figure 7.2 below indicate themes under Acculturation Experience according to how the participants mentioned them in Study One. Looking at the themes, the themes mentioned mostly by the participants are 'Racism and Discrimination', followed by 'Adaptation', then 'Homesickness'. The least mentioned is 'Starting Afresh' in the orange box at the bottom. Study Two indicates that increased 'acculturation stress' decreases SR.
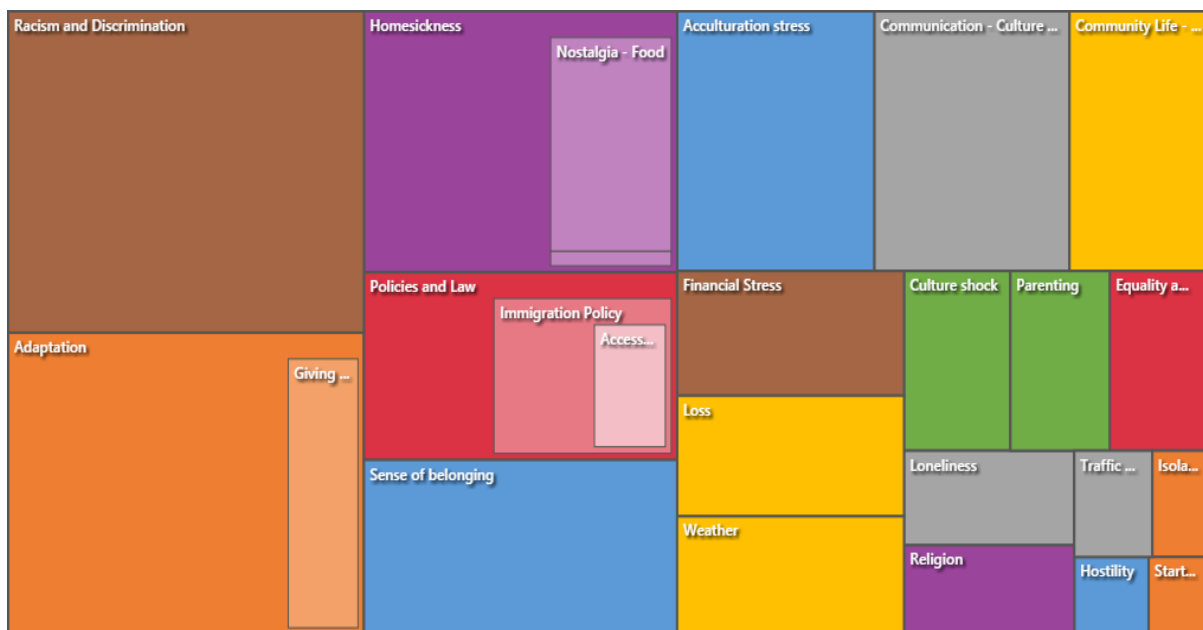
Figure 7.2

Acculturation Experience Hierarchy Charts of Nodes.

According to Berry's (1997) Theory of Acculturation, 'acculturation stress' was an important factor in adapting to a new culture. However, Karim (2021) criticises the theory stating that not every immigrant encounters 'acculturation stress'. The resilient nature of Nigerians (Okobia, 2016) could determine whether they go through acculturation or the

extent of acculturation stress they go through if experienced. According to Berry's Theory, 'Acculturation Stress' is a way of adapting to a new culture and Integrative Theory (Kim, 2001) explains that adaptation is an inevitable life activity for immigration. Therefore, the present PhD program supports these theories with its finding that 'acculturation stress' is experienced by immigrants which decreases SR. Berry's Theory and this PhD research are similar in finding the acculturation experience of immigrants. However, this PhD research looked further at how these experiences affected wellbeing.

The model developed in Figure 2.5 with the extensive review of literature also highlighted 'Acculturation Stress' as an important factor under 'Cross-cultural Transition/Acculturation Experience that can influence achieving SR. Study Two did not find 'discrimination' significantly relates with SR or mental wellbeing which contradicts the findings of Ellis, et al. (2022), which found a positive correlation between discrimination and mental wellbeing. However, 'discrimination' is part of 'acculturation stress' which is found to be a variable associated with both SR and mental wellbeing in this PhD research. Therefore, participants may have responded to a more encompassing negative experience – acculturation stress than discrimination in isolation. 'Acculturation stress' has been linked to negative experiences such as the racism/discrimination encountered by immigrants while associating with the host community (Abouguendia & Noels, 2001; Berry et al., 1987; Kim, 2001). These encounters can prevent an immigrant from focusing on their aim of migrating. This is because acculturation stress negatively impacts mental wellbeing (Thartori & Ismail, 2021) which decreases achieving SR as seen in Section 6.9.4. Study One supports Ellis et al.'s (2022) finding that immigrants' experiences of 'discrimination' impacts their wellbeing. In Figure 7.5, when participants encounter, 'racism and discrimination' it is linked with poor mental health such as feeling low, anxiety, and depression. The population of this PhD research are Nigerians living in England that are at least 18 years old but the population of Ellis et al.'s study are Somalians living in 4 cities of North America who were at least 21 years old in the first year of the study. Study One is a qualitative correlational study with 32 participants while Ellis et al.'s study was a

quantitative longitudinal study (2013-2019) with 395 participants. Despite the methodological differences in these studies, they both support other bodies of knowledge that immigrants' discrimination experiences negatively impact their wellbeing (Lincoln et al. (2021; Nkimbeng et al. 2021; Saasa et al. 2021) indicating how generalisable the present research is.

Loneliness: This is one of the observable elements of the 'acculturation experience' in Figure 7.2 which is part of the results of Study One. Also, in Figure 2.5, 'Loneliness' was found to be factor under 'Person-Related' that can influence how well immigrants achieve SR. In Study Two, it was found that an increase in loneliness decreases SR. This was assessed by how connected the participants were to others. Loneliness is one of the challenges faced by immigrants (Thartori & Ismail, 2021). However, Neto's (2019) study found that this can depend on how long the immigrant has lived in the host community. Neto found that the longer the immigrants had stayed in the host country, the less likely they were to feel Saudade (homesickness and loneliness). This is because newly arrived immigrants usually struggle to establish new relationships and connectedness leaving them to be vulnerable to both social and emotional loneliness (Stick et al., 2021). Considering the average number of years spent in England for the participants in this research, which is approximately 14 years, the likelihood of homesickness and loneliness will be less likely, especially if they have adapted to the host community. Factors such as length of stay, acculturation experiences, ethnicity, and sense of belonging are associated with the 'loneliness' of older immigrants (Guruge & Sidani, 2023) which supports the present research that there is a relationship between length of stay and loneliness of immigrants. Guruge and Sidani's research was a scoping review of 23 studies with older immigrants while the present PhD research of adults of Nigerians living in England. Despite the differences, both studies highlight the prevalence of 'loneliness' among immigrants. Loneliness among immigrants can be managed by having a good support network (Zhao, et al., 2021) to achieve SR, which will be discussed next.

Support Network: In the Model developed in Figure 2.5, 'Support Network' is one of the key factors in achieving SR which suggests how important it is for immigrants' SR. In Study One, this was found to be one of the strongest factors for being successfully resettled. This theme has different forms of support received from different sources, which was the reason Study Two assessed it individually. Study Two found that an increase in 'instrumental support', increases SR. This then suggests that 'instrumental support' was key to achieving SR, unlike other forms of support assessed such as 'emotional' and 'informational support'. However, from the ''instrumental support' question (please see Appendix P), relying on people could be anyone from family, friends, community or church (e.g., Formoso-Suárez, et al., 2022) as found in Study One. The person relied on for these supports could also render other support such as information e.g., a family support network can provide varying levels of support such as emotional, informational, social, and financial support (Stevenson, et al., 2022). Also, when people get support for shopping, it could improve emotions, and it is a sign of being connected to the person/people because support is usually received from people you feel connected with.
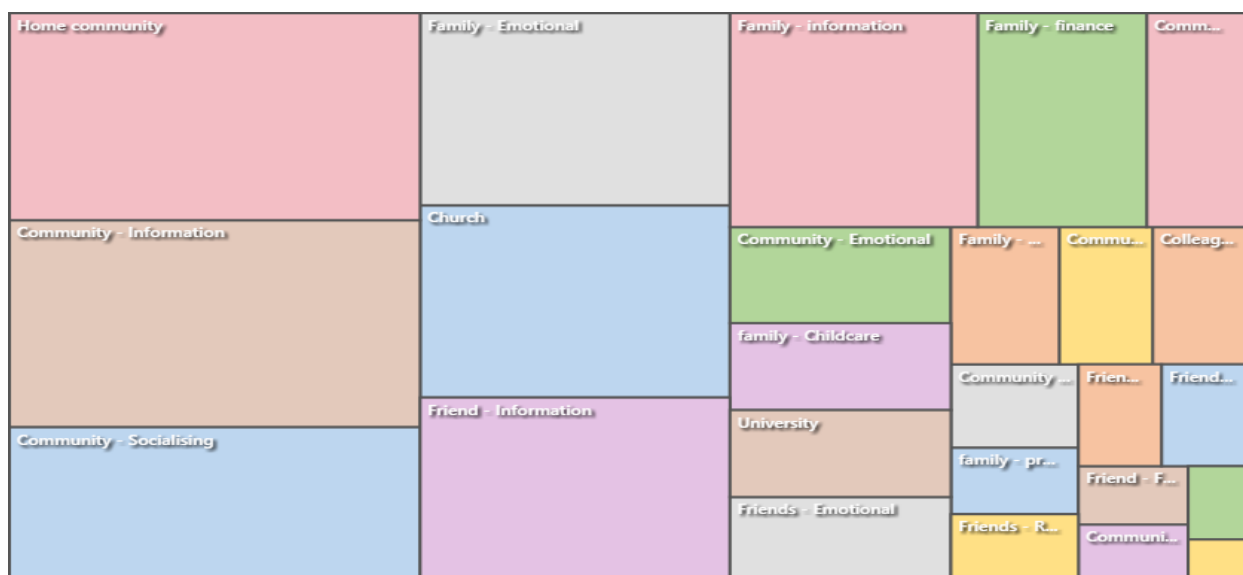
Figure 7.3

Support-Network Related Hierarchy Charts of Nodes.

Figure 7.3 above are themes under Support Network Related AF which is ranked according to the number of participants that mentioned them. Therefore, the biggest box is the theme found to be most important support network which is 'Home Community'.

The result of this PhD research supports a body of research (e.g., Agyekum et al., 2021; Darawsheh et al., 2021; Evers, 2020; Wachter et al., 2021) which highlights the importance of support network for SR of immigrants and SR association with their mental wellbeing. All these studies are with different populations with different methodologies from the present PhD program. For instance, Agyekum's study was an interview with nine key workers of immigrants who live in Hamilton, Ontario Canada and Wachter et al.'s research was qualitative research with 27 adult Congolese women living in the USA. However, this present research is more robust by using mixed methods with under-researched population.

'Support Network' has also been found to be an important strategy for coping with acculturation stress (Babatunde-Sowole et al., 2020). This is in line with Berry's (1996) Acculturation theory which highlighted social support as a moderating factor during acculturation which can be stressful. All these findings point to the importance of a support network as a variable for actualising SR as found in both studies which builds on other theory that support network is essential in achieving a goal (e.g. Chouhy, 2020)

Fully Employed: Figure 2.5 indicated Employment as a crucial factor required for the SR of immigrants which explains why both studies found it to be a factor/variable in achieving SR. Participants of Study One highlighted the importance of employment which was discussed in Section 5.3.2 under 'acculturation experience' as 'employment-related' factors of SR. This was found as a variable associated with SR in Study Two because the fully employed reported being successfully resettled. This confirms the findings of Study One that 'job security' and 'financial stability' mean being successfully resettled. Some researchers have identified that African immigrants usually struggle to secure a job due to racism/discrimination, non-recognition of foreign education and work experience, and

276

language barrier (Baker et al., 2021; Loosemore et al., 2021; Udah et al., 2019; Zikic & Klehe, 2021). Therefore, being fully employed will be an accomplishment for them because it could mean having job security which leads to financial stability.

This finding supports Curry et al. (2018) who found that securing a job to be financially independent meant being successfully resettled for their participants. Their research was like the present research in finding out what SR meant for the participants. Curry et al.'s study interviewed nine refugees who have lived for at least five years in New South Wales, Australia. Their participants' length of stay and method of data collection are like that of Study One but with Nigerians in England. Both research with their similarities and differences, support other research which found that being employed is an important variable for the SR of immigrants (Hirst, et al., 2021; Koyama, 2017; Udah et al., 2019).

In this research, 'job security' and 'financial stability' were found in both studies to be an important aspect of being successfully resettled. Also, in Section 5.2.1., some participants' reason for migrating was career-related, therefore, achieving this would mean SR for such people.

Length of Stay: From Study Two findings, this was found to be a variable associated with SR. The MRA findings suggest that the longer participants have stayed in England, the more they reported being successfully resettled. This is because it has been found that the longer an immigrant stays in a host community the higher their chances for employment and the more successful their business (Khawaja & Hebbani, 2018; Mosbah, et al., 2020). These studies support this PhD program that points out the importance of employment to the SR of immigrants. Employment was already discussed in the last Section as a variable associated with SR and is associated with having financial stability, which is one of the important constructs of SR found in both studies of this research.

Immigrants with longer lengths of stay are more likely to secure a lucrative job or be successful in business because they are more likely to be integrated into the community by behaving like the host community, speaking fluently, and having a better understanding

of the mainstream market (Agyekum, 2020; Mosbah, et al., 2020; Shield & Price, 2002). These findings and that of this PhD research support Kim's (2001) cross-cultural adaptation theory that integration through communication was vital for the SR of immigrants. As seen in Figure 2.5, 'length of stay' under 'Cross-cultural Transition/Acculturation Experience' is a variable associated with being successfully resettled which is supported by this PhD research. In Zusho and Maehr (2009)'s Achievement Goal Theory, master-goal approach is required to achieve a goal. This entails learning and understanding what it takes to achieve the desired goal which for international immigrants will include fluency in the host country's language, mastery of host culture, gaining of work and/or educational experience of the host country. All these will take time which explains why 'Length of Stay' is a variable associated with being successfully resettled among Nigerians in England.

Life satisfaction was both a meaning and a factor for SR. Agyekum (2020) found in their research that African migrants who have stayed for more than 10 years had better life satisfaction than those who have stayed for less than 10 years. Ainsaar (2023) also found that immigrants who have lived for at least 20 years have the same life satisfaction as those born in the host community. Study Two of this research found that the average length of stay for participants was approximately 14 years which may explain why the participants' length of stay was positively associated with being successfully resettled. The length of stay for Agyekum, Ainsaar, and the present PhD program is different with different populations. However, they all point to the association of an immigrant's length of stay and their SR. Life satisfaction and its association with SR will be discussed in the next section.

7.3.3. Wellbeing and Successful Resettlement (SR).

From the Model developed in this PhD work in Figure 2.5, it can be seen that being successfully resettled whether achieved or not impacts on the mental health of immigrants which is supported in the findings of this PhD research. Both studies looked at how SR is

related to mental wellbeing. Study One found the relationship which was confirmed in Study Two. This will be discussed in detail by looking at both the positive and negative sides of mental wellbeing as it relates to SR. In finding if SR relates with wellbeing in Study Two, 'life satisfaction' and 'mental wellbeing' measures were put together. The findings support Study One findings that being successfully resettled increases wellbeing.

An accomplishment found in this programme of work is one of the things that means SR, has been found to positively impact the mental wellbeing of immigrants (Kyeremeh et al. 2019; Thartori & Ismail, 2021). This supports the Theory of Wellbeing (Seligman, 2011) which states that accomplishment such as SR improves wellbeing because of the positive emotion it brings such as happiness. Life satisfaction and mental wellbeing will be discussed individually while integrating the findings of both studies.

Life Satisfaction: In Study One, this was found to mean being successfully resettled. In Figure 7.1, 'Life Satisfaction' is linked with 'happiness', which is positive mental wellbeing. This suggests that when people are happy due to SR, they are equally satisfied with life. In Seligman's (2011) theory for mental wellbeing, he posits happiness and life satisfaction are both elements of holistic wellbeing. As shown in the same Figure 7.1, 'life satisfaction' is linked with 'achieving some of the goals of migration' such as 'achieving education' and 'having a family' as part of 'accomplishment'. A close family relationship has been found to determine life satisfaction (Nguyen et al., 2016). This is because of the support network migrants have with family (Wachter et al., 2021). Also, Hashemi et al. (2021) research found that education relates with satisfaction with life for immigrants. This supports the finding of this PhD program that educational attainment is an accomplishment for the Nigerian community in England which means SR for them. Hashemi et al.'s research aimed to explore how social support is associated with perceived discrimination and subjective wellbeing which is different from the aim of this present research which is aimed at finding the meaning and variables associated with SR and its relationship to mental wellbeing. Hashemi et al.'s research recruited 382 participants from the Middle East living in Queensland, Australia. They used a battery of psychometric measures for their survey

questions all of which are different from the present research in terms of the number of participants and population. They used a survey; however, the present research used a mixed method which indicates robust research. Both Hashemi et al.'s research and the present PhD program add to the existing knowledge about the importance of support networks and educational attainment for the life satisfaction of immigrants (e.g., Alemi, 2021; Lane, 2020; Lönnqvist et al. 2015).

Mental Wellbeing: Study One found the positive and negative sides of mental wellbeing as it relates to SR. In Figure 7.4 below, happiness was found to be the highest in the hierarchy chart for mental wellbeing. This then suggest the healthiest consequence of achieving SR is 'Happiness', followed by 'Peace of Mind' and then 'Confidence'. This suggests that being successfully resettled leads to achieving positive mental wellbeing.

In the same chart, it can be found that the unhealthiest consequence of not achieving SR reported by the participant is 'Anxiety', followed by 'Depression' and then 'Feeling Low'. This builds upon existing research which suggests that acculturation challenges negatively impact the mental well-being of immigrants (e.g., Idemudia & Boehnke, 2020; Lincoln et al., 2021; Tamene, 2021).
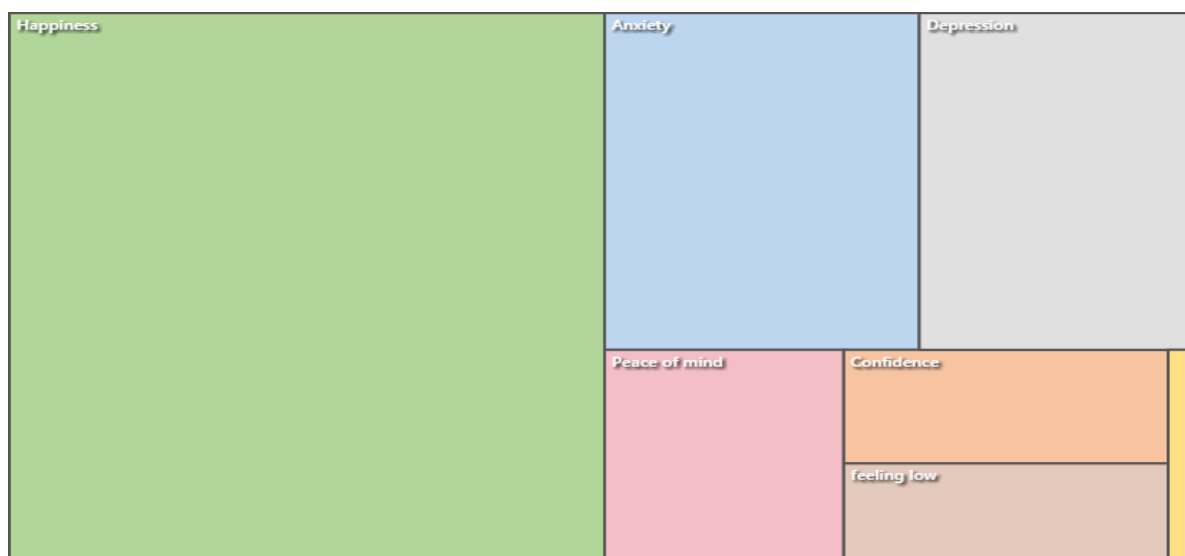
Figure 7.4
Mental Wellbeing Hierarchy Charts of Nodes.

280

In Figure 7.5 below, happiness is linked with acculturation experiences that are both negative and positive. For instance, 'having a sense of belonging', 'being part of the community (citizenship, adapting to the culture and weather)', and 'fitting in' are some of the positive experiences. However, the experience of 'racism and discrimination', 'loneliness', 'homesickness', 'financial stress' and 'frustration' cause unhappiness.

In Study Two, an increase in loneliness was found to decrease wellbeing. This supports the findings of Neto (2019), that loneliness experienced by immigrants negatively impacts their wellbeing. Neto's study was quantitative research with 202 Portuguese adults with migration experience and 227 Portuguese adults without migration experience living in Switzerland. A range of standardised psychometric scales were used for the survey to assess concepts such as satisfaction with life scale and loneliness scale. All of these are different from the present research program in terms of the population and number of participants. Neto's research was quantitative only, but this PhD research was a mix of both qualitative and quantitative which both found that loneliness negatively impacts mental wellbeing of Nigerian immigrants in England.

From Figure 7.5, 'having a sense of belonging' is linked with 'boosting the confidence of the individual'. This is supported by Philip and Kaminstein's (2022) research, which found that having a sense of belonging boosts the confidence of employees. This is the same way an immigrant's sense of belonging to the host community will boost their confidence in the community. Although Philip and Kaminstein's research was about employees, their finding and that of the present research, suggests that having a sense of belonging anywhere people find to be valuable to them boosts confidence which is positive to mental wellbeing.
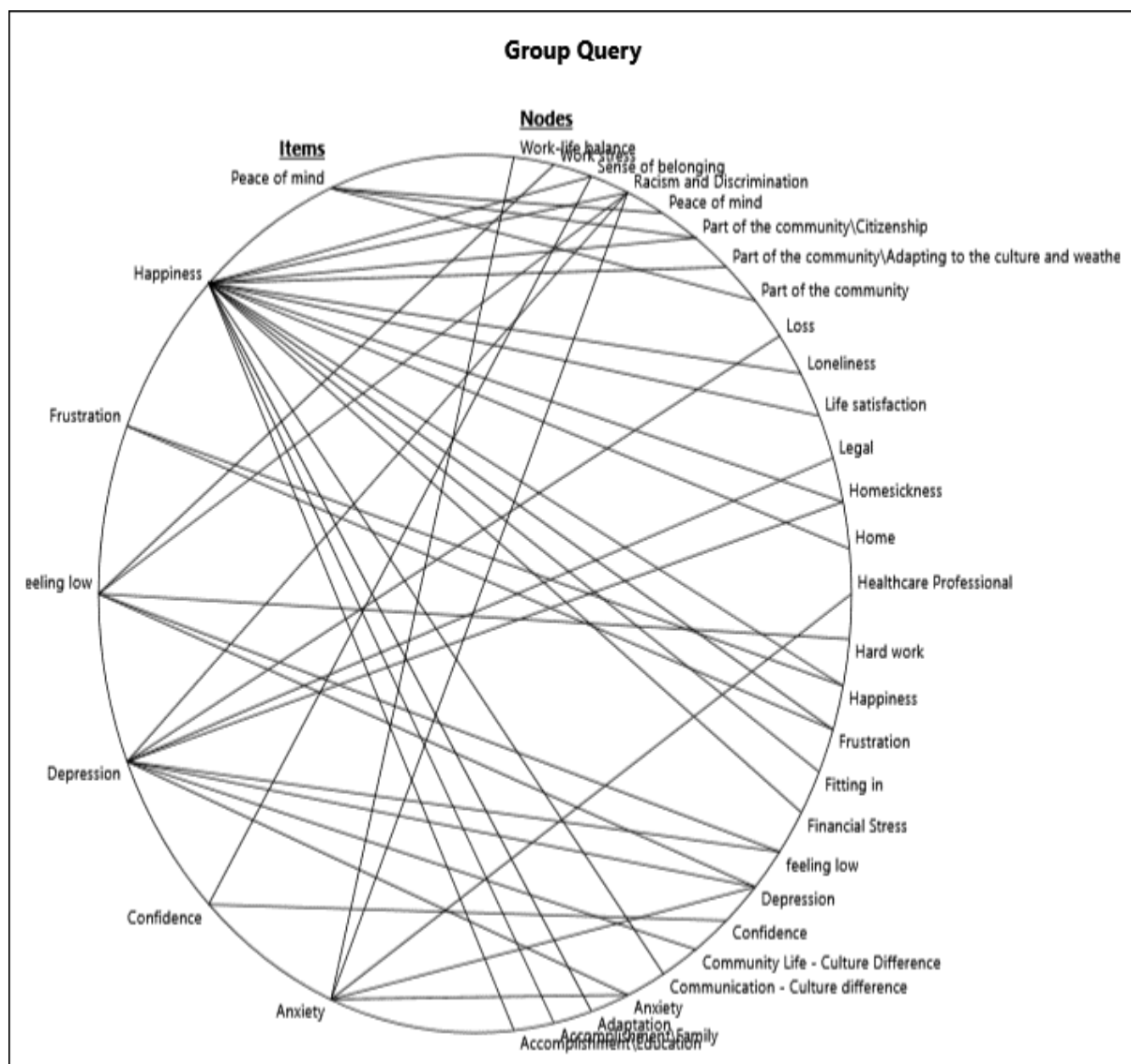
Figure 7.5

Themes Connectivity Map for Mental Wellbeing.

Figure 7.5 also shows that participants who reported 'anxiety' had experienced 'racism and discrimination' and 'struggled with work-life balance'. 'Healthcare professional' was also linked with it as a source of support network for coping with mental wellbeing. In Study Two, an increase in 'informational support' was found to increase wellbeing. This is in support of the finding that support improves the mental wellbeing of immigrants (e.g., Wachter et al., 2021). Participants who reported depression were linked with 'struggling with culture differences', especially in terms of Nigerian community life which is contrary

to UK individualistic life. It was also linked with 'homesickness', a 'sense of loss', and 'migrating illegally'. This is confirmed in Study Two, which found that an increase in acculturation stress decreases wellbeing. Acculturation stress has been linked to negative mental wellbeing (e.g., Mwanri et al., 2021). Participants who reported 'feeling low' were linked with 'work stress', 'racism' and 'discrimination'. 'Work stress' is linked with 'feeling low' and it has been found that employment contributed to the wellbeing of immigrants (Hussein & Odhiambo, 2020). Berry (1997)'s acculturation theory in support of this PhD research, explains that acculturation stress which includes aforementioned themes such as 'struggling with culture differences', 'racism and discrimination', and 'struggle with work-life balance' can cause depression and anxiety.

In Study Two, it was found that the longer participants reported living in England, the lower their wellbeing, which seems to contradict the finding that the longer they live in England the more successfully resettled they are and being successfully resettled improves wellbeing. However, when looking at the units, for the length of stay and how it relates to SR, it increased by .026 units but for the length of stay and its relationship with wellbeing, it increased by .011 units. This then suggests that length of stay is more significant related to SR than wellbeing. Although, previous research has found the longer immigrants have stayed in the host community, the lower their wellbeing (Mitra, 2010). This could be explained by the findings that immigrants who have lived in the host country for longer, lived in a less secure and hazardous environment (Adger et al., 2021) which could negatively impact their wellbeing. Although Adger et al.'s (2021) research was in India with a high population and environmentally hazardous areas; this may not be the case in England. Other factors that have been found to impact the mental wellbeing of immigrants irrespective of the length of stay are a support network, language fluency, exposure to discrimination and acculturation stress (Alegría, 2017), and having a sense of belonging - attaining citizenship of the host community (Soto Saavedra, et al., 2023). These identified factors are supported by the findings of this research which could also contribute to the participants having lower mental wellbeing as they stay longer.

'Peace of mind' is linked with 'part of the community' in Figures 7.1 and 7.5, and 'acculturation (adapting by giving back)'. This suggests that being part of the community gives peace of mind.

These Figures have shown a strong link between acculturation experience and being successfully resettled which also impacts wellbeing in Study One. These findings fit into Seligman's (2011) Theory of Wellbeing. In the theory, Accomplishment which is the fifth element of the PERMA model, makes people happy and satisfied in life.

Job security means SR from this research and being employed was also found to increase wellbeing. Therefore, the main findings from both studies are that there is a positive relationship between being successfully resettled and the mental wellbeing of Nigerians living in England. Unemployment and underpayment negatively impact the mental wellbeing of immigrants (Idemudia & Boehnke, 2020) suggesting that having a lucrative job will positively impact their mental wellbeing.

The process of SR or not achieving SR can negatively impact the mental wellbeing of immigrants while being successfully resettled can positively impact mental wellbeing.

7.3.4. Gender and Other Variables Associated with Successful Resettlement.

This section will be a discussion of some of the variables (gender, support network, age, and level of education which were all indicated in Figure 2.5 as variables associated with SR) explored to see if they relate with SR but did not indicate a significant relationship with SR.

In Section 2.8 of the literature review, I presented a debate on gender differences in relation to SR. Therefore, this was examined in Study Two results in Chapter 6, which indicates that gender was neither a variable associated with SR nor mental wellbeing. This supports the research of Kirkwood (2016), who did not find any gender difference in the meaning of success. Kirkwood research was not of SR but business success. However, the research and the research presented herein have some similarities, such as the attributes

of success, which were personal satisfaction and achievement, and a sense of accomplishment. Also, some of the factors of success found in the research are consistent with the factors found in this present research which are financial success, personal satisfaction, and work-life/work-family balance. The research also used the same method of data collection as this present research which is a survey and open-ended question analysed using NVivo with 216 respondents which is close to the number of respondents in the survey of this research which was 213. Although the data were differently measured. The population of Kirkwood's study was not of a specific country of origin in New Zealand, unlike the present research that is specific to Nigerian immigrants in England. There was no gender differentiation highlighted in the theory of success discussed in Section 2.6.1. Gender difference provides information to the first aim of the research about what factors contribute to being successfully resettled. It also provides answers to RQs 2 & 4.

Although Study One pointed at family, friends, colleagues, and religion as sources of support network, Study Two did not find religion and relationship status as a significant variable that related with both SR and mental wellbeing. This contradicts the literature that they are a support network for immigrants which improves mental wellbeing (e.g., Formoso-Suárez, et al., 2022). However, Study Two found that support networks such as instrumental support and informational support were variables associated with SR and mental wellbeing respectively, and that these supports could come from partners, family, and friends. Study Two did not find these support networks to significantly relate with either SR or mental wellbeing.

Age did not significantly relate with SR and mental wellbeing in Study Two. In Table 6.3, the average age of Study Two participants is 43.52 years. When observing their year of arrival in comparison to their age at the time of response, most participants reported their year of arrival at an adult age. According to Shields and Price's (2002) study, the increasing age at the time of migration reduces fluency in the English language which is also an important factor for immigrants' career success (Rajendran et al., 2020). This

could be an explanation as to why age did not significantly relate with SR and mental wellbeing.

Although immigrants have been found to pursue/have a high level of education which contributes to their SR (Kyeremeh et al., 2019), Study Two did not find a level of education to be a variable associated with SR and mental wellbeing. Level of education also helps immigrants' financial status through employment (Kamimura et al., 2021) and this present research found being fully employed was related to SR. In Table 6.2, the highest percentage for a level of education was M.Sc. (44.6%), followed by B.Sc. (29.1%), and the highest level of education, which was Doctorate, with only 9.9%. This then shows that 83.6% of the participants have a degree or higher showing a bias in the sample for level of education. This explains why a level of education does not significantly relate with neither SR nor mental wellbeing. Also, gender (along with age, religion, and education) although found in Figure 2.5 to be factors that can influence SR leading to impacting on the mental wellbeing of the individual, they are moderating factor at an individual level in Berry (1997)'s theory which might account for why they are not associated in Study Two. The variables that did not relate with SR or mental wellbeing as it relates to SR indicate that they are not the strongest variable that relate with SR or its mental wellbeing.

7.4. Conclusion of the Chapter.

This Chapter has integrated the findings of the two studies through detailed discussion. These findings have been evaluated and supported by theory and literature on how they addressed the RQs. It has also shown how Study One and Two findings are interrelated in terms of finding the same factors relating to SR and not having a confirmation of the first study findings in the second study findings.

For instance, securing a job provides financial stability and achieving both means SR, which positively impacts wellbeing. 'Life satisfaction' means SR in Study One which also means positive wellbeing because of achieving SR, as found in Study Two. 'Acculturation

stress', which could be caused by factors such as 'loneliness', both prevents SR and negatively impact wellbeing. Having a 'Support network' is an important factor in achieving SR and positively impacts wellbeing. All these indicate how they are connected.

In integrating both studies, it is concluded that the key elements of SR found in both studies are 'part of the community', 'job security', 'financial stability' and 'accomplishment'. It also concluded from both studies that factors that relate to SR are acculturation experiences such as 'acculturation stress', 'loneliness', and 'employment-related factors'.

Having support networks from different individuals and organisations is an important factor in being successfully resettled, as seen in both studies. Finally, both studies have indicated a relationship between SR and mental wellbeing. This is because the process of SR has been shown to negatively impact mental wellbeing while being SR positively impacts mental wellbeing.

Discrimination, religion, relationship status, and level of education, whilst not variables associated with SR and mental wellbeing, do have links with acculturation stress, support network, and employment status respectively, all of which are variables associated with SR and mental wellbeing. These highlight the need for further studies.

As much as these findings are unique to the Nigerian community in England, their support to other existing theories and literature indicates that they are generalisable. The significance of these findings which will be discussed in this next chapter provides relevant information to researchers, academia, and practitioners of this field on what SR means, its variables, and its association with mental wellbeing.

The next Chapter is the concluding part of the thesis which addresses the research aims and objectives, outcome, importance, implication, and limitations of the research project with recommendations for further studies.

Chapter 8: Conclusion.

8.1. Introduction to the Chapter.

This is the concluding Chapter of the thesis. I will be presenting how the aims and objectives were fulfilled, a summary of the findings, original contribution to knowledge, and the implications of the research, followed by a discussion on the limitations of the research project. It will end with recommendations for future studies before concluding.

8.2. Addressing the Aims and Objectives of the Research Project.

The aims and objectives of this programme of work were:

Aims:

1. To explore the meaning of Successful Resettlement (SR), the factors that contribute to it and how it affects the mental wellbeing of immigrants particularly Nigerian immigrants resident in England.
2. To develop a scale for measuring SR.

Objectives:

1. Exploring perceptions of how SR is experienced and understood.
2. Develop a scale that measures SR.
3. Test factors that are likely to relate to SR.
4. Test the likely impacts that SR may have on psychological wellbeing.

These were achieved in both studies by using the model developed in Figure 2.5 as a guide and fulfilling the objectives of the research project.

The first objective was achieved in Study One through the collection and analysis of interview data with 32 Nigerian immigrants. The study found reasons for migrating, acculturation experiences, factors that contribute to being successfully resettled, and what SR means to Nigerians living in England.

The key factors that indicate what SR means from both studies which build on other bodies of knowledge are: 'Being Part of the Community' was the theme that most indicate the meaning of SR in Study One. It also stood out as the strongest construct of SR in Study Two. It is supported by other related studies that have found that being part of a community is a meaningful element of SR among African immigrants in Canada (e.g. Kyeremeh et al., 2019). For other participants in Study One, 'Accomplishment' signifies SR to them. This includes achieving things like gaining a UK education, being a homeowner, having access to public fund through change of immigration status, and establishing a family in England. Study Two found 'Accomplishment' to be one of the factors relating to SR. 'Accomplishment' adds to the knowledge of theories of success such as AGT (Zusho & Maehr, 2009) and HOG (Emmons, 1989) by illustrating the steps people follow to achieve a goal and how they strive to achieve it respectively. It also supports the previous finding that 'Accomplishment' is important factor for the SR of immigrants (Kyeremeh et al., 2019).

Both Studies One and Two found 'Job Security' to be important for the SR of Nigerians living in England. This supports a related study that found 'Job Security' to be one of the things that means SR for Africans and Asians living in South Austria (Ziersch et al., 2020). For those who migrated for economic reasons, 'Job Security' and 'Financial Stability' would be vital for their SR. Having a lucrative job will lead to 'Financial Stability'. Both studies have found 'Financial Stability' to be important for the SR of Nigerian immigrants in England which supports other related study that found 'Financial Stability' to be important for immigrants (e.g., Hussein & Odhiambo, 2020).

These findings from Study One were used to develop a standard scale to achieve the second objective in Study Two. The scale development took some rigorous steps, such as a pre-test of the survey, ensuring a balance of both positive and negative questions in the survey, and using the definition of SR found in Study One to develop the scale questions. Some standardised scales were evaluated, and some selections made on the best scale that represented the factors of SR found in Study One were used to find variables

associated with SR. Details of the rigorous steps taken to develop SR were discussed in Chapter 4. The analyses conducted to develop the scale were discussed in Chapter 6.

The third objective was achieved in Study Two by using MRA to find the variables associated with SR which confirmed some of the findings of Study One. The variables associated with SR found from both studies are:

'Acculturation Stress' found as a factor in Study One was found in Study Two to decrease SR. This finding supports Berry's 1997 Acculturation Theory which states that immigrants acculturation experience can lead to stress which is a way to adapt to the new culture. 'Acculturation Stress' has been linked to the negative experiences immigrants encounter from the host community (Kim, 2001), and these experiences negatively impacts mental wellbeing. One of these negative experiences is 'Loneliness' which was an acculturative experience factor in Study One and found in Study Two to decrease SR. This has been highlighted as one of the challenges faced by immigrants (Thartori & Ismail, 2021). According to Berry's Acculturation Theory, having a 'Support Network' is essential for coping with any form of 'Acculturation Stress'. The findings of both Studies support this theory by finding that 'Support Network' was important in achieving SR. It builds on other literature which found that 'Support Network' is an important factor for the SR of immigrants (e.g., Darawsheh et al., 2021; Westray, 2020).

In achieving the fourth objective, how SR relates to mental wellbeing was explored in both studies, which indicates a positive correlation between SR and mental wellbeing. In Study One, it was found that the process of being SR or not achieving SR impacts negatively on mental health with factors such as anxiety, depression, feeling low, and frustration, which supports other related studies (e.g., Hussein & Odhiambo, 2020; Lee & Neese, 2020; Nesterko et al., 2020). However, achieving SR positively impacts wellbeing such as confidence, happiness, and peace of mind which supports Seligman's (2011) theory of wellbeing that achievement produces positive emotions. In Study Two, SR was found to positively relate to wellbeing, which supports the study that achieving SR increases wellbeing positively (e.g., Kyeremeh et al., 2019).

These findings have been presented in Chapters 5 and 6 ; and discussed in Chapter 7.

8.3. Outcomes of the Research.

This research has many outcomes because it has followed a rigorous process with transparency to conduct the research and analysis of the data. The following are the key outcomes of the research:

A model for factors of SR of Immigrants (Figure 2.5) was developed in Chapter 2 after an extensive review of the literature. The importance of this is that it can serve as a guide for other researchers in research related to this.

Some gaps in knowledge were identified in Section 2.11 which this research has fulfilled through the findings. The key gap found is that no research has explored what SR means and the factors that contribute to it among Nigerian immigrants in England. Another key gap is not having a scale that measures SR. This research has been able to fill part of these gaps by finding out what SR means, and the factors that contribute to SR, and developing an SR scale.

After a thorough analysis of Study One, a comprehensive definition of SR was developed which is in Section 3.5.2. which is being able to achieve the aim of migrating such as 'Accomplishment', 'Being part of the Community', 'Financial Stability', and 'Job Security'. This has established the definition of SR which contributes to the body of knowledge. This will help people who are interested in this type of research to have the knowledge of what it means for immigrants to be successfully resettled.

This research has followed detailed steps in developing a scale in Chapters 4 and 6. This scale will be used for measuring the SR of immigrants. It also discussed the SR Scale manual (please see Appendix X) in Section 6.8 to make it easily accessible for users. The scale development took a rigorous step by finding out what SR means to the participants in Study One. The findings of Study One were then used to create questions about the meaning of SR for Study Two. The data collected were evaluated using various established

analyses to then choose the main factors that reflect being successfully resettled. The importance of this is that much research of this kind has been qualitative. There is yet to be a scale that measures SR. This scale is important in measuring SR in a larger population, unlike qualitative research that uses small numbers of participants. This will help more researchers to conduct this type of research easily. The scale is crucial for researchers, academia, and practitioners in assessing the SR status of immigrant for knowledge, future studies, and information on how it correlates to their mental wellbeing.

Both studies have helped in providing factors and variables of SR as shown in Table 7.1. This is important in understanding SR better because it highlights what SR means and the variables that relate with it from both studies. These findings will help in directing future studies in such a way that what is being explored is already established in this programme of work, making it easier for future studies.

Both studies have presented how SR affects the mental wellbeing of immigrants which was discussed in Chapter 7. This is a helpful reference for mental health practitioners and researchers. For instance, Study Two found that the more participants report achieving SR, their wellbeing increases positively. It also found that acculturation stress and loneliness decrease wellbeing which supports existing related research (e.g., Mwanri et al., 2021; Neto, 2019). Also, informational support increases wellbeing which is consistent with the research that supports network improves the wellbeing of immigrants (e.g., Wachter et al., 2021).

The importance of these findings is that practitioners can dig deeper and explore the aim of migrating and see if they have achieved that and how it relates to their current mental wellbeing. These findings can be further explored by researchers.

8.4. Original Contribution to Knowledge.

The project made the following original contributions to knowledge:

A model developed from Study One which indicates the uniqueness of what it means to be successfully resettled among Nigerian immigrants resident in England, was used to develop a scale in Study Two to further explore the findings of Study One. Study Two evaluated all the variables mapped out in the model, but other related studies may not have done this e.g., Akinde (2013) and Ndika (2013), both of which studied the acculturation experience of Nigerians in different parts of the USA without exploring the stages. However, the present research has explored the three important stages of cross-cultural transition which are: pre-migration, migration, and post-migration to have a better grasp of the participants' acculturation experience, which contributes to their SR. Exploring these stages helps to understand their goal for migrating, how they have pursued this goal, and how the achievement of this goal means SR. Related studies have focused more on economic success, (e.g., Danzer & Ulku, 2011) or successful integration of immigrants, refugees and asylum seekers from other ethnic groups, (e.g., Kyeremeh et al., 2019) but this programme of work focused on the SR of immigrants of a specific country, Nigeria. Economic success or successful integration may not necessarily SR but an aspect of it. However, this present research has explored different cross-cultural transition stages and acculturation experiences of the participants to find what it means for them to be successfully resettled. This model is not just relevant to Nigerian immigrants but to other diverse immigrants because it was developed from literature from different populations and experiences indicating commonalities among immigrants. The importance of this model is that it makes it easier for researchers with interest in this area to structure their research in a manageable way (de Souva Filho, et al., 2023). It also directs researcher on how to formulate their hypothesis on variables that are significantly associated with successful resettled among diverse immigrants in other countries (de Souva Filho, et al., 2023).

The emic approach of specifically developing the scale for the researched community makes this project original because the research explored what SR means from the participants' perspective, which was then used to develop a scale based on their personal experience without the influence of other cultures' meaning of SR. This shows the uniqueness of this research project to the researched community which can further be explored by other communities. The emic approach provides a ground-breaking nuance information about an under-researched community which broadens the knowledge of cross-cultural and social psychology about immigrants, immigration, SR, and its associate to wellbeing (e.g., Galperin, 2022).

Most SR-related research has been qualitatively based as seen in Section 2.6, (e.g., Curry, 2018; Kyeremeh et al., 2019; Parajuli et al., 2019; Ziersch et al., 2020). The present research has utilised a mixed methods research approach (Chapter 3), which provides depth to the research. It first collected and analysed qualitative data from semi-structured interviews. The findings were then used to develop a quantitative survey to further explore the findings of the first study, which other studies mentioned have not done.

This project is the first of its kind to develop and evaluate a scale to measure the key elements of SR and how it is perceived from the unique perspective of being a Nigerian immigrant in England. The emic nature of this is that it is developed and assessed specifically for a particular culture of people in a specific area. This indicates that the scale is culture-fair to the researched community. It also shows the validity of the scale by measuring what it is meant to measure for a specific group of people. The importance of developing this innovate psychometric scale is that it makes the construct of SR measurable and enhances the knowledge and understanding of SR among various immigrants (Boateng, et al., 2018).

The findings of this research such as the acculturative experience and stress, what SR means, what factors contribute to the community being successfully resettled, and how it impacts their mental wellbeing, will help psychologists to understand the researched community and other immigrants better and give practitioners information that will help them to collaborate better with the researched community and other immigrants for their psychological wellbeing.

It also has the potential of informing the development of migration support for Nigerian immigrants in England and other immigrants in general because some of the findings have been found in other research work. For instance, Kyeremeh et al.'s (2019) study of what integration means to African immigrants in Canada found being part of the community and job security to mean being integrated, both of which this programme of work found to also mean SR. However, this research is unique by providing information that is more relevant to not just Nigerians but other African immigrants in England and the United Kingdom as a whole.

8.5. Implications of the Research Project.

In this Section, I will be discussing the impacts of this research project which are: theoretical, academic, policymaking, economic, societal, and the impact on the participants.

Theoretical Implication: The findings of this research have added to the body of knowledge in the theoretical perspective of cross-culture, acculturation, and wellbeing (e.g., Oni, 2018).

For instance, in cross-cultural theory, this research has provided nuanced information on the relevance of studying all stages of cross-culture to have a better understanding of the experience and how it relates to the meaning of SR and how it impacts achieving SR. The acculturation experience findings of this research provide theoretical information on how

acculturation can determine how well an immigrant can successfully resettle and the impact of SR for mental wellbeing. For instance, Study Two found 'Acculturation Stress' to decrease SR. Study One also found Information to be an important factor for SR. The finding supports Kim's (2001) Integrative Theory which emphasised on the importance of communication from both host and home community for the adaptation of the immigrant despite the challenges it might create. Communication provides information that aids the gradual process that helps the individual to achieve SR. Such information includes learning things that will lead the individual to achieve their main goal for migration. For instance, information about the laws and policies of England will guide the individual on the rules and regulations to follow that will guide their progress in the community.

Both Studies of this PhD found 'Acculturation Stress' to be a significant variable for the SR of the researched community and immigrants. This provides new evidence that supports Berry's (1997) acculturation theory that acculturation stress is an inevitable process immigrants go through for their SR. Both studies also found that the presence of a support network was a crucial variable for the SR of immigrants which supports Berry's theory that a support network is a factor for the adaptation of immigrants which leads to their SR. The participants of this research have expressed how experiences of racism and discrimination caused them stress during acculturation and how they adapted ways to cope (e.g., Berry, 2006) with them to achieve their goal of migration.

The findings of this research also broaden the knowledge at hand about the theory of success and/or goal achievement such as AGT (Zusho & Maehr, 2009) and HOG (Emmons, 1989). For instance, the current findings adds to the understanding of these theories in terms of achieving SR which helps immigrants to have a clearer direction on how to achieve SR using these theories. This research work provides new information that supports HOG in how individuals strive to achieve goals such as SR. For instance, participants who migrated for economic reasons have followed gradual steps that led them to have 'Job

Security' which provides 'Financial Support'. This also supports AGT which posits that people strive to achieve goals for a particular reason. Therefore, immigrants aiming to achieve 'Job Security' and 'Financial Stability' are because their reason for migrating was for economic reasons. In support of AGT, Study One indicated that individuals must master English laws and policies and avoid situations that contradict them to be SR. As much as the findings of this research support AGT and HOG theory, it also formulates a unique theory of success that is specific to the SR of immigrants.

Both studies found a positive correlation between SR and mental wellbeing which provides supportive information on Seligman's theory of wellbeing (Seligman, 2011) by indicating how achieving or not achieving SR can impact wellbeing. 'Accomplishment' found in Study One to be a meaningful construct of SR, which elicits positive emotions such as 'Peace of Mind', and 'Happiness', and found in Study One all supports Seligman's PERMA model. Both studies also found the presence of a 'Support Network' to be crucial for the SR of immigrants. This also supports Seligman's third element of PERMA that a support network from people promotes mental wellbeing through the positive emotions it provides. The theory asserts that these elements are intertwined in the achievement of holistic wellbeing.

This association between these PhD findings and the theories mentioned above helps health and social science researchers, practitioners, and policy makers in related field to have a stronger theoretical basis for their work based on the new evidence provided in the findings of this present research (Corley & Gioia, 2011). The innovation of this research provides new knowledge and understanding of SR of immigrants which adds to the development of the theory of SR (e.g., Bıçakcıoğlu-Peynirci & Morgan, 2023).

Academic Implication:

This research project provides new and valuable information to academia on what SR means, its associated variables, and how it can be measured (Kunisch, et al., 2023). The publication of this research will inform scholars about the cross-cultural transition and acculturation experience that can lead to SR. The outcome and publication of this programme of work will inform further research. The SR scale developed will also guide researchers to test the scale and find out what SR means in other communities.

Policy-Making Implication:

This PhD provides data and findings that could be used to make policy regarding immigrants and immigration in England, the UK and other countries that have a high influx of international immigrants (Richards, 2017). For instance, some countries like New Zealand and Australia, have policies that enhance the SR of immigrants by giving them guidelines and setting targets and goals that they need to achieve SI (Samers, 2017). However, some studies have argued that the policy was set without involving the immigrants themselves which suggests that the policy may not be of benefit to them (Kortmann, 2015), or may do the opposite by isolating them which may affect their wellbeing (Huot et al., 2013).

The UK immigration policy can use the findings of this research to help establish a policy that will help integrate immigrants better and thus be successfully resettled. For instance, Study One presents how SR can be achieved in Table 7.1 which can be used as a guide by the Home Office to create a pathway for the SR of the increasing number of immigrants getting into the UK. The policy will be more valid because it is directed from the opinion of immigrants because the decision is based on evidence (Slootjes & Zanzuchi, 2022; Scholten, 2018). This will help immigrants become successfully resettled faster and better because they already have information on what could help them achieve their goal of migrating. It would also help the host country in ensuring that immigrants are contributing to the economy which will discussed in the next section.

Economic Implication:

The demographic information will inform the public about the economic contribution of the population, which may change the policy on the process of integration of immigrants in England. For instance, they may no longer be perceived as a burden to the host country but as contributors to the economy (e.g., Sherman et al., 2019). A pathway created through the policy-making on the SR of immigrants could be used to create a follow-up that would be used to assess whether immigrants have successfully resettled using the developed scale and also check how much they contribute to the economy of the country. This will also be a way of evaluating the policy created and finding ways to improve it (Scholten, 2018).

The research will also give an overview of the psychological, social, and economic factors that contribute to SR among immigrants. This will potentially help organisations that have affiliation with the population to track variables in the population and find ways to help those at risk of missing track of being successfully resettled. A policy that will help immigrants resettle better means that they will start contributing to the host country's economy faster. This is because this research project has found financial stability and job security to be part of what contributes to being successfully resettled.

Societal Implication:

This project will inform the public through the publication of its outputs in peer-reviewed scientific journals, seminars, and conference presentations on the relevant factors that might encourage integration with community members and immigrants in general. It also has the potential to change the perception of Nigerian immigrants more positively by the host community having a better understanding of the community which enforces integration. The outcome can potentially be part of a funded community programme for not just Nigerian immigrants but also African immigrants in England on how they can be successfully resettled (e.g., Chytrý, 2023).

Implication for the Participants:

As anticipated, it was a period of reflection for participants of Study One. Seven participants in Study One indicated how reflective the interview was for them which made them feel good. It made them appreciate how far they have come and/or what they need to do to be successfully resettled. This reflection is therapeutic (e.g., Hutchinson, 1994) and has the potential to improve their mental wellbeing. The outcome of the study will help direct incoming Nigerian immigrants and other immigrants on factors that can help them to be successfully resettled in England. This may help them to resettle sooner because they already have vital information on how to do that.

8.6. Limitations of the Research Project.

The limitations of these studies will now be discussed.

Theoretical Development: There were practical, methodological and theoretical limitations to using a mixed methods design that impinged on theoretical development, which I will discuss here.

Practical limitations

The limited availability of research on the SR of immigrants made the review of literature difficult in the sense that related research was more about successful integration rather than SR. Also, there has been more related research about refugees and asylum seekers rather than immigrants. The lack of availability of prior research made it difficult to compare the present research with any previous closely related research – this also has theoretical implications as well, which I discuss later. The research is also limited to Nigerians living in England only. Although, it makes the research situated temporally and culturally, this also narrows the information collected to a specific location and not Great Britain. A further limitation is that this study recruited immigrants with similar pre-

migration backgrounds and experiences, and therefore, it may not fully be applied to immigrants with different pre-migration backgrounds and experiences.

Methodological and theoretical limitations

Whilst the choice of a mixed methods design was an intentional one, an argument for this is provided for in Chapter 3 section 3.3, it also brings with it limitations theoretically and methodologically. Following on from what was mentioned earlier about the lack of availability of prior research, this also meant that there was a paucity of well-established theoretical models to draw upon. Thus, as can be seen in Chapter 2 section 2.12, I developed a synthesized theoretical model upon which to drive my research. However, the resultant model necessarily lacked a full grounding in recognized extant theory. There can be an argument here to say that the modified and synthesized theory that resulted from my work may be somewhat fragmented, which in turn could account for some of the results I discussed earlier. Additionally, blending qualitative and quantitative approaches may have attenuated the strength and clarity of theoretical insights gleaned from the research, as trying to fully honour the richness of the interview study and the generalisability of the survey work naturally curtails at least some of the conceptual rigour of each method's impact. Surely, more theoretical development is required in this area of research, and it is my hope that the work I have produced will contribute to that development.

Methodologically, there are qualitative and quantitative components to the study, and while they provided broad, robust answers to the research questions I posed, they are underpinned by different paradigms and assumptions. For example, the qualitative element is more interpretative in nature, bound by certain contexts, and seeks to generate sample specific, deep insights into the stories of SR provided by my participants. The quantitative component, by contrast, took a broader, more generalised view of the measurement of SR. Whilst these approaches can and do work together, the theoretical frameworks and assumptions underpinning the two - the socially constructed and context-

dependent qualitative approach vs. the objectivist, positivist quantitative approach - are, at certain levels, in epistemological tension with each other, which has limited my ability somewhat to develop a cohesive theory that integrates both perspectives. To some extent some of this tension was accounted for in the design of the study, employing as it did, deductive and inductive TA, which attempted deductively to capture the key facets of the synthesized theoretical model I developed in Chapter 2 section 2.12, whilst still retaining the inductive element to capture any novel arising data. The choice of TA, underpinned philosophically by critical realism and pragmatism, allowed the research to focus more on the practical side of things and to prioritize the research questions, providing not only a flexible approach to the overall design, but also adding rigour and credibility to the study. TA was thus deemed the best of all the qualitative methods reviewed to fit the mixed methods design and focus on addressing real-world issues. Taking this approach also mitigated some of the potential misalignment between the theoretical limitations described above and the methods employed.

Sample Size: The participants are likely to be limited to legal immigrants not withstanding that this research is not interested in the immigration status of the participants. This is based on the assertion that many people approached to take part in the research declined because they are not legal immigrants. They expressed their fear of being indicted through the research despite reassuring them but not persuading them that the research is anonymous and cannot be traced to any participant (e.g., Blukacz, et al., 2023; Wagner, 2019). This limited the target population which is beyond the scope of this PhD program. This is self-funded research that limits the amount of money spent on the research. For instance, the £10 Amazon voucher offered to 20 lucky participants in Study Two would have attracted more participants if the offer and number of people to win were higher. Also, if offered of voucher were made to anyone who completed the survey, it would have reduced the number of participants who did not complete the survey.

Methods Used:

As much as the interview and questionnaire were able to provide robust answers to the aims and research questions underpinning the research, a focus group would have given a different perspective to the research. For example, a focus group would have highlighted both the individual and group perspective of SR and also an opportunity to discuss diverse views, which would give a group-level understanding of participant experiences (Harkin, & Ryding, 2022). Having a focus group was not feasible because of COVID-19 lock down during the first phase of data collection. Therefore, it would have been useful to do both individual interviews and focus groups. However, immigration experiences can be a sensitive topic for some people to freely discuss in a focus group making individual interview a more convenient method of data collection for some participants who may not comfortably discuss their experiences in a group discussion (Kruger, et al., 2019).

Interview Questions:

The use of open questions in a face-to-face interview limited the inclusion of people who are non-verbal to participate in Study One. This then limited the information that could have been received from the non-verbal community of what SR could mean to them and factors that contribute to it for them.

Interview questions were focused on individual adult experiences. This does not allow children and young people to share their cross-cultural experience leading to what SR would mean to them and what contributes to achieving it. The individual interview also limits the exploring the experience of couples (for those who migrated as a couple), and families as well (for those who migrated as a family). This would have given opportunity to understand SR as perceived by individual, a couple, and as a family given a wider perspective of SR and factors that contribute or hinder it.

Interview questions explored all the three stages of cross-cultural migration and for some participants, the pre-migration, and early migration experiences are around or over a decade ago. This then means that the account of the interview may not be as accurate as they remember leading to recall bias (Robinson, et al., 2021; Te Braak, et al,. 2023).

303

Time Frame: This research was conducted to meet specific time constraints. More time would have been needed to do the Confirmatory Factor Analysis (CFA) of the SR scale. However, the retest reliability showed how reliable the scale is. This would have been on the same population, which is likely to confirm the same findings as EFA. However, CFA would have helped give the scale more validation if time permitted.

Also, the time frame of the PhD research meant that cross-sectional study was used. Therefore, there was not enough time to have a follow-up after some years to determine the predictability of the findings. Although, it may not make any difference because it would be on the same sample.

8.7. Recommendations for Future Studies.

It is recommended that immigrants from other countries in England and the UK at large, and immigrants from other parts of the world, explore the meaning of SR and its factors to assess how their findings relate or differ from this PhD project. The SR scale developed is a valuable scale that other immigrants from different origins can use to conduct similar research to establish the reliability, validity, and usefulness of the scale (Morgado, et al., 2017).

It is recommended that the model developed in Figure 2.5 be tested by researchers to see if it is a useful model for understanding SR among immigrants of different communities in different countries and to explore its effectiveness and validity for immigrants in general.

The recommendation would be for this type of research to be conducted with Nigerians in other parts of the UK to see if there is any difference in the findings based on their location, or if it reflects the same. Based on some potential participants' responses of not taking part because they do not have legal immigration status, it is recommended that future studies might investigate the specific types of immigration status in exploring the meaning and factors of SR with strong consideration of ethics in carrying out such research. One of

the ways to protect the participants would be to use anonymous social media contact to participate in the research (Crow & Wiles, 2008; Saunders, et al., 2015) and provide incentives that will make the participants willing to take part (Abdelazeem, et al., 2022).

Applying and receiving grants and/or scholarships in the future would improve the incentive offered to participants which would increase the sample size and reduce the number of incomplete questionnaires. Scholarship and/or grant will ease financial pressure on the research which can help them to offer an attractive incentive that would motivate more people to participate in the research.

It is recommended that future studies should collect data three different types of data. This would be individual interview, focus group, and questionnaire. This present PhD program collected data with individual interview and questionnaire. A focus groups will help to gather more information in a group. The group could be couple, family members (including children and young people), or individuals who either familiar or anonymous to each other but meet the inclusion criteria for the research. This will give an overview of their cross-cultural experience as discussed in a group leading to a collective meaning of SR and how it can be achieved. Children and young people involvement with their parents' consent taking part may give a new perspective on what we already know or may not know about SR and how it can be achieved.

To be more inclusive, the interview should allow non-verbal people to write down their response in the future. The funding received would also be used to provide Braille to the blind or partially blind community of the researched group. The disabled community may have a different information to provide to what we already know. Therefore, it is recommended that this community is explored in future research.

Since there was not enough time to conduct CFA, it is recommended that future study conducts CFA to further test the SR scale.

A longitudinal study is recommended in the future to follow up on the participants over a period of years to determine the predictors of SR. The research will find out if participants

who were yet to successfully resettle during the time of this PhD research have resettled and what variables contributed to their resettlement. If they are yet to be resettled, the research will find out what the hinderances are. For participants who were successfully resettled at the time of the PhD, a follow-up will determine if anything has changed.

Length of stay was significantly associated with SR, and SR improves wellbeing. However, length of stay was found to lower wellbeing. This finding requires further exploration to understand differences in the relationship. As pointed out in Chapter 7, discrimination, religion, relationship status, and level of education, whilst they do not have a significant relationship with SR and mental wellbeing, they do have links with acculturation stress, support-network, and employment status respectively, all of which have significant relationships with SR and mental wellbeing which indicates the need for further studies to explore these variables more.

The importance of these future studies is that they are likely to answer the identified unanswered questions and provide more information on what could have been done differently in the present research. It will also expand the knowledge provided by this research and confirm the generality and relevance of this PhD research.

8.8. Conclusion of the Chapter.

This Chapter has presented how both studies addressed the aims and objectives of the research project. The key outcomes of the research were presented. This was followed by a presentation of the original contributions to knowledge and the implications of the research, which highlighted the various significance of the research. The Chapter also pointed out the limitations of the research, why they are important, and how they could be overcome in future research. Recommendations for future research were made at the end.

As much as this PhD work is unique to Nigerians in England, the Study One findings in Chapter 5, and Study Two Results in Chapter 6, support a battery of knowledge of literature and theory reviewed from a range of populations from all corners of the world in Chapter 2 and discussed in Chapter 7 which were also highlighted in this chapter which points out that the outcome of this PhD work applies to other immigrants.

At the end of this thesis, I hope to have demonstrated how this programme has made an original contribution to the body of knowledge by having a standard definition of SR, finding what helps to achieve SR, and how SR impacts wellbeing. The research project has also indicated the importance of having an SR scale and has gone further to uniquely develop one. It has shown how important the research project is to both present and future immigrants in general and their host communities.

Data Access Statement.

"*Data supporting this study are available from NTU Data Archive*

at https://doi.org/10.17631/rd-2023-0011-ddat. Access to the data is limited to

researchers affiliated with research organisations due to legal and ethical considerations.

Requests to access the data should be directed to LIBResearchTeam@ntu.ac.uk."

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Appendices.

Appendix A

Methods of Literature Review and Database Search.

The table below presents an overview of each these methods of literature review with its strengths and weaknesses.

Table

Methods of Literature Review

Types of Literature Review.	Overview.
Narrative Review.	It is a method of summarising a small area of literature. It is suggested to be like the literature review and has been criticised for being biased and not being able to be reproduced because of its possibility to lack vital information (Grant & Booth 2009).
Systematic Review.	It uses different databases to identify, summarise, and integrate all available literature that answers questions on the aim of the study (Centre for Reviews and Dissemination, 2009). According to Grant and Booth (2009), it "seeks to draw together all known knowledge on a topic area" (p. 102). Grant and Booth (2009), also suggested that its weakness is that its inclusion criteria can limit other information that can give insight to the research area.
Scoping.	It is used for structuring the literature without synthesising them before using systematic review which is a more specific method (Centre for Reviews and Dissemination, 2009). It helps in deciding whether a systematic review is necessary or not, therefore cannot usually be used as a conclusive review (Grant & Booth, 2009).
Rapid Evidence Assessment Review.	It considers the availability of time for the research to summarise and synthesise evidence-based literature that answers RQs. The difference between this method and systematic review is that the latter is a broader method of review. According to Smith and Noble (2016), the stages of rapid evidence assessment review are background (giving a little information about the research); aims and objectives of the research; review design and methods (stating the type of literature review with information on the databases used using CASP criteria); findings (stating the number of available literature and what their findings were); discussion; and conclusion. One of the strengths is that it systematically extracts variables relevant for the research within a limited time frame while the weakness is that limiting the time of the review can make the review biased and lack quality (Grant & Booth, 2009).
Critical Review.	According to Grant and Booth (2009), it is an extensive search and use of literature and other relevant sources to critically analyse them which is aimed at making a hypothesis. According to them, one of the strengths is that it gives valuable information on previous work while the weakness is that it lacks a systematic process of other reviews by not having a formal method of its use.
Realist Review.	It is aimed at identifying whether a mechanism of intervention works or not by exploring the evidence and giving a detailed explanation of the findings (Pawson et al., 2005).

Review of reviews/ Umbrella review.	It is the systematic collation of various research in other to summarise them. It is used when a RQ is wide, and some systematic review has already been done on the topic (Noble & Smith, 2018). It gives the researcher an overview of relevant information available, but it is not currently in use because of its lack of feasibility in libraries (Grant & Booth, 2009).
Meta-Synthesis.	It is a method of review that systematically synthesis results of qualitative studies adapted from thematic synthesis and phenomenology methods (Lachal et al., 2017). This method of literature review uses STARLITE (Sampling strategy, Type of study, Approaches, Range of years, Limits, Inclusion and Exclusion, Terms used, electronic sources) to report its search (Lachal et al., (2015). It is like a systematic review, but meta-synthesis is for qualitative studies while the former is for quantitative studies. One of the strengths is that it can be used to "investigate perceptions of new roles from the point of view of either those filling the roles, from the point of view of either those filling the roles or those with whom the post holder interacts" (Grant & Booth, 2009, p. 100). Meta-ethnography is a method of review that explores, summarises, and brings together themes, contents, and narratives from different qualitative studies (Dixon-Woods et al., 2005). It is an approach that can be used for meta-synthesis (Siau & Long, 2005).
Mixed Methods/Integrative Review	It uses a combination of both qualitative and quantitative studies to systematically identify important evidence that answers a RQ (Christmals & Gross, 2017). The researcher uses the range of evidence to summarise, critique, and make conclusions objectively about each identified topic. It helps identify gaps in knowledge and provide holistic information on a topic area (Grant & Booth, 2009).

Noble and Smith (2018) highlighted that the most used methods of review are Systematic review, Rapid evidence assessment, Scoping review, Mixed Methods/Integrative review, and Realist review, because they are the most relevant. Smith and Noble (2016) suggests that "the type of literature review depends on the review purpose" (p. 2). A mixed Methods/Integrated Review was chosen for this thesis after reviewing other methods because this research is taking a mixed method approach utilising both qualitative and quantitative research. The review helped in identifying gaps, directing the aims of the research study, and helping in developing RQs (Grant & Booth, 2009). Other sources (grey literature, media, national statistics facts, Figures, etc.) relevant for the research were used.

This decision led to a relevant literature database search. The purpose of the search was:

A. To have access to and review literature specific to the research topic.

B. To narrow down the research topic while ensuring that it is innovative.

C. To identify gaps in research.

Observation on results: The initial search was general about cross-cultural transition/acculturation/successful resettlement which mainly resulted in research about refugees. When the search was narrowed to African and Nigerian, there were no results about SR among Nigerians resident in any part of the world. Many people have migrated from Nigeria to England but what SR means to them and the factors and that lead to has not been researched. Google scholar does not give an exact number of available resources rather number of resources. The researcher used the same method in writing the number of resources found. Most of the search results were on migrants, but mainly refugees in relation to parenting, academic performance of children, children and adolescents, physical and mental health impact. Some search results have been on second generation immigrants. Search on Nigerian immigrants also yielded results about Nollywood and Nigerian film culture, and colonialism which were excluded.

Search results about SR yielded research about Successful Integration (SI) which led to ask is SI the same as SR? Most of research studies that were somehow related to the present research have been on refugees and USA based research. There is an obvious need to do research among Nigerian immigrant resident in the England.

Limitations of the Search: There was an abundance of documents that came out during the search, which all needed sorting out into documents required for the research. Therefore, some relevant documents may have been omitted due to human error while selecting the relevant documents.

Databases.	Success.	Successful Resettlement.	Successful Resettlement of Immigrants.	Successful Resettlement of African Immigrants.	Successful Resettlement of Nigerian Immigrants.
ASSIA (Applied Social Science Index and Abstracts).	67,137 results.	576 results.	288 results.	139 results.	Six results. These were general articles about African immigrants and refugees and not specific to Nigeria. None of them was about successful resettlement.
JSTOR.	1,875,622 results.	16,403 results.	4,646 results.	2,095 results.	194 results. Some of the articles were about Nigerian immigrants in the USA. Some other articles were about other African immigrants. A quick look through the results did not indicate anything specific to successful resettlement.
PsycINFO.	Six results.	Four results. The same books were shown in both searches.		Fourteen results. Both searches yielded the same result with the same articles.	
Scopus.	1,672,106 results.	2,023 results.	642 results.	329 results.	Thirteen results. Not specific to Successful resettlement or Nigerian immigrants.
Google Scholar.	About 5,520,000 results.	About 138,000 results.	About 76,900 results.	About 44,000 results.	About 15,400 results.

		Two relevant articles on successful resettlement but refugees.		Many materials were found about African refugees and resettlement.	One relevant article on successful integration among Nigerian immigrants in the US was found.

Databases.	Cross-cultural Transition.	Cross-cultural transition of Immigrants.	Cross-cultural transition of African Immigrants.	Cross-cultural transition of Nigerian Immigrants.
ASSIA (Applied Social Science Index and Abstracts).	6,889 results.	1,474 results.	775 results.	Thirty-five results. Some studies about Nigerian immigrants were found but most of them were in the United States of America (USA).
JSTOR.	4,326 results.	750 results.	320 results.	923 results. Some book Chapters on Nigerian immigrants were found.
PsycINFO.	Two results.	Four results.	One result.	Zero results.
Scopus.	53,278 results.	9,149 results.	4,080 results.	302 results On African immigrants.
Google Scholar.	About 4,280,000 results.	About 661,000 results.	About 283,000 results.	About 26,000 results. Not necessarily Nigerians. In fact, I could not find anything specific about Nigerian immigrants and cross-cultural transition.

Databases.	Acculturation.	Acculturation of African Immigrants.	Acculturation of Nigerian Immigrants.
ASSIA (Applied Social Science Index and Abstracts).	7,209 results.	1634 results.	Forty-nine results. Most of the materials found were on health-related studies among Nigerian immigrants resident in the USA.
JSTOR.	905 results.	134 results.	Eleven results.

			The majority were about the Muslim religion in Africa.
PsycINFO.	Two results.	Three results. 596 (acculturation of immigrants and emigrants).	Two results.
Scopus.	66,993 results.	12,603 results.	438 results.
Google Scholar.	About 641,000 results.	About 128,000 results.	About 16,000 results. One relevant article was found.

More information on the search.

Source Type: All.

Document Type: All.

Language: English.

Date: Anytime.

Type of Search: Advanced.

Date of Search: 30/10/2019 for ASSIA and PsycINFO.

31/10/2019 for Scopus and JSTOR.

23/01/2020 for Google Scholar.

Databases.	Successful resettlement of Immigrants.	Successful resettlement of African Immigrants.	Successful resettlement of Nigerian Immigrants.	Date of Search.	Type of Search.	Source Limits and Types.
ASSIA	Fifty-four results. Most were about medical research on immigrants and non were relevant to my research.	Twenty results. Most were about refugee youth and adolescents which is not relevant to my research.	Two results. One on cervical screening of refugees and another on the mental health of child and adolescent refugees. None was relevant to my research.	18-05-2020.	Advanced from anywhere.	From 3 years back to date, from all sources. Language: English.

APA PsycINFO	Zero results. Suggested searches were not relevant as well.	Zero results. Suggested searches were not relevant as well.	Zero results. Suggested searches were not relevant as well.	18-05-2020.	Advanced from anywhere.	From 3 years back to date. Language: English. Age: Adulthood. Record Type, Methodology, Supplemental Data, and Target Audience: All.
JSTOR	320 results. One journal article was downloaded.	2725 results. Three articles were downloaded.	Fifteen results. No relevant material was found.	18-05-2020.	Advanced search from all contents.	From 2017-2020 in the English Language.
Scopus	214 document results. Four articles were downloaded.	113 document results. Four articles were downloaded.	Nine document results from 2014-2020. None was relevant to my research.	19-05-2020.	Advanced search in Social Science and Psychology.	From 2017-2020 in the English Language

Databases.	Cross-cultural Transition of Immigrants.	Cross-cultural Transition of African Immigrants.	Cross-cultural Transition of Nigerian Immigrants.	Date of Search.	Type of Search.	Source Limits and Types.
ASSIA	Fifty results. Two research-related articles were downloaded to check the relevance of the use of scale.	Forty-seven results. One relevant article was downloaded.	Four results. None were relevant to the research. It was about career transition and child-rearing practices.	18-05-2020.	Advanced from anywhere.	From 3 years back to date, from all sources. Language: English.
APA PsycINFO	Zero results. Suggested searches were not relevant as well.	Zero results. Suggested searches were not relevant as well.	Zero results. Suggested searches were not relevant as well.	18-05-2020.	Advanced from anywhere.	From 3 years back to date. Language: English. Age: Adulthood. Record Type, Methodology, Supplemental Data, and

						Target Audience: All.
JSTOR	791 results. No relevant article was found.	459 results. No relevant article was found.	Twenty-one results. No relevant article was found.	18-05-2020.	Advanced search from all contents from Psychology, Public health, Sociology, Social Work, and African Studies.	From 2017-2020 in the English Language.
Scopus	2,071 document results. None downloaded.	903 document results. One document was downloaded.	Sixty-four document results. Two documents were downloaded.	19-05-2020.	Advanced search in Social Science and Psychology.	From 2017-2020 in the English Language

Databases.	Acculturation of Immigrants.	Acculturation of African Immigrants.	Acculturation of Nigerian Immigrants.	Date of Search.	Type of Search.	Source Limits and Types.
ASSIA	551 results. Three relevant articles were downloaded.	237 results. Two relevant articles were downloaded.	Thirteen results. One relevant article was downloaded.	18-05-2020.	Advanced from anywhere.	From 3 years back to date, from all sources. Language: English.
APA PsycINFO	181. Two relevant articles were downloaded.	Only one result was downloaded because it is relevant.	Zero results were found.	18-05-2020.	Advanced from Scholarly articles only.	From 3 years back to date. Language: English. Age: Adulthood.
JSTOR	372 results. No relevant material was found.	212 results. No relevant material was found.	Nine results. No relevant material was found.	18-05-2020.	Advanced search from all contents from Psychology, Public health, Sociology, Social Work, and African Studies.	From 2017-2020 in the English Language.
Scopus	6,140 document results. None downloaded.	2,595 document results. None downloaded.	113 document results. One document was downloaded.	19-05-2020.	Advanced search in Social Science and Psychology.	From 2017-2020 in the English Language.

Data Management Plan

Psychosocial Determinants of Successful Resettlement among Nigerian Immigrants Resident in England: A Mixed-Methods Approach.

A Data Management Plan created using DMPonline

Creator: Adauzo Ubah

Affiliation: Nottingham Trent University

Template: NTU PGR Data Management Plan

ORCID iD: 0000-0002-4172-4449

ID: 47761

Start date: 01-10-2019

End date: 30-09-2024

Last modified: 09-11-2021

Grant number / URL: N0890266

Psychosocial Determinants of Successful Resettlement among Nigerian Immigrants Resident in England: A Mixed-Methods Approach.

1.   **Defining your data**

Describe your data and how you will be working with it

I'm generating new data qualitative and quantitative data over two phases of my research project. The first study used interview data through the phone. The result of the first study informed the second stage of the study. The second study will be using Questionnaire: Online (electronic). In the first study, thirty-two participants took part in an in-depth interview which was audio-recorded. The interview was analysed using thematic analysis. The findings of study one then informs study two. Study two collected data 308 responses but only 213 were valid for the analysis of data. As part of study two, a follow-up survey received fifty-four responses of which fifty were used for the test-retest reliability analysis.

• Exploratory factor analysis (EFA) was used to assess the factor structure of the scale that is meant to measure the essence of what it is like to experience successfully resettled. This method of analysis is valuable in the construction of the new scale (Costello and Osborne, 2005).

• Multiple regression Analysis will be used to see how various variables can relate with successful resettlement and how successful resettlement relates with psychological well-being (Morrissey, and Ruxton, 2018).)

What formats and software will you use?

Interview data in the form of audio files will be generated, and then transcribed into text files. Survey responses will be collected using the Qualtrics online survey tool. Qualtrics online survey tool was used for a consent form, information sheet, demographic information, and debriefing information for both studies. Software used for the analyses of these studies was NVivo 12 Pro for the first study and SPSS for the second study. Data will not only be saved in NVivo 12 Pro and SPSS 27 file formats but also open source or common application files, such as .csv and .xlxs. to ensure future accessibility.

How much data do you expect to generate?

Thirty-two (32) participants took part in the first study for the in-depth interview which lasted approximately an hour (approx. 50 MB per interview/ 1.5 GB in total in compressed MP3 file format) through skype or phone. For the second study, I collected data electronically from 308 participants but only 213 which were valid were used for EFA, CFA, and MLR. In a follow-up survey which is part of study 2, 54 data responses were recorded but only fifty with complete responses were used for the test-retest reliability. I assume that I will need no more than 10 GB for the whole research, but less than 1GB will be retained for archiving.

1. Project details

Full name: Adauzo Ubah

Unique ID: N0890266

Project Title: Psychosocial Determinants of Successful Resettlement among Nigerian Immigrants Resident in England: A Mixed Methods Approach.

Project start date: 2019-10-01

Project end date: 2024-09-30

Project context:

I am studying the perceptions and meaning of successful resettlement and factors that contribute to them among Nigerian immigrants resident in England. The research will take place in England. It is self-funded individual research. It is based in the Psychology department of Nottingham Trent University.

2. Compliance & data ownership
Is some/all data subject to any institutional, legal, ethical, or commercial conditions?

Yes - I need to manage my research data per the following policies which I have consulted:

- The NTU RDM Policy.

- Data Security-Portable Devices and Media Policy.

- Information Classification Policy.

- NTU Records Retention Policy.

- NTU Research Ethics Policy.

What do you need to do to comply with these obligations?

I need to ensure that:

- Data is archived in an appropriate data repository for at least 10 years.

- Data is registered at NTU.

- The data generated will be made as openly available as appropriate but identifying details will be redacted.

- A data availability statement is included in my thesis and any other publications.

- I will abide by ethics and data protection law.

- All data collected will be stored securely during the project (See Section 3a-c).

- I will get full and informed consent from participants for data sharing and give them the option to opt out of the study when they wish within a stipulated time stated in the information sheet.

Since I am researching a sensitive topic, I will put additional safeguards in place to protect my data. Data will be stored in pseudonymised form; I will assign unique codes to the participants during the project (e.g., 001, 002, …). I will destroy the code at the end of the project to anonymise the data before any data-sharing taking place. I will also ensure that the participant information sheets clearly explain that personal information will not be shared but seek consent for the archiving and sharing of anonymised data. See also Sections 3, 4 and 5 for how I will store/ protect data during and after the project.

Who owns the data?

- I own the rights to the data that I generate during this research.

- The participants also owe the data and will be able to withdraw the data within a cooling-off period of two months from the date of data collection because that is when the data is likely to be used for data. Therefore, the participant cannot withdraw if the data is already used for analysis.

- I will use the data during and after my studies as described in Sections 3, 4, and 5 of this DMP.

3. Working with your data

Where will you store your data?

The NTU Data Store is where I will store all my project data because I am managing personal and potentially sensitive data. It will only be stored temporarily on other devices, or in paper format. An audio recorder will be used to record interviews. Audio files will be deleted from this device as soon as data has been transferred into my project folder on the NTU datastores. Any data used for recording, transcribing, or analysing data will be stored in a locked suitcase and will then be destroyed by the NTU confidential waste disposal service after it has been stored.

How will you back up your data?

The NTU data Store automatically backs up my data. However, when generating the data, I used a backup audio recorder.

Who else is allowed to access this data during the project?

- No one else will have access to the code assigned to each participant, which will allow the identification of each participant. This will be managed through the creation of a subfolder that will contain all raw data. Only I will have access to the subfolder that contains the code assigned to the participants.

- The supervisory team will have access to the pseudonymised data folders.

- Participants will be informed that their participation in the project and their personal information are confidential and that their identity will not be shared with anybody other than myself, not even my supervisory team. This means that I will need to explain this carefully in the participant's information sheets.

How will you organise your data folders?

- Data and documentation files will be held in various categories of demography such as age, gender, and length of stay in the UK for analysis purposes.

- Data files will also be organised by research type such as qualitative or quantitative.

- E.g., study one will be:

Interviews>Audio

>Transcripts

- E.g., study two will be:

Survey>Raw

>Analysed

How will you name your files?

The file names will be according to the date and ascending order of collections from the audio recording and survey. For instance:

2020/05/05/001int for participant one and in that order for all the participants in other to keep them anonymous.

The unique identifier code used in the survey in the file is for easy access and identification for the researcher.

How will you manage different versions of your files?

Different versions of my files are managed as V1 (Version 1) and V2 (Version 2).

How will you ensure your data is understandable to others?

- Information about my data will be jargon-free so that potential re-users can understand it easily.

- I will be making notes as I am interviewing for better transcription and analysis of the data.

- Demography information required will be collected, stored, and analysed without the participant's name.

- The semi-structured interview will have headings such as information about moving from one culture to another for better understanding, transcription, and analysing. This will be the same for the survey.

- I will deposit the research instruments (interview schedule/ online survey tool) along with a file that describes the contents of the data folders to help users navigate through the data.

4. Archiving your data
What data should be kept, or destroyed, after the end of your project?

It is the requirement of NTU that I keep the data that supports my thesis at the end of my project and make it openly available with as few restrictions as possible. These include both raw and analysed data, including interview transcripts, and survey responses.

Audio files and any personal data will also be destroyed by the end of the project. Audio files will be deleted from the NTU data Store as soon as I am satisfied that the interview transcriptions are accurate.

Where will you archive your data?

I have consulted re3data.org and the NTU Research Data management officer, and for ethical reasons, the finalised data will be deposited in the NTU Data Archive.

The NTU Data Archive will assign a DOI to the dataset for inclusion in:

1. Data access statement of my thesis, and any other publications associated with my project

2. The metadata record for the dataset will be added to NTU's IRep.

When will you archive your data?

- Data will be deposited in the repository before my thesis is submitted for examination.

- Data that will be made publicly available (see Sections 5b and 5c) will be deposited under an embargo until the final, approved version of the thesis is submitted to IRep before the conferment of my degree.

How long will the data be archived for?

Following the NTU Records Retention Schedule, the research data will be retained for 10 years from the date of deposit.

5. Sharing your data

How will others learn that your data exists?

My data will be made discoverable in these ways:

- My thesis/ publication will include a data citation and data access statement, so readers will know where and how to access the underlying data.

- My data will be deposited and registered with NTU, so a metadata record for my research data will be created in NTU IRep. This record will offer a full description of my data, as well as a link directly to the record of my thesis. The thesis record will also link to the dataset metadata record so that people who locate my thesis will also be directed to its underpinning data

Which data will be accessible to others?

Anonymised data may be shared openly upon submission of my final and approved thesis to IRep. Any potentially identifiable data will be retained under controlled access. Therefore, it is anticipated that the survey data will be available without restrictions, but the interview data may need to be restricted (see below)

Who will you share your data with and under what conditions?

Survey data will be available to anybody upon request, but access to the interview data will be restricted to bonafide researchers conducting ethically approved research under a CC-BY-NC 4.0 licence. I will stipulate which subsets of data must be controlled and the terms for sharing when depositing my data with the NTU Data Archive.

How will you share your data?

Potential users will email the administrators of the NTU Data Archive, the Library Research Team at LIBResearchTeam@ntu.ac.uk. Anybody can request and be provided with access to the survey data. Requests for access to the interview data will need to demonstrate that they have ethical approval for their proposed project and offer information about their affiliated organisations.

6. Implementing your DMP

How often will this plan be reviewed and updated?

My supervisory team and I will review this plan at annual review meetings, and I will update it as required.

What actions have you identified from the rest of this plan?

The following actions have been identified:

- Share DMP with supervisors and discuss any amendments before submitting it with my project proposal approval.

- Arrange for the secure storage of personal, confidential data by completing and submitting the Active Research Data Storage request form.

- Write a participant information sheet and informed consent form using guidance provided by the College Ethics Committee and the UK Data Service.

- Apply for ethical approval of my research.

- Learn how to anonymise my data so that it can be shared.

- Assess and select the appropriate online survey tool for the survey (Qualtrics).

What support/ information do you need to complete these actions?

- NTU Library RDM Webpages.

- A one-to-one session with the NTU RDM officer.

- UK Data Service.

- NTU Research Data Management Officer at LIBResearchTeam@ntu.ac.uk

- RDM workshops in the RDF program.

- Online tutorial: MANTRA-Research Data Management Training

Appendix C

Interview Schedule

Section 1: Initial Draft of the Interview Schedule

Section A.

Demographic Information.								
Age.								
Gender.	Male		Female		Other (Please specify)			
Marital Status.	Single	Married/Civil partnership	Widowed	Separated	Divorced			
Employment Status.	Employed	Unemployed	Self-Employed	Studying	Unable to Work	Retired		
Level of Education.	Less than O-Level	O-Level	A-Level	Diploma	Bachelor's Degree	Master's Degree	Doctorate/PhD	Other (Please specify)
What year did you come to live in England?								
What part of England do you live in?								

Section B.

➢ **Questions about moving from one culture to the other.**

1. Could you please briefly tell me what made to move to England?

2. How has your experience of moving from Nigeria to England been?

3. What do you think you have gained because of moving from Nigeria to England?

4. What do you think you have lost because of moving from Nigeria to England?

5. Did you at any stage feel lonely because of moving from Nigeria to this country?

6. How has your life changed because of moving from one culture to the other?

7. How do you feel now about your decision to move from Nigeria to England?

> **Questions about adapting to the new culture.**

1. Do you think that you have adapted to the English culture?
2. Have you received any form of support that influence your adjustment to the new culture?
3. Have you experienced any form of stress because of adjusting to a new culture?
4. Do you think that the English government has been supportive in helping you adapt to the culture?
5. How has your relationship with the host community influenced your adjustment to the culture?
6. Do you think that you belong to this country?

> **Question about SR.**

4. What does SR mean to you?
5. Do you think that you have successfully resettled in England?
6. How long do you think it could take to be successfully resettled?
7. What experiences do you think affect being successfully resettled in this country?
8. Do you think that adapting to the new culture influences being successfully resettled?
9. Can you please tell me about your employment experiences since you moved to this country?
10. Do you think that your level of education has influenced you to be successfully resettled?
11. Do you think that your knowledge of the English language has contributed to you being successfully resettled?
12. Could you please tell me about how your experience of living in England has influenced you to be successfully resettled?
13. Could you please tell me what other factors you think can contribute to a Nigerian immigrant being successfully resettled?

Do you have anything else to say?

Thank you for taking part in this research.

The initial draft of the interview schedule above was piloted with two participants who did not eventually take part in the interview. Although, they met the inclusion criteria for the study.

Aim of Pilot Interview: To get participants' responses about the structure of the interview schedule.

For Content validity of the interview structure.

Participant Criteria: Both participants meet the inclusion criteria stated in the research proposal.

Time Scale: The pilot interview lasted 55 minutes for the first participant and, 60 minutes for the second participant.

Debriefing: Two weeks after the pilot interview, the participants were contacted to ensure that the schedule did not cause any form of distress. Both reported that they were not distressed in any way by the interview schedule and think that it is a useful research topic that will help the community being researched.

Participants' responses on the interview schedule.

2020/04/04/001PilInt Response.

They thought the interview schedule meet the aim of the research. However, they suggested that No. 9 of the third part of Section B (Could you please tell me about how your experience of living in England has influenced you to be successfully resettled?) should be rephrased because it sounds ambiguous.

2020/05/04/002PilInt Response.

They appreciated the idea behind the research and thought the schedule was good. However, they suggested the following changes in the schedule.

1. To rephrase No. 3 of the first part of Section B (What do you think you have gained anything because of moving from Nigeria to England?)

2. To rephrase No. 6 of the first part of Section B (How has your life changed because of moving from one culture to the other?) Suggestion: To use a new culture instead of one culture to the other.

3. To change No. 4 of the third part of Section B (What experiences do you think affects being successfully resettled in this country?). They made the following suggestion: To ask questions about challenges in accessing medical treatment, education (including paying exorbitantly as an international student), and employment challenges due to gender, age, and race.

4. To rephrase No. 10 of the third part of Section B (Could you please tell me what other factors you think can contribute to a Nigerian immigrant being successfully resettled?

Based on the above response, the following amendments were made to the interview schedule.

> - **Questions about moving from one culture to the other.**

3. What are the things you have gained by moving from Nigeria to England?

6. How has your life changed because of moving into a new culture?

> - **Questions about adapting to the new culture.**

4. Could you please tell me about any form of discrimination that you have experienced in accessing medical treatment, education, employment etc., that affected your SR?

9. How has your experience of adapting to a new culture influenced you to be successfully resettled?

10. What other things do you think can help a Nigerian immigrant to be successfully resettled?

Section 3: Final Version of the Interview Schedule.

Determinants of Successful Resettlement among Nigerian Immigrants Resident in England.

Interview Schedule.

This is an interview to understand what successful resettlement means to Nigerian immigrants resident in England and the factors that can lead to it. There are two Sections to the interview. Section A is personal information that will only be used to find out similarities and differences in results. You will need to tick the appropriate box in this Section and give your answers accurately. Section B will be asking questions about moving from one culture to the other, adapting to the culture, and being successfully resettled, in other to get information on the aim of this research. This Section will be an interactive session between you and the researcher. It is important that all questions are answered truthfully. The interview is voluntary. Therefore, you are free to withdraw from this interview at any time you wish. You are also free to ask a question at any time for clarification. Thank you for volunteering to take part in this research.

Section A.

Demographic Questionnaire.							
Age.							
Gender.	Male		Female		Other (Please specify)	Prefer not to say	
Marital Status.	Single	Married/Civil partnership	Widowed	Separated	Divorced	Prefer not to say	

Employment Status.	Employed	Unemployed	Self-Employed	Studying	Unable to Work	Retired	
Level of Education.	Less than O-Level	O-Level	A-Level	Diploma	Bachelor's Degree	Master's Degree	Doctorate/PhD	Other (Please specify)
In what year did you come to live in England?							
What part of England do you live in?							

Section B.

➢ **Questions about moving from one culture to the other.**

1. Could you please briefly tell me what motivated you to move to England?

2. Could you please briefly tell me about your experiences of moving from Nigeria to England?

3. What do you miss about Nigeria?

4. How has your life changed because of moving into a new culture?

➢ **Questions about adapting to the new culture.**

5. What are your thoughts about adapting to English culture?

6. To what extent have you felt supported by other people to adjust to the new culture in England?

7. Have you experienced any form of stress because of adjusting to a new culture?

8. How has your relationship with the host community influenced your adjustment to the culture?

9. How do you feel about your sense of belonging to this country?

➢ **Questions about successful resettlement.**

10. What does successful resettlement mean to you?

11. To what extent is being successfully resettled a state of mind?

12. To what extent do you think you have successfully resettled in England?

13. Could you please tell me about times when you felt fully or partly successful when resettling in England?

14. To what extent have certain things happened to you that got in the way of you becoming successfully resettled?

15. Could you please tell me about things that have helped or could help you to be successfully resettled?

16. How has your experience of adapting to a new culture influenced you to be successfully resettled?

17. Are there things you think that you have gained by moving from Nigeria to England?

18. Are there things you think you have lost because of moving from Nigeria to England?

19. How do you feel now about your decision to move from Nigeria to England?

20. What advice would you give a Nigerian moving to England on what could help them to be successfully resettled in England?

21. Do you have anything else to say?

Thank you for taking part in this research.

Appendix D

Study 1 Messages for Participants

1. **Recruitment Message.**

Hello, I hope you and yours are well and safe. I am conducting research about the Successful Resettlement of Nigerian immigrants resident in England. I would appreciate it if you would be one of my interviewees. Please click the link below for more information and to participate if you wish. It will take about 13 minutes to read and respond to the questions provided.

https://ntupsychology.eu.qualtrics.com/jfe/form/SV_81gFwxkAOZccryd

Apart from the email provided, you can contact me on 07449 847459 for more information and/or discussion to participate.

Thank you.

2. **Reassurance of Confidentiality Message.**

Adauzo Ubah.

Good morning (first name fixed), I hope you and your family are well and safe.

Ahead of our interview today at (time of interview fixed), I want to assure you that every piece of information you give is between the two of us and cannot be shared as stated in the form. Please feel free to give as much information as possible to help my research.

Have a gracious day.

3. **Reminder Message.**

Good morning (first name fixed), I hope you and your family are doing great.

Ahead of our interview today at (time of interview fixed), I want to assure you that every piece of information you give is between the two of us and cannot be shared as stated in the form. Please feel free to give as much information as possible to help my research.

Please kindly fill in the form because I am not allowed to grant an interview without that information being filled in. I would appreciate it if you could please kindly fill out every part of the form.

Thank you and God bless you.

Have a lovely day.

Appendix E

Interview Information Sheet and Consent Form for Study One

Determinants of Successful Resettlement among Nigerian Immigrants Resident in England.

Participant Information.

Hello, my name is Adauzo Ubah and I am conducting my PhD research project in Psychology at Nottingham Trent University. I am investigating what determines successful resettlement among Nigerian immigrants resident in England. You will be asked questions about moving from one culture to the other, adapting to a new culture in England, and being successfully resettled. The interview is estimated to last for 60 minutes and there are no incentives for taking part.

Data collected from this research will be protected and stored safely. The data will be shared in my thesis and other publications but in a way that protects your identity and what you have said. This consent form will be stored separately from your data and to protect your right to withdraw your data following your immediate involvement, you will be asked to provide your unique identifier code name. The unique identifier code name will be used to identify your data so that it can be removed from the final analysis if you have a second thought and wish to withdraw within the time specified in this information sheet. If you accept to take part in the research, you will be asked to provide an e-mail address that you can be contacted with and asked to fill in the demographic information. Your participation in this research is entirely voluntary and you have the right to decide not to continue with the research up to the analysis point which will be in two months. After the analysis, your data cannot be removed because it has already been used as part of the information for the research analysis and publication. There is no consequence for choosing not to continue in the research.

Thank you for considering participation in this research project. Before you decide whether to grant me an interview, it is important that you understand the reasons why this research is being carried out, and what your participation will involve. I would be grateful if you would take the time to read the following information carefully and discuss it with other people if you wish. You are welcome to get back to me if anything is unclear and to take as much time as you need to decide whether to take part or not.

What is the purpose of the study?

The main purpose of this project is to look at how Nigerian immigrants living in England view the idea of what it means to be successfully resettled in a new country and to ask you questions about your experiences of settling into England.

The project commenced on 1 October 2019 and will run until the end of September 2023.

To better understand this, I will ask questions about the different stages of moving from one culture to the other, adapting to the new culture, what successful resettlement means to you and how it can be achieved.

The main method of gathering the information required for this research is through interviews. This interview will be through phone or skype. There will be two parts to the interview schedule. The first part will be demographic information and the second part will be questions about the research topic. The second part of the interview will be divided into three parts –

1. Questions about moving from one culture to the other.

2. Questions about adapting to a new culture.

3. Questions about what successful resettlement means and how the first two parts of the questions contribute to them.

I am aiming to interview approximately 20 people for this study.

Who is running this study?

The project is being conducted by a PhD researcher at Nottingham Trent University – Adauzo Ubah and supervised by Dr Glenn Williams, Dr Miriam Sang-Ah Park, and Dr Dung Jidong of the Psychology Department, Nottingham Trent University.

Why have I been chosen to take part?

I am asking you to give me an interview because you meet the inclusion criteria for taking part in this research.

Inclusion criteria:

1. Nigerian immigrants resident in England excluding refugees and asylum seekers to avoid triggering trauma experiences.
2. Fluent in English.
3. Adults (18 years and above).
4. Lived in England for a minimum of 5 years.

Do I have to take part?

Your participation is entirely voluntary. I have ethical approval to approach you, but you are free to take part or not, as you choose.

If you do decide to take part, you will be e-mailed this information sheet to keep, and you will also be asked to sign a consent form. You will still be free to withdraw at any time: this includes the right to withdraw your interview from the study after it has taken place. You are free to decline to answer some questions.

If you decide not to take part, or to withdraw from the interview, you will not be asked to give us any reasons. However, as stated earlier, you have the right to choose not to continue taking part in the research up to the

analysis point which will be in two months. After the analysis, your data cannot be removed because it has already been used as part of the information for the research analysis. There is no repercussion for opting out of the research.

What do you want me to do?

I would like you to take part in an interview lasting approximately an hour. It will take place through the phone or skype. The topics to be covered are set out on the attached sheet. The interview will be carried out by the PhD researcher following a schedule (date and time) agreed upon and arranged with you.

As part of the consent form, you will be asked for permission to record the interview, to ensure that the information you give us is accurately documented.

What will happen to the information I give in my interview?

The tape of your interview will be transcribed. It will then be analysed and fed into the results.

At the end of the study, all the transcripts which does not have information that identifies you will be deposited in the archive of research material maintained by Nottingham Trent University where the research is being conducted. This is usual practice because it makes valuable research data available to other researchers. However, the transcripts will not have information that identifies you before they are archived. Any information that identifies you, or that gives any clues about your identity, will be removed.

How will you protect my identity?

The tape and transcript will be managed by the researcher only.

- No one else will have access to the code assigned to each participant, which will allow the identification of each participant. This will be managed through the creation of a subfolder that will contain all raw data. Only I will have access to the subfolder that contains the code assigned to the participants.

- The file names will be according to the date and ascending order of collections from the audio recording. For instance: 2020/05/05/001interview for participant one and in that order for all the participants in other to keep them anonymous.

- The supervisory team will have access to the data folders without your identity on them.

- Data without information that identifies you may be shared openly upon submission of my final and approved thesis to IRep (the University's Institutional Repository i.e., storage space for university staff and PhD students to deposit their publications). Any potentially identifiable data will be retained under controlled access. The interview data may need to be restricted (see below)

- The researcher who has received ethical approval for the research will be the only one who has the interview data. I will clearly specify part of the data that must be controlled and the condition for sharing it when it is stored in the university's data archive.

- Once the transcripts have been deposited in the NTU repository for archive, the tape of your interview will be destroyed, and the relevant files erased from our computers.

You will not be named or otherwise identified in any publication arising from this project

I will exercise all possible care to ensure that you cannot be identified by the way I write up our findings.

What are the possible disadvantages and risks of taking part?

The main cost to you will be the time needed to be interviewed. There is no risk envisaged in this research. However, you will be contacted after 14 days to ensure that the interview has not affected you in any way detrimental to you. You will also be issued with a debriefing form at the end of the interview which will give you relevant contacts if you need them. The contacts are as follows:

- The Samaritans.

  Telephone: 116 123 available 24 hours 365 days per year.

  Email: jo@samaritans.org
- Victim Support

  Telephone: 08 08 16 89 111
- Wellness in Mind Helpline.

  Telephone 0800 561 0073 between 9 am and midnight, 365 days per year
- Nottingham Trent University Counselling Services.

  Telephone: +44 (0)115 848 6487

  E-mail: counselling@ntu.ac.uk

What are the possible benefits?

This interview will give you an opportunity for self-reflection (looking at how far you have come) and I hope that it improves your mental well-being. I hope that you will find the interview interesting and will take satisfaction from helping to develop knowledge of this important topic. I also hope that you will find the results of the project helpful in giving upcoming immigrants practical information on how they can be successfully resettled in England.

What will happen to the results?

The result of the data will form a major part of my PhD thesis and will be made discoverable in some ways:

- My thesis and other publication (seminars and journal articles) will include a data citation and data access statement, so readers will know where and how to access the underlying data.

- My data will be deposited and registered with NTU, so a metadata record for my research data will be created in NTU IRep. This record will offer a full description of my data, as well as link directly to the record of my thesis. The thesis record will also link to the dataset metadata record so that people who locate my thesis will also be directed to its underpinning data.

How can I find out more about this project and its results?

A summary of the findings of this research can be e-mailed to you if you request it from the researcher on the email that will be provided to you or the Nottingham Trent University Library Research Team at LIBResearchTeam@ntu.ac.uk.

Has anyone reviewed the study?

The project was reviewed by three members of the supervisory team and one independent assessor before it was approved by NTU's CRDC (College Research Degrees Committee). The research project received ethics clearance from the CREC (College Research Ethics Committee).

Who is responsible if anything goes wrong?

This research project is being carried out at Nottingham Trent University (NTU). Therefore, NTU is responsible for the conduct of the project.

Contacts for further information:

I can be contacted via email at adauzo.ubah2019@my.ntu.ac.uk. My director of studies who is the main supervisor, Dr Glenn Williams Department of Psychology, can be contacted at glenn.williams@ntu.ac.uk

Determinants of Successful Resettlement among Nigerian Immigrants Resident in England.

<u>Agreement to consent</u>

- *I voluntarily consent to participate in this study and for the interview to be audio recorded.*
- *In completing this form, I certify that I am 18 years of age or older and I meet other inclusion criteria listed in the information sheet.*
- *I shall be given a copy of this consent form to keep.*
- *I understand that every information provided here will not have information that identifies me as stated above.*
- *As a duty of care of the researcher, if at any point I state anything that may be harmful to me or others, the specific information will be disclosed to the appropriate authority for safeguarding.*

Please respond to your consent above:

Yes, I consent

No, I do not consent

If you clicked YES to the above, please provide the information below:

Please provide your unique identifier code name here: …………………………………………………………….

Please provide your email address here: …………………………………………………………………………………

Thank you very much for taking the time to read this sheet and for your interest in the research.

Appendix F

Interview Debriefing Form for Study One

1. Debriefing Message Sent to Participants.

Thank you very much for taking part in the interview.

Please click this link for debriefing information. https://ntupsychology.eu.qualtrics.com/jfe/form/SV_0HgdjgSIgxesDTD

I will contact you 14 days from today to check on you.

Thank you once more.

Adauzo Ubah.

2. <u>Interview Debriefing form</u>

Thank you for taking part in the interview.

 Determinants of Successful Resettlement among Nigerian Immigrants Resident in England.

Researcher: Adauzo Ubah.

- ➢ What are the aims of the study?

  The main purpose of this project is to look at how Nigerian immigrants living in England view the idea of what it means to be successfully resettled in a new country and to ask you questions about your experiences of settling into England.

- ➢ What if I have any questions about the study that I would like to ask now? Study contact details are provided below.

- ➢ How can I contact the researcher if I have any further questions or if, for any reason, I wish to withdraw my data once I have left? Your participation in this research is entirely voluntary and you have the right to choose not to continue taking part in the research up to the analysis point which will be in two months. After the analysis, your data cannot be removed because it has already been used as part of the information for the research analysis and publication. There is no consequence for choosing not to continue in the research. If you wish to withdraw, you can contact the researcher at adauzo.ubah2019@my.ntu.ac.uk

- ➢ Can I obtain a summary of the results of the study? What form will this summary take?

  To obtain details of the results contact the researcher at adauzo.ubah2019@my.ntu.ac.uk or LIBResearchTeam@ntu.ac.uk

- ➢ This study has raised personal issues that I am not comfortable discussing with the researcher now – what should I do? Support network details are included below.

The researcher will contact you 14 days after today to ensure this interview has not caused any harm to you. If you feel you have been hurt in any way by taking part in this research and would like to speak to an independent support service, you are advised to seek help from:

- The Samaritans.

    Telephone: 116 123 available 24 hours 365 days per year.

    Email: jo@samaritans.org
- Victim Support

    Telephone: 08 08 16 89 111
- Wellness in Mind Helpline.

    Telephone 0800 561 0073 between 9 am and midnight, 365 days per year
- Nottingham Trent University

    Counselling Services.

    Telephone: +44 (0)115 848 6487

    E-mail: counselling@ntu.ac.uk

I have concerns about this study or how it was conducted – who should I contact?

Dr Glenn Williams.

Director of Studies for the research.

Tel: (+44) (0) 115 848 2385

Email: glenn.williams@ntu.ac.uk

In the first instance, you should contact the main supervisor of the project using the contact information provided above.
If your concerns are not dealt with then you can contact
School of Social Sciences Research Ethics Committee.
Email: SOC.Ethics@ntu.ac.uk

3. The 14th Day Debriefing Message.

Good morning,

I hope you and yours are well and safe.

This is the 14th day since you took part in my research. I am checking to ensure that the interview has not caused you any form of distress. Please contact me on 07449 847459 or Adauzo.Ubah2019@my.ntu.ac.uk if you have any concerns.

You can also check the debriefing information sent to you after the interview for more information.

Thank you once more for taking part in my research. I do appreciate it.

Have a lovely day.

Comparing Different Methods of Qualitative Analysis

Types of Qualitative Analysis.	Description and Strengths of the analysis.	Steps of the Analysis.	Limitations of the Analysis.
Interpretative Phenomenological Analysis (IPA).	• It is aimed at exploring and understanding the personal meaning and lived experience in other to make sense of the participant's personal and social world. (E.g., Smith & Eatough, 2016). • It is suitable for personal accounts, diaries, and semi-structured interviews. (E.g., Smith & Osborn, 2015).	The stages of analysing IPA by Eatough and Smith (2012): ➢ Recording of initial thoughts, ideas, and comments during the transcription. ➢ Turning the ideas, thoughts, and comments into themes or phrases while being mindful of the participant's words and the researcher's interpretation. ➢ Refining of data to make connections between themes and clustering them together. ➢ Giving the cluster a descriptive label that denotes the theme. ➢ Separating superordinate themes from subthemes. ➢ Writing a narrative of the interpretative account.	▪ A language which is how participants communicate to the researcher has been argued to construct rather than describe reality. ▪ It has also been criticised d for not being suitable for participants who are not able to express their lived experiences in the sophisticated way expected by the method. ▪ It limits the phenomenon because it does not pay attention to the origin but to the perception of the participant which may be their reflection and not the actual situation of what is being narrated. (For. e.g., Willig, 2013).
Grounded Theory.	• It involves identifying and integrating categories of meaning in the collected data in other to formulate a theory. (E.g., Payne, 2016). • It compares similarities in the statement of participants to understand the phenomenon that is being studied. (e.g., Charmaz, 2006).	The stages of analysis of grounded theory as described by Charmaz, (2015) are: ➢ Coding the data by: 1. Defining what the data is all about. It is the pivotal link between collecting data and developing an emergent theory to explain these data. 2. Comparing each level of analytical work. 3. Examining each line of data and defining	▪ It can take a lot of time, therefore, limiting large data (Guest, et al., 2012; Hawker, & Kerr, 2016). ▪ It limits the application of phenomenological research questions because it focuses more on finding social processes. ▪ Criticised for not satisfactorily addressing the question of reflexivity. (e.g., Willig, 2013).

		the actions or events observed.	
		➢ Raising focused codes to conceptual categories by:	
		➢ a.) Establishing the content and form of your emerging analysis.	
		➢ b.) Prompts to evaluate and clarify categories and the relationship between them.	
		➢ Memo-writing: Taking categories apart by breaking them into components. Memos are written throughout the research process to examine, compare, and analyse data, codes, and emergent categories. It is the step between defining categories and writing the first draft of the completed analysis. Memo prompts to elaborate on processes, assumptions, and actions covered by the research codes and categories.	
		➢ Theoretical sampling:	
		1. Collecting more data to fill out the properties of the theoretical categories.	
		2. Sample your purpose of developing the emerging theory.	
		➢ Writing up: The theoretical categories defined will be supported by evidence, and a memo is ordered before writing.	
Conversation Analysis (CA).	• It is aimed at understanding how participants respond to each other as they talk in turns. • Its characteristics are highlighted as: (1) Data used for this study are from naturally occurring situations.	Analysis of CA as described by Drew, 2015. ➢ Look out for activities or activities the participants are engaged in. ➢ Consider the sequence leading up to the initiation of an action, to see	▪ The basic features of talk-in-interaction identified by CA are too complex to yield meaningful coding or to be analysed statistically. ▪ It focuses on the observation of talk-in-interaction

368

	(2) Themes from the data are not coded. (3) It is a qualitative study. (4) It is focused on those aspects of the talk that is significant as the participants analyse each other's turns of talk as the conversation progresses (Drew, 2015). According to Wilkinson and Kitzinger (2017 p. 74), the three basic theoretical assumptions of this analysis are: 1. A talk is a form of action. 2. Action is structurally organised. 3. Talk creates and maintains intersubjectivity.	how the activity in question may have arisen out of that sequence. ➢ Examine in detail the design (specific words and phrases used which also include intonation). ➢ Consider how the recipient responds to the first speaker's turn or action. ➢ Identifying common features in a collection. ➢ Writing up by: (1) Outlining the phenomenon of initial versions that were subsequently corrected and reduced. (2) Analyse the strengths or intensity of these initial versions. (3) Evidence of the recipient's scepticism with the speaker's claim or version of events. (4) Analysis of the turns in which the speaker retracts or reduces the initial claim. (5) Analysis of how speakers manage, while retracting the initial claim, retract only its strength and not its essential correctness, the construction of a lesser version that is nonetheless consistent with the initial version. (6) Accounting for how these initial versions came to be made in the first place – how they were generated out of the prior interaction.	without attention to the cognitive aspect. ▪ It focuses so much on the details of the talk-in-interaction that thereby excludes the wider areas of social and political realities.
Discourse Analysis.	• It is aimed at understanding the effects of language, especially in group interaction • Some of its uses are: a) Understanding changes that occur and how they happen. b) To answer questions that assess the psychological	Approaches in analysing discourse analysis as described by Willig (2015). ➢ Reading the transcript carefully. ➢ Coding by highlighting, copying, and filing all the relevant Sections of text for analysis.	▪ It is argued that it does not address subjective questions. ▪ It focuses on the way participants read each other's text instead of paying attention to what they say means to them (Willig, 2013).

	c) To understand the mechanism of change interaction. (For. e.g., Coyle, 2016; Johnstone, 2018; Willig, 2013, 2015;).	➤ Discursive constructions: It is interested in how discursive objects are constructed. This depends on the research question. ➤ Discourses: It focuses on the differences between the constructions which can be in various ways. It aims to locate the various discursive construction of the object within wider discourses. ➤ Action orientation: A closer examination of the discursive contexts within which the different constructions of objects are being deployed. ➤ Positionings: Looking at the position the participants offer. It identifies the location of persons within the structure of rights and duties. ➤ Practice: It is concerned with the relationship between discourse and practice. ➤ Subjectivity: This explores the relationship between discourse and subjectivity. ➤ Writing up: This is a way of clarifying analysis because writing is involved in the whole process of analysis.	
Thematic Analysis (TA).	• It is a systematic way of identifying and coding themes as they emerge in data. • Its process involves the search and identification of similar themes in a set of data. • It is used in describing participants' experiences. • It is arguably suggested to be the mother of all other qualitative analyses. (e.g., Clarke & Braun, 2016).	The 6 steps of thematic analysis as described by Braun & Clarke (2006, 2013): ➤ Familiarization with the data – Reading the transcript through and through. ➤ Generating initial codes – Systematically identifying the relevant features of the data.	• The researcher may not be able to identify the theory and epistemology because it lacks definitive theoretical bases (Javadi & Zarea, 2016). • Focusing on already identified themes in deductive TA may make the researcher not identify emerging important codes (Willig, 2013).

	There are different types of thematic analysis as described by Clarke, Braun and Hayfield (2015): I. Inductive TA is used in the analysis of primary data. II. Deductive TA is used in the analysis of secondary data. III. Semantic TA is focused on the detailed meaning the participant relates to the researcher. IV. Latent TA is those meaningful themes from the data that the researcher highlights based on assumption, but the data are not communicated by the participant. V. Descriptive TA is the type of analysis that is used in summarising meaningful patterns of data. VI. Interpretative TA is the method that interprets not just the meaning but the importance of the data.	➢ Searching for themes – putting the codes with the same meaning in a group. ➢ Reviewing themes – Looking through the themes to ensure similarity. ➢ Defining and naming themes – summarising and grouping the same themes and giving them names. ➢ Producing the report.	
Narrative analysis.	• Its data are stored. • It focuses on the genre of the story while revealing the function of the story. • It helps to understand how people's lived experiences are turned into a story and how these stories are perceived and interpreted, which influences how the story is reiterated. (E.g., Hiles, et al., 2017; Silver, 2013; Smith, 2016)	Processes of narrative analysis as described by Smith (2016). ➢ Getting the story: (1) Deciding what is a story or narrative. (2) Collect big and small stories. (3) Transcribe data. (4) Writing. ➢ Getting a grip on the story: (1) Reading the data several times, listening to the recording while jotting down initial impressions. (2) Identifying stories (3) Identifying narrative themes and thematic relationships. (4) Identifying the structure by focusing on how the story is put together.	▪ It does not check whether the story is objectively true or not. ▪ It has been criticised for lacking authenticity because different people can narrate the same experience differently. ▪ The researcher's assumptions, interpretations, and beliefs can bias the analysis. ▪ The research question determines what part of the story is being told which may omit salient parts of the story (Silver, 2013).

		➢ Opening analytical dialogue further.	
		(1) Resource questions - What resource does the story draw upon their story?	
		(2) Circulation questions - Who are the stories intended for?	
		(3) Connection questions – Who does the story connect with?	
		(4) Identify questions - What story gives people a sense of who they are?	
		(5) Body questions - What is our body telling us about the question?	
		(6) Function questions - What does the story do for and on the person?	
		➢ Pulling the analysis together: Producing a realist tale in which the story and its effects are described systematically and explained to readers.	
		➢ Build a typology: This is by reading through each result from the phases and then bringing them together to cluster them into a set of narratives that constitute various ideal types that express something unique about the participant's experience.	
		➢ Represent the results: Structure the report around the typology and give a form of an unending report because the participants are alive, and their story can change.	

Participants' Demographic Information with Pseudonyms and Duration of Interview

Participant Number	Pseudonyms	Marital Status	Age	Gender	Employment Status	Level of Education	Duration of Interview
20200801/001 INT	MUSA	MARRIED/CIVIL PARTNERSHIP	53	M	EMPLOYED	MASTER'S DEGREE	109 minutes 43 seconds
20200802/002 INT	IFEANYI	MARRIED/CIVIL PARTNERSHIP	50	M	EMPLOYED	MASTER'S DEGREE	53 minutes and 8 seconds
20200803/003 INT	BUSOLA	MARRIED/CIVIL PARTNERSHIP	46	F	EMPLOYED	MASTER'S DEGREE	56 minutes and 8 seconds
20200804/004 INT	YETUNDE	SEPARATED	41	F	STUDYING	BACHELOR'S DEGREE	54 minutes 34 seconds
20200805/005 INT	EKANEM	PREFER NOT TO SAY	42	F	STUDYING	DIPLOMA	59 minutes 20 seconds
20200805/006 INT	YEMI	MARRIED/CIVIL PARTNERSHIP	38	F	EMPLOYED	MASTER'S DEGREE	74 minutes and 16 seconds
20200806/007 INT	NKIRU	MARRIED/CIVIL PARTNERSHIP	39	F	EMPLOYED	BACHELOR'S DEGREE	71 minutes 56 seconds
20200807/008 INT	IFEOMA	MARRIED/CIVIL PARTNERSHIP	46	F	STUDYING	BACHELOR'S DEGREE	34 minutes and 7 seconds
20200807/009 INT	NKECHI	MARRIED/CIVIL PARTNERSHIP	41	F	EMPLOYED	MASTER'S DEGREE	54 minutes 33 seconds
20200808/010 INT	AFAM	MARRIED/CIVIL PARTNERSHIP	42	M	EMPLOYED	MASTER'S DEGREE	75 minutes 41 seconds.
20200809/011 INT	AISHA	MARRIED/CIVIL PARTNERSHIP	30	F	EMPLOYED	BACHELOR'S DEGREE	45 minutes 25 seconds.
20200809/012 INT	GBENGA	MARRIED/CIVIL PARTNERSHIP	42	M	EMPLOYED	MASTER'S DEGREE	64 minutes 55 seconds
20200809/013 INT	AMAKA	MARRIED/CIVIL PARTNERSHIP	50	F	SELF-EMPLOYED	BACHELOR'S DEGREE	70 minutes 24 seconds
20200809/014 INT	MFON	MARRIED/CIVIL PARTNERSHIP	50	M	EMPLOYED	MASTER'S DEGREE	55 minutes 38 seconds
20200810/015 INT	BUNMI	MARRIED/CIVIL PARTNERSHIP	41	F	EMPLOYED	A-LEVEL	38 minutes 34 seconds
20200811/016 INT	EMEKA	MARRIED/CIVIL PARTNERSHIP	50	M	SELF-EMPLOYED	DIPLOMA	42 minutes 7 seconds
20200811/017 INT	OBINNA	MARRIED/CIVIL PARTNERSHIP	50	M	SELF-EMPLOYED	0-LEVEL	45 minutes 34 seconds

20200811/018 INT	CHIMA	MARRIED/CIVIL PARTNERSHIP	48	M	EMPLOYED	DOCTORATE/PHD	64 minutes 19 seconds
20200812/019 INT	DANJUMA	MARRIED/CIVIL PARTNERSHIP	35	M	EMPLOYED	MASTER'S DEGREE	61 minutes 14 seconds
20200812/020 INT	AMINA	MARRIED/CIVIL PARTNERSHIP	42	F	EMPLOYED	BACHELOR'S DEGREE	49 minutes 53 seconds
20200812/021 INT	AMUCHE	MARRIED/CIVIL PARTNERSHIP	40	F	EMPLOYED	BACHELOR'S DEGREE	84 minutes 41 seconds
20200813/022 INT	ANU	DIVORCED	37	F	EMPLOYED	BACHELOR'S DEGREE	47 minutes 26 seconds
20200813/023 INT	SANI	MARRIED/CIVIL PARTNERSHIP	55	M	EMPLOYED	MASTER'S DEGREE	50 minutes 31 seconds
20200814/024 INT	NNEKA	SINGLE	36	F	EMPLOYED	MASTER'S DEGREE	48 minutes 01 seconds
20200814/025 INT	CHUDI	MARRIED/CIVIL PARTNERSHIP	49	M	EMPLOYED	DOCTORATE/PHD	44 minutes 51 seconds
20200814/026 INT	CHISOM	MARRIED/CIVIL PARTNERSHIP	40	F	EMPLOYED	DIPLOMA	33 minutes 18 seconds
20200815/027 INT	ADA	DIVORCED	45	F	EMPLOYED	MASTER'S DEGREE	56 minutes 37 seconds
20200815/028 INT	CHIMAMAKA	MARRIED/CIVIL PARTNERSHIP	36	F	UNEMPLOYED	MASTER'S DEGREE	39 minutes 41 seconds
20200816/029 INT	CHUKA	MARRIED/CIVIL PARTNERSHIP	40	M	EMPLOYED	MASTER'S DEGREE	42 minutes 52 seconds
20200816/030 INT	ADENIKE	MARRIED/CIVIL PARTNERSHIP	41	F	EMPLOYED	MASTER'S DEGREE	90 minutes 56 seconds
20200816/031 INT	CHI-CHI	SEPARATED	48	F	SELF EMPLOYED	MASTER'S DEGREE	46 minutes 14 seconds
20200816/032 INT	CHUMA	MARRIED/CIVIL PARTNERSHIP	40	M	STUDYING	MASTER'S DEGREE	55 minutes 58 seconds

Table of Thematic Analysis Codebook

Nodes\\Acculturation Experience

Name	Description	Files	References
Acculturation stress	The stress people encounter while adjusting to an unfamiliar environment.	23	80
Adaptation	Adjusting into the new culture.	31	133
Giving back	Offering to be involved in activities as a way of adjusting.	10	34
Communication - Culture difference	Communication differences between the two cultures.	20	79
Community Life - Culture Difference	The difference in the way of life in the new culture. Communal life (Nigeria) versus individualistic life (England).	25	56
Culture shock	Shock people experience as they encounter a different culture.	13	30
Equality and Diversity	Experience of equal opportunity irrespective of age, race, religion, gender, and sexual orientation.	12	27
Financial Stress	Financial difficulties encountered during acculturation.	17	44
Homesickness	Missing home.	27	77
Nostalgia - Food	Missing fresh and organic home food.	27	48
Trauma	Trauma experience due to homesickness.	2	3
Hostility	Feeling unwelcomed from the host community.	4	9
Isolation	Feeling left out in the home country.	6	9
Loneliness	Feeling alone in the home country.	10	25
Loss	Have a sense of loss because of moving into a new culture.	19	43
Parenting	Childcare and parenting experience that is different from home community.	13	28
Policies and Law	Policies and laws guiding the host community which influence acculturation.	16	38
Immigration Policy	Immigration policy that influences acculturation.	5	31
Access to Public Fund	Access or restriction to public funds due to immigration policy.	9	23

Name	Description	Files	References
Racism and Discrimination	Experiences of prejudice, disrespect, and denial of opportunity by the host community due to race.	26	179
Religion	Cultural differences in the way religion is practised in the two cultures.	6	24
Sense of belonging	Feeling like being part of the host community.	31	85
Starting afresh	Beginning a new life due to moving into a new culture.	5	7
Traffic Rules - Culture difference	Distinct differences in the traffic rules of both cultures and how they affected adjusted to the new culture.	7	13
Weather	Experience of adjusting to new weather that is completely different from the home community.	18	42

Nodes\\Acculturation Experience\\Education Related.

Name	Description	Files	References
Good education	The good educational system of England when compared to Nigeria.	6	11
Language proficiency	Accent, and fluency in English experienced during acculturation.	18	45
Non-recognition of foreign education	Experience of starting education all over again despite having the same qualification back home.	2	2
Teaching and learning	Formal and informal teaching and learning experience during acculturation.	17	41

Nodes\\Acculturation Experience\\Employment Related.

Name	Description	Files	References
High Skill	Being highly skilled influences employment.	4	5
Non-recognition of foreign work experience	Getting a UK working experience because the one already acquired at home is not recognised.	6	12
Professional development	Developing oneself professionally in other to adjust to practice in the host community.	5	13
Professionalism	Working with professional ethics and conduct.	2	6
Work experience	Importance of UK work experience.	11	26
Workplace attitude	Experience of how the individual is treated at the workplace.	7	24

Name	Description	Files	References
Work stress	Experience of working-related stress due to racism and financial pressure.	6	10
Work-life balance	The struggle to balance work and life.	6	9

Nodes\\Factors of Successful Resettlement

Name	Description	Files	References
Education	The importance of education for an immigrant to be successfully resettled.	8	15
Home Community	How being part of the home community influence being successfully resettled.	2	3
Information	How information helps to be successfully resettled.	19	42
Integration	Importance of integration in being successfully resettled.	6	12
Keeping fit	Wellbeing as a crucial factor in being successfully resettled.	2	3
Knowledge of Culture Differences	How awareness of both cultures influences being successfully resettled.	18	36
Legal	The importance of being a legal immigrant in other to be successfully resettled.	13	37
Prepared	How planning before migrating helps to be successfully resettled.	23	48
Budgeting	How having a financial plan influences being successfully resettled.	1	1

Nodes\\Factors of Successful Resettlement\\Person Related.

Name	Description	Files	References
Confidence	How being confident helps successful resettlement.	4	8
Determination	How determination helps successful resettlement.	16	34
Faith	How having faith in God helps successful resettlement.	16	43
Hard Work	How hard work helps successful resettlement.	13	32
Independence	How being independent influences successful resettlement.	9	28

Name	Description	Files	References
Personal development	Personal qualities developed while adjusting that helped in being successfully resettled.	12	34
Personal Skills	Personal attributes the individual already has that helped to be successfully resettled.	15	44
Resilience	How an individual's resilience affects being successfully resettled.	7	19

Nodes\\Factors of Successful Resettlement\\Support Network Related

Name	Description	Files	References
Church	These are individuals and groups of people that supported individuals during acculturation that helped them to be successfully resettled. For instance, the Church community.	12	28
Colleague - Emotional	This and others below explain who does what and what they did for support. For instance, receiving emotional support from a colleague, and childcare support from the community, friends, or family.	5	6
Community - Accommodation	Accommodation support from the host community.	3	5
Community - Childcare		5	6
Community - Emotional		5	10
Community - Fund		5	10
Community - Information		15	40
Community - Reception		2	3
Community - Socialising		13	30
Family - Accommodation		4	7
Family - Childcare		5	9
Family - Emotional		14	28
Family - Finance		13	17
Family - Information		15	25
Family - Prayer		2	4
Family - Reception		1	1
Friend - Finance		2	3

Name	Description	Files	References
Friend - Information	379	14	27
Friends - Accommodation		2	4
Friends - Childcare		3	4
Friends - Emotional		6	9
Friends - Reception		1	4
Healthcare Professional	How healthcare professionals' support helped during acculturation which influenced being successfully resettled.	2	2
Home community	How support from the home community helped during acculturation which influenced being successfully resettled.	16	40
University	How support from the university helped during acculturation which influenced being successfully resettled.	4	9

Nodes\\Mental Well-being

Name	Description	Files	References
Anxiety	Anxiety caused due to acculturation and not being successfully resettled.	11	23
Confidence	Confidence developed because of being successfully resettled.	5	8
Depression	Depression due to acculturation and not being successfully resettled.	10	20
Feeling low	Feeling experienced for not being successfully resettled.	5	7
Frustration	Feeling frustrated while trying to adjust to the new culture and/or to be successfully resettled.	1	1
Happiness	Feeling experienced for being successfully resettled.	26	71
Peace of mind	Feeling experienced for being successfully resettled.	8	11

Nodes\\Pre-migration Experiences

Name	Description	Files	References
Financial requirement	Finances required for migration.	2	5
Reluctance to move	Unwillingness to relocate from home country.	5	16

Name	Description	Files	References
Visa and Immigration Experience	Participants' visa and immigration experience before migrating.	20	46

Nodes\\Reason for migrating.

Name	Description	Files	References
Career-related	Relocating for work.	5	8
Education	Relocating to study.	19	29
Finance	Relocating for economic reasons.	4	6
Health reasons	Relocating for better health care.	1	1
High-skilled migrant visa	Relocating with high skilled migrant visa due to their profession.	1	1
Home condition	Relocating due to hopelessness in Nigeria.	1	2
Joining spouse	Relocating to join spouse.	9	14
Language advantage	Relocating because of how the English language is globally accepted.	3	10
Missionary work	Relocating for God's work.	1	1
Opportunity	Relocation to gain an opportunity to excel.	5	9
To avoid stigma	Relocating to avoid stigma.	1	3

Nodes\\Successful Resettlement

Name	Description	Files	References
Accomplishment	Achieving the aim intended for relocating.	15	24
Education	Being educated	20	61
Establishing a church	Opening a branch of the church they have back home in the host community.	1	1
Family	Having family.	17	37
Homeowner	Buying home.	15	23
Opportunity	Ability to move around the world, being in a multicultural community, and other opportunities acquired that are fulfilling because of successful resettlement.	13	31

Name	Description	Files	References
Financial stability	Being financially stable.	18	36
Fitting in	Having a life that is as close as possible to the life at home.	2	6
Home	Feeling at home.	7	17
home community	Being part of the home community.	3	3
Job Security	Holding down a respectable job.	22	52
Life satisfaction	Being satisfied with life.	5	10
Part of the community	Being part of the host community.	5	13
Acceptance	Feeling that you have been accepted into the host community.	7	11
Access to public funds and amenities	Being able to access public funds and amenities without restrictions.	11	22
Adapting to the culture and weather	Living life that reflects an adjustment to the host culture and acclimatising to the weather.	13	23
Citizenship	Having the citizenship of the host community.	19	58
Security	Feeling safe in the host community.	7	14

Appendix J

Tabular Report of the Thematic Analysis

Analytical Framework (AF)	Themes.	Inductive.	Deductive.
❖ **Acculturation Experience.**	• Acculturation Stress		✓
	• Adaptation		✓
	○ Giving back		✓
	• Communication - Culture Difference		✓
	• Community Life - Culture Difference		✓
	• Culture Shock		✓
	• Equality and Diversity		✓
	• Financial Stress	✓	
	• Homesickness		✓
	○ Nostalgia - Food	✓	
	○ Trauma		✓
	• Hostility		✓
	• Isolation		✓
	• Loneliness		✓
	• Loss		✓
	• Parenting		✓
	• Policies and Law		✓
	○ Immigration Policy		✓
	▪ Access to Public Fund	✓	
	• Racism and Discrimination		✓
	• Religion		✓
	• Sense of Belonging.		✓
	• Starting Afresh	✓	
	• Traffic Rules - Culture Difference		✓
	• Weather		✓
➢ **Education-Related.**	• Good Education		✓

	• Language Proficiency		✓
	• Non-Recognition of Foreign Education		✓
	• Teaching and Learning		✓
➢ **Employment-Related**	• High Skill		✓
	• Non-Recognition of Foreign Work Experience		✓
	• Professional Development		✓
	• Professionalism		✓
	• Work Experience		✓
	• Work-place Attitude		✓
	• Work Stress		✓
	• Work-life Balance		✓
❖ **Factors of Successful Resettlement.**	• Education		✓
	• Home Community	✓	
	• Information		✓
	• Integration		✓
	• Keeping Fit	✓	
	• Knowledge of Culture Difference		✓
	• Legal		✓
	• Prepared		✓
	○ Budgeting		✓
➢ **Person Related.**	• Confidence	✓	
	• Determination		✓
	• Faith		✓
	• Hard work		✓
	• Independence	✓	
	• Personal Development	✓	
	• Personal Skills	✓	
	• Resilience		✓
➢ **Support Network Related.**	• Church		✓

	• Colleague - Emotional	✓	
	• Community - Accommodation		✓
	• Community - Childcare		✓
	• Community - Emotional		✓
	• Community - Fund		✓
	• Community - Information		✓
	• Community - Reception	✓	
	• Community - Socialising		✓
	• Family - Accommodation		✓
	• Family - Childcare		✓
	• Family - Emotional		✓
	• Family - Finance		✓
	• Family - Information		✓
	• Family - Prayer		✓
	• Family - Reception		✓
	• Friend - Accommodation	✓	
	• Friend - Finance	✓	
	• Friend - Information	✓	
	• Friends - Childcare		✓
	• Friends - Emotional	✓	
	• Friends - Reception	✓	
	• Health Professional		✓
	• Home Community	✓	
	• University	✓	
❖ **Mental Well-being.**	• Anxiety		✓
	• Confidence	✓	
	• Depression		✓
	• Feeling low		✓
	• Frustration		✓
	• Happiness		✓
	• Peace of Mind		✓
❖ **Pre-migration Experience.**	• Financial Requirement	✓	
	• Reluctance to move.	✓	
	• Visa and Immigration Experience		✓

❖ **Reasons for Migrating.**	• Career-related		✓
	• Education		✓
	• Finance		✓
	• Health reasons		✓
	• High-Skilled Migrant Visa		✓
	• Home Condition		✓
	• Joining Spouse		✓
	• Language Advantage		✓
	• Missionary Work	✓	
	• Opportunity		✓
	• To avoid Stigma	✓	
❖ **Successful Resettlement.**	• Accomplishment		✓
	o Education		✓
	o Establishing a Church	✓	
	o Family		✓
	o Homeowner		✓
	o Opportunity		✓
	• Financial Stability		✓
	• Fitting In		✓
	• Home	✓	
	o Home Community	✓	
	• Job Security		✓
	• Life Satisfaction		✓
	• Part of the Community		✓
	o Acceptance	✓	
	o Access to Public Funds and Amenities	✓	
	o Adapting to the Culture and Weather		✓
	o Citizenship		✓
	• Security	✓	

Key:

- ❖ AF
  - ➢ Sub-AF
- • Theme
  - o Sub-Theme
    - ▪ Sub sub-theme

Appendix K
Comparing and Choosing Standardised Scale for Study 2

Scale.	No. of Items.	Instrument Type.	Scoring.	Reliability.	Validity.	Factor Analysis.	Strengths.	Weaknesses.
Acculturative Stress Index.	9	Index/ Indicator.	Likert-type scales – Yes or No.	Internal consistency: Cronbach's alpha for the Acculturative Stress Index was .66 (Savage & Mezuk, 2014).	No validity is indicated. (Savage, & Mezuk, 2014).	Exploratory factor analysis: Exploratory factor analysis, using an Eigenvalue cut-off of 1.0 and Varimax rotation, initially found three factors related to three types of stressors, accounting for 55.3% of the variance. However, including all items on a single scale led to higher reliability than any of the three factors separately. (Savage & Mezuk, 2014).	It is a useful tool for measuring acculturative stress among immigrants as cited by Martinez-Donate, et al., (2018).	It has no validity.
Acculturative Stress Scale.	9	Rating Scale.	Yes or No response format.	KR-20 for the scale was found to be .60 (Gong, et al., 2011).	No validity was indicated (Gong, et al., 2011).	No factor analysis was indicated (Gong, et al., 2011).	Easy to use.	It has no validity or factor analysis.

Everyday Discrimination Scale.	9	Rating Scale.	6-point scale ranging from 1 (almost every day) to 6 (never). A summary score is created by summing across the nine items with higher scores indicating more everyday discrimination (range: 9-54).	Internal Consistency: Cronbach's alpha was 0.88. (Kershaw, et al., 2016).	No validity was indicated (Kershaw, et al., 2016).	No factor analysis was indicated (Kershaw, et al., 2016).	Good reliability. Developed to measure discrimination on every race and ethnic group (Kershaw, et al., 2016).	No validity or factor analysis.
Life Satisfaction Measure	1	Test.	11-point scale ranging from 0 = worst possible life overall and 10 = best possible life overall.	No reliability was indicated (Walen, et al., 2000).	No validity was indicated (Walen, et al., 2000).	No factor analysis was indicated (Walen, et al., 2000).	As valid and reliable as SWLS (e.g., Cheung, & Lucas, 2014; Jovanović 2016).	No psychometric property was indicated.
MIGSTR10	10	Index/ Indicator.	Yes or no and severity rating (1-10) response formats.	Internal consistency: Item analysis of the MIGSTR10 revealed sufficient internal consistency (Cronbach's alpha = 0.68/0.69 in samples of Turkish and German patients with	Construct validity: Correlation analyses showed a significant overlap of dimensional MIGSTR10 scores (r^2 = 0.25; p < .01) with Global Assessment of Functioning scale (GAF) scores, indicating	No factor analysis was indicated (Müller, et al., 2012).	The scale helps to quantify migration-related stress levels and other factors such as resilience, cultural disparity, and how it affects the quality of life. (Nang, et al., 2019).	It has low reliability and validity.

				psychiatric disorders). Interrater reliability: The single-item ICCs for the MIGSTR10 were significantly (p < .0005) within the range of good or very good chance-corrected agreement (ICC = 0.68–0.92). (Müller, et al., 2012).	functional relevance. (Müller, et al., 2012).				
Oslo Social Support Scale.	3	Survey.	Multiple-choice questions. The median score is 10 (i.e., 'moderate social support'), with a sum score ranging from 3 to 14. High values represent strong levels and low values represent poor levels of social support.	Internal Consistency: For the three items, Cronbach's alpha coefficients displayed alpha values of 0.615 (Close Network), 0.460 (Concern/Interest of others), and 0.514 (Neighbours). The alpha values show results for the instrument overall of a specific item is deleted. It should also be noted that internal	No validity was indicated (Kocalevent, et al., 2018).	Principal Component Analysis: PCA was used to conduct exploratory factor analysis. Components were orthogonally rotated, using the varimax rotation procedure with Kaiser normalization, to obtain uncorrelated factors. Results obtained a clear 1-factor solution that explained 58.54% of the total variance and had an eigenvalue of	It is useful for measuring social functioning and has been found to predict mental wellbeing (Dalgard, 2009). It has been validated in Nigeria (Abiola, et al., 2013). It allows participants to indicate the number of people they feel close to, and how easily they can receive help from others (Mohammed, et al., 2015).	It has no validity and does not measure other areas of social support such as emotion.

				consistency for 3-item scales of this type could be regarded as acceptable with an alpha value of 0.640, as such scales have difficulty achieving high alphas. The alpha values could be regarded as acceptable withα= .640. (Kocalevent, et al., 2018).		1.756. Factor loading was high for all three items: 0.714 (Close Network); 0.770 (Neighbours), and 0.808 (Concern/Interest of others). (Kocalevent, et al., 2018).		
Satisfaction with life scale (SWLS).	5	Rating Scale.	7-point scale: 1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neither agree nor disagree, 5 = slightly agree, 6 = agree, 7 = strongly agree.	Test-retest Reliability: The two-month test-retest correlation coefficient was .82. Internal Consistency: The coefficient alpha was .87 for the scale. The item-total correlations for the five SWLS items were: 31, .63, .61, .75, and .66, again showing a good level of internal consistency for the scale (Diener, et al., 1985).	Construct Validity: Scores on the SWLS correlate moderately to highly with other measures of subjective well-being and correlate predictably with specific personality characteristics. The correlations for Sample 2 between scores on the SWLS and scores on the selected personality measures were self-esteem, .54; symptom checklist, -.41;	No factor analysis was indicated (Diener, et al., 1985).	It has been a valid and reliable instrument used over the years among diverse cultures and other socio-demographic groups for measuring life satisfaction (Emerson, et al., 2017).	Factor analysis is not yet indicated.

				neuroticism, -.48; emotionality, -.25; activity, .08; sociability, 20; and impulsivity, -.03. Scores on the SWLS correlated .02 with the Marlowe-Crowne measure, indicating that the SWLS is not evoking a social desirability response set (Diener, et al., 1985).				
Perceived Personal Discrimination Measure.	15	Rating Scale.	5-point scale, ranging from 1 = Never to 5 = Very often.	Internal Consistency: Cronbach's alpha = .92. (McGarrity, et al., 2013).	No validity was indicated (McGarrity, et al., 2013).	No factor analysis was indicated (McGarrity, et al., 2013).	Excellent reliability.	It has no validity or factor analysis.
Positive Mental Health Scale.	9	Rating Scale.	Likert scale from 1 (not true) to 4 (true).	Internal Consistency: Cronbach's alphas were respectively: .93 for all groups together, .93 for the students, .82 for retest sample one, .91 for retest sample two, .90 for retest	Construct (Convergent and Discriminant) Validity: All correlations with related measures are quite strong, supporting the construct validity of the PMH scale. In addition, the correlations are in the expected direction,	Confirmatory Factor Analysis: The following fit indices were obtained: chi-squared = 2582.25, df = 125, RMSEA = 0.064, NNFI = 0.97, 4 misspecifications remaining). Measurement Invariance: Results	It has sound psychometric properties.	Although it is designed to measure positive well-being in general, it is focused on a specific aspect of mental well-being which is the emotional aspect (Teismann, et al., 2018)

				sample three, .91 for the psychosomatic patients, .84 for the stable healthy, .87 for the incidence group, .90 for the stable mentally ill, and .85 for the remission group. Test-Retest Reliability: The Pearson correlation between the first and second administrations (one week apart) was found to be .81 (p < .01) in retest sample 1 and .77 (p < .001) in retest sample 2. With a time, lag of four weeks (retest sample 3), test-retest reliability of .74 resulted (p < .001). (Lukat, et al., 2016).	conditional on the positive or negative coding of the variables. For example, satisfaction with life correlates positively with the PMH scale. As expected, age and gender did not significantly correlate with the PMH-scale. This was not true for the students (r = .09; r = .07). Sensitivity to Change: The psychosomatic patients improved their PMH significantly, t (1230) = 17.51, p = .00, after 6 weeks of treatment (Lukat, et al., 2016).	confirmed uni-dimensionality, and scalar invariance across samples and over time (Lukat, et al., 2016).		
Social Network Functions Measure.	6	Test.	The 5-point response scale for all four social support items was not at all, to a small	Internal Consistency: Reliabilities (alpha coefficients) for the social support and social	No validity was indicated (Ashida & Heaney, 2008).	No factor analysis was indicated (Ashida & Heaney, 2008).	It measures various aspects of social support networks.	No validity nor factor analysis has been indicated with the scale.

			extent, to some extent, to a great extent, and a very great extent. The 5-point response scale for the two social connectedness items was never, rarely, sometimes, often, and all the time.	connectedness items were .79 and .75, respectively (Ashida & Heaney, 2008).				
Social Network Site Support Measure.	4	Test.	7-point Likert response scale.	Internal Consistency: Cronbach's alpha for the measure was .90 (Huang & Lin, 2011).	Convergent/Discriminant Validity: Confirmation of the convergent and discriminant validity of the constructs (including the current measure) provided a sufficient basis to assess the multilevel CFA (Dyer, et al., 2005). The method used the individual- and group-level variables simultaneously at both levels, and the results for group-level social capital variables showed	No factor analysis was indicated (Huang & Lin, 2011).	It has excellent reliability.	It focuses on support from friends only ignoring other areas an individual can receive support such as family, organisations, or neighbours.

					that the model fitted well (v2 = 200.36, d.f. = 155, RMSEA = 0.05), supporting the validity in group-level constructs (which includes the current measure). Collectively, based on these results, the measurement model in this study fits well with the data, assuring reliability and validity (Huang & Lin, 2011).			
Warwick-Edinburgh Mental Well-being Scale.	10	Rating Scale.	Responses on a scale ranging from "None of the time," "Rarely," "Some of the time," and "Often All of the time.".	Internal Consistency: The Cronbach's alpha (alpha = .85), exceeds the minimum value (.7) for group-level measurement (Reeve, et al., 2007).	The 10-item scale has face validity (Houghton, et al., 2017).	The scale was found to be unidimensional (Houghton, et al., 2017).	It is gender-neutral and valid for measuring mental well-being among Black African groups (Haver, et al., 2015). The difference between the original scale and this short version is not much. This suggests that it is as useful as the original version which has been translated into	Although it is similar in performance to the original version, it is required to be transformed into a metric scale unlike the original version (Fat, et al., 2017).

393

						twenty-five languages and is widely used in the UK, Spain, and Iceland (Houghton, et al., 2017).	

Search Information.

Type of Search: Advanced.

Date of Search: 24th and 25th May 2020.

Date of Search for Mental Wellbeing and Support Scale: 14th May 2021

Date of Search for Life Satisfaction Scale: 19th May 2021

Database: PsycTESTS.

Language: English.

Population: Adult Human.

Scale 1 – Warwick-Edinburgh Mental Well-Being Scale-Rasch-Derived Short Form

Warwick-Edinburgh Mental Well-Being Scale--Rasch-Derived Short Form

PsycTESTS Citation:

Houghton, S., Wood, L., Marais, I., Rosenberg, M., Ferguson, R., & Pettigrew, S. (2017). Warwick-Edinburgh Mental Well-Being Scale--Rasch-Derived Short Form [Database record]. Retrieved from PsycTESTS.

Instrument Type: Rating Scale

Test Format:

Responses for the 10 items are on a scale ranging from "None of the time," "Rarely," "Some of the time," and "Often

All of the time.".

Source:

Houghton, Stephen, Wood, Lisa, Marais, Ida, Rosenberg, Michael, Ferguson, Renee, & Pettigrew, Simone. (2017). Positive mental well-being: A validation of a Rasch-derived version of the Warwick-Edinburgh Mental Well-Being Scale. Assessment, Vol 24(3), 371-386. Doi: https://dx.doi.org/10.1177/1073191115609995, © 2017 by SAGE Publications. Reproduced by Permission of SAGE Publications.

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Warwick-Edinburgh Mental Well-Being Scale-Rasch-Derived Short Form

WEMWBS

Item number	Statement	Category percentages				
		None of the time	Rarely	Some of the time	Often	All of the time
1	I have been feeling optimistic about the future.	4	8	28	41	18
2	I have been feeling useful.	2	2	25	41	28
3	I have been feeling relaxed.	3	10	38	37	12
6	I have been dealing with problems well.	1	4	22	48	25
7	I have been thinking clearly.	1	2	18	51	28
9	I have been feeling close to other people.	1	4	24	45	25
11	I have been able to make up my own mind about things.	1	4	12	42	44
12	I have been feeling loved.	2	2	16	37	41
13	I have been interested in new things.	2	2	26	34	23
14	I have been feeling cheerful.	1	4	25	48	23

Note . Responses for the 10 items are on a scale ranging from "*None of the time* ," "*Rarely* ," "*Some of the time* ," and "*Often All of the time* ."

Scale 2 - Life Satisfaction Measure

PsycTESTS®

Life Satisfaction Measure

Note: Test name created by PsycTESTS

PsycTESTS Citation:
Walen, H. R., & Lachman, M. E. (2000). Life Satisfaction Measure [Database record]. Retrieved from PsycTESTS.

Instrument Type:
Test

Test Format:
Responses are recorded on an 11-point scale ranging from 0 = worst possible life overall and 10 = best possible life overall.

Source:
Walen, Heather R., & Lachman, Margie E. (2000). Social support and strain from partner, family, and friends: Costs and benefits for men and women in adulthood. Journal of Social and Personal Relationships, Vol 17(1), 5-30. Doi: https://dx.doi.org/10.1177/0265407500171001, © 2000 by International Association for Relationship Research.
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Life Satisfaction Measure

 Items

Using a scale from 0 to 10, where 0 means *the worst possible life overall* and 10 means *the best possible life overall,*

how would you rate your life these days?

Scale 3 - Everyday Discrimination Scale

PsycTESTS®

Everyday Discrimination Scale

PsycTESTS Citation:

Kershaw, K. N., Lewis, T. T., Diez Roux, A. V., Jenny, N. S., Liu, K., Penedo, F. J., & Carnethon, M. R. (2016). Everyday Discrimination Scale [Database record]. Retrieved from PsycTESTS. Doi: https://dx.doi.org/10.1037/t49770-000

Instrument Type:

Rating Scale

Test Format:

This 9-item measure utilizes a 6-point scale ranging from 1 (almost every day) to 6 (never). A summary score is created by summing across the 9 items with higher scores indicating more everyday discrimination (range: 9-54).

Source:

Kershaw, Kiarri N., Lewis, Tené T., Roux, Ana V. Diez, Jenny, Nancy S., Liu, Kiang, Penedo, Frank J., & Carnethon, Mercedes R. (2016). Self-reported experiences of discrimination and inflammation among men and women: The multi-ethnic study of atherosclerosis. Health Psychology, Vol 35(4), 343-350. Doi: https://dx.doi.org/10.1037/hea0000331

Permissions:

**Everyday
Discrimination
Scale**

Items

Everyday discrimination[a]

You are treated with less courtesy than other
people. You are treated with less respect than
other people.

You receive poorer service than other people at restaurants or
stores. People act as if they think you are not smart.

People act as if they are afraid of you.

People act as if they think you are dishonest.

People act as if they're better than you.

You are called names or
insulted. You are
threatened or harassed.

Note. [a] Responses are to the following question: In your day-to-day life, how often have any of the
following things happened to you?

MIGSTR10

PsycTESTS Citation:

Müller, M. J., Kamcili-Kubach, S., Strassheim, S., & Koch, E. (2012). MIGSTR10 [Database record]. Retrieved from

PsycTESTS.

Instrument Type: Index/Indicator

Test Format:

This 10-item measure utilizes yes/no and severity rating (1-10) response formats.

Source:

Supplied by author.

Original Publication:

Müller, Matthias Johannes, Kamcili-Kubach, Suzan, Strassheim, Songül, & Koch, Eckhardt. (2012). Assessing stressors related to migration in patients with psychiatric disorders: Development and reliability of a standardized instrument (MIGSTR10). European Journal of Psychological Assessment, Vol 28(4), 262-269. Doi: https://dx.doi.org/10.1027/1015-5759/a000106

Questionnaire for the assessment of migration-related stressors (MIGSTR10)

MIGSTRESS10	Date	Pat. ID		Rater ID
Stressor – distressing factor	Explanation examples	No (0)	Yes ⇒	Severity (1–10)
Communication problems	Related to language and culture	☐	☐	
Family problems	Esp. primary family	☐	☐	
Problematic migration history	Displacement, emigration, asylum . . .	☐	☐	
Loss of status	Related to migration or migrant status	☐	☐	
Feelings of shame	Self-explaining	☐	☐	
Feelings of guilt, self-depreciation	Self-explaining	☐	☐	
Problems by arranged/forced marriage	Distress related to migration	☐	☐	
Nostalgia and homesickness	Related to migration or migrant status	☐	☐	
Discrimination	Esp. distressing subjective feelings	☐	☐	
Other migration-related stressor: _____	Self-explaining	☐	☐	

Notes. Please use all available information for completing the questionnaire. If a stressor is definitely absent or present, please respond with no or yes, respectively. If a stressor is assumed present, please indicate the subjective impact or severity from 1 to 10 (0 = absent, 1–3 = mild, 4–6= moderate, 7–9 = severe, 10 = maximum).

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Scale 5 - Social Network Functions Measure

◀ PsycTESTS®

Social Network Functions Measure

Note: Test name created by PsycTESTS

Instrument Type: Test

Test Format:

The 5-point response scale for all four social support items was not at all, to a small extent, to some extent, to a great extent, and to a very great extent. The 5-point response scale for the two social connectedness items was never, rarely, sometimes, often, and almost all of the time.

Perceived Availability of Emotional Support

Sometimes people need to talk to others when they are upset, nervous, or depressed. If you were to feel upset, nervous, or depressed, to what extent do you feel like people in your social network would be there for you to talk to them?

Perceived Availability of Instrumental Support

To what extent can you count on the people in your social network when you need help with daily tasks like shopping or giving you a ride?

Perceived Availability of Information Support

To what extent can you count on the people in your social network when you need information that is important to you?

Perceived Availability of Appraisal Support

To what extent can you count on the people in your social network when you need reassurance when feeling uncertain about something?

Perceived Social Connectedness

Loneliness

How frequently do you feel lonely?

Companionship

How frequently do you wish for more people to spend time with you?

Appendix Q

Survey Question

Section 1: Initial Survey.

Section A.

About You.							
Age.							
Gender.							
Relationship Status.	Single	Married/Civil partnership/In a relationship but not living with a partner.	Married/Civil partnership/In a relationship and living with a partner.	Widowed	Separated	Divorced	Prefer not to say
Religion	Christian	Muslim	African Traditional	None	Other (Please specify)		Prefer not to say
Employment Status.	Employed (Full-time)	Employed (Part-time)	Employed (Furloughed full-time)	Employed (Furloughed part-time)	Unemployed but looking for work	Unemployed but not looking for work	Student (Full-time)	Student (Part-time)	Unable to Work	Retired

Level of Education.	Less than O-Level/ GCSE	O-Level/ GCSE Less than O-Level	A-Level		Diploma		Bachelor's Degree		Master's Degree	Doctorate /PhD	Other (Please specify)
In what year (and month if you can remember) did you come to live in England?											
What town/city in England do you live in?											

Instructions: Please respond to questions 1, 3, 4, and 5 based on your experiences since you came to England.

However, for questions 2 and 6, please respond based on how you have been feeling for the past 2 weeks.

1. Questions about SR.

(Five-point Likert Scale – Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree).

1. I have a UK Education.

2. I do not feel welcomed in England.

3. I do not feel my job is secured.

4. I have my family in England.

5. I cannot access UK public funds (qualifying for benefits such as universal credit when you need it).

6. I worry about losing my job.

7. I can comfortably provide for myself (and my household in England – if applicable).

8. I am not a homeowner in England.

9. I have adapted to the English culture.

10. I do not wish to change my job.

11. I struggle to pay my bills in England.

12. I have attained my main goal(s) of coming to England.

13. I feel that the English community are hostile to me.

14. I feel appreciated by my employer.

15. I earn enough to have some savings.

16. I do not have family in England.

17. I am used to the English weather.

18. I am productive at work.

19. I have no debt in England.

20. I feel moving to England has given me better opportunities in life.

21. I do not feel like part of the English community.

22. I wish I have a different job.

23. I worry a lot about my finances in England.

24. I have successfully resettled in England.

2. Questions about Mental Wellbeing

(Four-point Scale - None of the time, Rarely, Some of the time, and Often All of the time).

1. I have been feeling optimistic about the future.

2. I have been feeling useful.

3. I have been feeling relaxed.

6. I have been dealing with problems well.

7. I have been thinking clearly.

9. I have been feeling close to other people.

11. I have been able to make up my own mind about things.

12. I have been feeling loved.

13. I have been interested in new things.

14. I have been feeling cheerful.

3. Questions about Discrimination.

(6-point scale ranging from 1 (Almost every day), Very Frequently, Occasionally, Rarely, Very Rarely to 6 (Never).).

In your day-to-day life, how often have any of the following things happened to you?

1. You are treated with less courtesy than other people.
2. You are treated with less respect than other people.
3. You receive poorer service than other people at restaurants or stores.
4. People act as if they think you are not smart.
5. People act as if they are afraid of you.
6. People act as if they think you are dishonest.
7. People act as if they're better than you.
8. You are called names or insulted.
9. You are threatened or harassed.

4. Questions about Acculturation Experiences

(yes/no and severity rating (1-10).

Please use all available information for completing the questionnaire. If a stressor is definitely absent or present, please respond with no or yes, respectively. If a stressor is assumed present, please indicate the subjective impact or severity from 1 to 10 (0 = absent, 1—3 = mild, 4—6= moderate, 7—9 severe, 10 maximum).

407

In the statements below, please indicate if you have experienced any of them since you moved to England. If you have, please rate the severity in a scale of 0-10 (0 = absent, 1—3 = mild, 4—6= moderate, 7—9 severe, 10 maximum).

1. Communication problems (Related to language and culture).

2. Family problems (Esp. primary family).

3. Problematic migration history (Displacement, emigration, asylum).

4. Loss of status (Related to migration or migrant status).

5. Feelings of shame (Self-explaining).

6. Feelings of guilt, self-depreciation (Self-explaining).

7. Problems by arranged/forced marriage (Distress related to migration).

8. Nostalgia and homesickness (Related to migration or migrant status).

9. Discrimination (Esp. distressing subjective feelings).

10. Other migration-related stressor (self-explaining - please include other migration related stressor not included in the questions above).

5. Questions about Support Network.

(5-point response scale for all four social support items was not at all, to a small extent, to some extent, to a great extent, and to a very great extent. The 5-point response scale for the two social connectedness items was never, rarely, sometimes, often, and almost all of the time).

Perceived Availability of Emotional Support

Sometimes people need to talk to others when they are upset, nervous, or depressed. If you were to feel upset, nervous, or depressed, to what extent do you feel like people in your social network would be there for you to talk to them?

Perceived Availability of Instrumental Support

To what extent can you count on the people in your social network when you need help with daily tasks like shopping or giving you a ride?

Perceived Availability of Information Support

To what extent can you count on the people in your social network when you need information that is important to you?

Perceived Availability of Appraisal Support

To what extent can you count on the people in your social network when you need reassurance when feeling uncertain about something?

Perceived Social Connectedness

Loneliness

How frequently do you feel lonely?

Companionship

How frequently do you wish for more people to spend time with you?

6. Questions about Life Satisfaction.

(11-point scale ranging from 0 = worst possible life overall and 10 = best possible life overall).

How would you rate your life these days?

Section 2: Pre-test Responses.

Respondent 1:

OBSERVATIONS

Write an instruction at the beginning for the participants to tick under the option that is applicable to them.

Religion – 'Others' not other.

Employment status – you can reduce the font so that the words won't look disjointed. 'Full time' that is beside 'Employed' is not complete.

The captions or options for employment status should start on a fresh page.

Merge the two columns where you asked the year they came to England. It can be a sentence, and then you write 'Answer' underneath for them to respond.

Also, Section A must not be tabulated. It may look better if it is like Section B.

In Section B, let the instruction come before each question. You can also rearrange the questions so that those they will answer based on personal feelings will be separated from those that reflect their experiences in England. People may forget instructions when it is too far from where they will be applied.

For all questions, give them acronyms for each response so that they will not type for long. For example, SA-strongly agrees.

Respondent 2:

> **Demographic questions**:

Age - I will either provide age ranges as options or give directions on how to report age. E.g., *Please record your age as a whole number*

Gender - I still think you should provide a list of gender options, otherwise, you will receive different text responses that you may not be able to group in your analysis. I have had a situation where I listed the race options and I still received a text like 'I am a human being' in other, specify an option.

Religion – How do you intend to use this data? I know that religion plays a role in immigrant integration although I have not come across many studies that addressed the interplay of religion and immigrant resettlement (apart from refugee resettlement).

I think you need to add a demo question on income. You may want to know how different levels of income affect immigrants' resettlement. You may just ask about their annual income and provide ranges of income as options. For example, you may want to want to do a bivariate analysis comparing annual income responses with responses to Q15.

For the scale questions

> I think that you have many questions, and you would not like the respondents to abandon the survey mid-way. I suggest you select the questions that align with your study objectives. I think those highlighted in yellow are great questions.

➢   Again, a few of the questions may not qualify as good scale questions because they seem like more general yes/no questions.   Basically, Likert scale questions measures attitudes and opinions and questions like 'I am not a homeowner in England'', do not seem like a good scale question. I suggest rephrasing – Owning a home in England will make me feel successfully resettled. See other suggestions and comments in red below.

1. I have a UK Education. – I think this question is not a good scale question. It is a yes or no question. If you have a UK education, you have a UK education.

2. I do not feel welcomed in England.

3. I do not feel my job is secured.

4. I have my family in England.- Same as Q16.

5. I cannot access UK public funds (qualifying for benefits such as universal credit when you need it). – I have access to UK public funds, or I do not have access to UK public funds – would be more appropriate

6. I worry about losing my job. What is the difference between Q6 and Q3?

7. I can comfortably provide for myself (and my household in England – if applicable). -

8. I am not a homeowner in England.

9. I have adapted to the English culture.

10. I do not wish to change my job.

11. I struggle to pay my bills in England.

12. I have attained my main goal(s) of coming to England.

13. I feel that the English community are hostile to me.

14. I feel appreciated by my employer.

15. I earn enough to have some savings.

16. I do not have family in England.- repeated in Q4 above

17. I am used to the English weather.

18. I am productive at work.

19. I have no debt in England.

20. I feel that moving to England has given me better opportunities in life.

21. I do not feel like I am part of the English community.

22. I wish I had a different job. – I think other factors can make someone wish to have a different job

23. I worry a lot about my finances in England. – Leave the question neutral. Using 'a lot' may bias your respondents and push them to a more affirmative response instead of giving you the varied strength of their feelings and opinions. I worry about my finances in England being perfect.

24. I feel like I have successfully resettled in England.

Section 3: Final Version of the Survey.

Section A.

Please respond to all that applies to you.

About You.							
Age.							
Gender.							
Relationship Status.	Single	Married/Civil partnership/In a relationship but not living with a partner.	Married/Civil partnership/In a relationship and living with a partner.	Widowed	Separated	Divorced	Prefer not to say
Religion	Christian	Muslim	African Traditional	Other (Please specify)	None		Prefer not to say

Employment Status.	Employed (Full-time)	Employed (Part-time)	Employed (Furloughed full-time)	Employed (Furloughed part-time)	Unemployed but looking for work	Unemployed but not looking for work	Student (Full-time)	Student (Part-time)	Unable to Work	Retired

Do you have a UK Education?	Yes			No					
Level of Education.	Less than O-Level/ GCSE	O-Level/ GCSE		A-Level	Diploma	Bachelor's Degree	Master's Degree	Doctorate/ PhD	Other (Please specify)
In what year (and month if you can remember) did you come to live in England?									
What town/city in England do you live in?									

Section B.

1. Questions about Successful Resettlement.

(Five-point Likert Scale – Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree).

Please respond to the questions below based on your experience since you came to England.

1. I feel a UK education is important in England.
2. I do not feel welcomed in England.
3. I do not feel my job is secured.
4. Having my family in England is important to me.
5. I do not have access to UK public funds (for example, qualifying for benefits such as universal credit when you need it).
6. I worry about losing my job.
7. I can comfortably provide for myself (and my household in England – if applicable).
8. I feel owning my own home is important in England.
9. I have adapted to the English culture.
10. I do not wish to change my job.
11. I struggle to pay my bills in England.
12. I have attained my main goal(s) of coming to England.
13. I feel that the English community are hostile to me.
14. I feel appreciated by my employer.
15. I earn enough to have some savings.
16. I do not have people I can refer to as a family in England.
17. I am used to the English weather.
18. I am productive at work.
19. I have no debt in England.
20. I feel that moving to England has given me better opportunities in life.
21. I do not feel like I am part of the English community.
22. I wish I had a different job.
23. I worry about my finances in England.
24. I feel like I have successfully resettled in England.

2. Questions about Mental Wellbeing.

(Four-point Scale - None of the time, Rarely, Some of the time, and Often All of the time).

Please respond to these questions based on how you have been feeling in the past 2 weeks.

1. I have been feeling optimistic about the future.

2. I have been feeling useful.

3. I have been feeling relaxed.

6. I have been dealing with problems well.

7. I have been thinking clearly.

9. I have been feeling close to other people.

11. I have been able to make up my own mind about things.

415

12. I have been feeling loved.

13. I have been interested in new things.

14. I have been feeling cheerful.

3. Questions about Life Satisfaction.

(11-point scale ranging from 0 = worst possible life overall and 10 = best possible life overall).

Please respond to this question based on how you have been feeling in the past 2 weeks.

How would you rate your life these days?

4. Questions about Discrimination.

(6-point scale ranging from 1 (Almost every day), Very Frequently, Occasionally, Rarely, Very Rarely to 6 (Never).

Please respond to the questions below based on your experience since you came to England.

In your day-to-day life, how often have any of the following things happened to you?

1. You are treated with less courtesy than other people.
2. You are treated with less respect than other people.
3. You receive poorer service than other people at restaurants or stores.
4. People act as if they think you are not smart.
5. People act as if they are afraid of you.
6. People act as if they think you are dishonest.
7. People act as if they're better than you.
8. You are called names or insulted.
9. You are threatened or harassed.

5. Questions about Acculturation Experiences

(yes/no and severity rating (1-10).

Please respond the questions below based on your experience since you came to England.

Please use all available information for completing the questionnaire. If a stressor is definitely absent or present, please respond with no or yes, respectively. If a stressor is assumed present, please indicate the subjective impact or severity from 1 to 10 (0 = absent, 1—3 = mild, 4—6= moderate, 7—9 severe, 10 maximum).

1. Communication problems (Related to language and culture).

2. Family problems (Esp. primary family).

3. Problematic migration history (Displacement, emigration, asylum).

4. Loss of status (Related to migration or migrant status).

5. Feelings of shame (Self-explaining).

6. Feelings of guilt, self-depreciation (Self-explaining).

7. Problems by arranged/forced marriage (Distress related to migration).

8. Nostalgia and homesickness (Related to migration or migrant status).

9. Discrimination (Esp. distressing subjective feelings).

10. Other migration-related stressor (self-explaining - please include other migration related stressor not included in the questions above).

6. Questions about Support Network.

(5-point response scale for all four social support items was not at all, to a small extent, to some extent, to a great extent, and to a very great extent. The 5-point response scale for the two social connectedness items was never, rarely, sometimes, often, and almost all of the time).

Please respond to the questions below based on your experience since you came to England.

Perceived Availability of Emotional Support

Sometimes people need to talk to others when they are upset, nervous, or depressed. If you were to feel upset, nervous, or depressed, to what extent do you feel like people in your social network would be there for you to talk to them?

Perceived Availability of Instrumental Support

To what extent can you count on the people in your social network when you need help with daily tasks like shopping or giving you a ride?

Perceived Availability of Information Support

To what extent can you count on the people in your social network when you need information that is important to you?

Perceived Availability of Appraisal Support

To what extent can you count on the people in your social network when you need reassurance when feeling uncertain about something?

Perceived Social Connectedness

Loneliness

How frequently do you feel lonely?

Companionship

How frequently do you wish for more people to spend time with you?

Study 2 Messages for Participants

Section 1: Recruitment Message for the Main Survey.

Hello, I hope this message finds you and your family well and safe.

I am researching the SR of people who have moved from Nigeria and are now living in England. To do this I am asking adults who have lived in Nigeria but are currently living in England for at least 2 years to take part in the survey.

The survey is anonymous, and your immigration status does not matter. I would be pleased if you could follow the link here to take part: https://ntupsychology.eu.qualtrics.com/jfe/form/SV_d0zcj1ugE1p2SfI

For this survey to be effective, I would like approximately 500 people to take part and so I would deeply appreciate it if you could forward this message to all your Nigerian contacts in England including people in your household.

At the end of the survey, which is on 30th September 2021, 20 people will be randomly selected to win a £10 amazon voucher.

If you have any questions, please do not hesitate to contact me by email at adauzo.ubah2019@my.ntu.ac.uk.

Thank you.

Adauzo Ubah.

Section 2: Recruitment Message for the Follow-up Survey.

Hello, I hope this message finds you and your family well and safe.

Thank you for considering taking part in the short follow-up survey. Please kindly follow the link here to take part: https://ntupsychology.eu.qualtrics.com/jfe/form/SV_9oBOkbskyaJ5jEy

If you have any questions, please do not hesitate to contact me by email at adauzo.ubah2019@my.ntu.ac.uk.

Thank you.

Adauzo Ubah.

Appendix S

Onscreen Main Survey Information Sheet and Consent Form

Determinants of Successful Resettlement among Nigerian Immigrants Resident in England.

<u>**Participant Information.**</u>

Thank you for considering participation in this research project. Before you decide whether to take part in the survey, it is important that you understand the reasons why this research is being carried out, and what your participation will involve. I would be grateful if you would take the time to read the following information carefully and discuss it with other people if you wish. You are welcome to get back to the researcher if you have any questions and to take as much time as you need to decide whether to take part or not.

What is the purpose of the study?

The main purpose of this project is to develop a scale that measures successful resettlement, find out things that contribute to a Nigerian immigrant being successfully resettled in England, and how it relates to their mental wellbeing.

Who is running this study?

The project is being conducted by a PhD researcher at Nottingham Trent University – Adauzo Ubah and supervised by Dr David Wilde, Prof. Lucy Betts, and Dr Gary Jones of the Psychology Department, at Nottingham Trent University.

Why have I been chosen to take part?

I am asking you to take part in this survey because you meet the inclusion criteria for taking part in this research.

Inclusion criteria:

1. Nigerian immigrants resident in England irrespective of their immigration status.
2. Fluent in English.
3. Adults (18 years and above).
4. Lived in England for a minimum of 2 years.

Do I have to take part?

Your participation is entirely voluntary. I have ethical approval to approach you, but you are free to take part or not, as you choose.

You have the right to choose not to continue taking part in the research up to 2 weeks after your response by emailing the researcher through the email provided. After the analysis, your data cannot be removed because it has already been used as part of the information for the research analysis and publication. There is no consequence for choosing not to continue in the research.

What do you want me to do?

I would like you to take part in this survey lasting approximately 30 minutes.

What will happen to the information I give in this survey?

This data will be kept anonymous and can only be identified by your unique participant ID. Once combined into a large dataset, I hope to use this data to write up my research for publication and share it with other researchers. All data provided will be kept for at least 10 years.

How will you protect my identity?

- Survey data will be available to anybody upon request I will clearly specify part of the data that must be controlled and the condition for sharing it when it is stored in the university's data archive. No one else will have access to the code assigned to each participant, which will allow the identification of each participant. This will be managed through the creation of a subfolder that will contain all raw data. Only I will have access to the subfolder that contains the code assigned to the participants.
- The supervisory team will have access to the data folders without your identity on them.

- Data without information that identifies you may be shared openly upon submission of my final and approved thesis to IRep (the University's Institutional Repository i.e., storage space for university staff and PhD students to deposit their publications).

What are the possible disadvantages and risks of taking part?

The main cost to you will be the time to conduct the survey. There is no risk envisaged in this research.

What are the possible benefits?

I hope that you will find the survey interesting and will take satisfaction from helping to develop knowledge of this important topic. I also hope that you will find the results of the project helpful in giving upcoming immigrants practical information on how they can be successfully resettled in England. There will be a £10 amazon voucher that will be issued randomly each to 20 people that complete the survey.

What will happen to the results?

The results of the data will form a major part of my PhD thesis and will be made discoverable in some ways:

- My thesis and other publications (seminars and journal articles) will include information about the data and how it can be accessed, so readers will know where and how to access the underlying data.
- My data will be deposited and registered with NTU IRep. This record will offer a full description of my data, as well as link directly to the record of my thesis. The thesis record will also link to the initial data record so that people who locate my thesis will also be directed to its supporting data.

How can I find out more about this project and its results?

A summary of the findings of this research can be e-mailed to you if you request it from the researcher in the email that will be provided to you.

Has anyone reviewed the study?

This research has received ethical approval from NTU's BLSS College Research Ethics Committee.

Who is responsible if anything goes wrong?

This research project is being carried out at Nottingham Trent University (NTU). Therefore, NTU is responsible for the conduct of the project.

Contacts for further information: I can be contacted via email at adauzo.ubah2019@my.ntu.ac.uk My director of studies who is the main supervisor, Dr David Wilde Department of Psychology, can be contacted at david.wilde@ntu.ac.uk

Determinants of Successful Resettlement among Nigerian Immigrants Resident in England.

Participant Consent Form

Please indicate your consent to this survey by ticking the box at the end of the statements.

o   I have read and understood the participant information sheet.

o   I have had the chance to ask questions where necessary and the answers were satisfactory.

o   I understand that I can withdraw from the survey at any point without being questioned.

o   I understand that my data can be withdrawn from the survey up to 2 weeks after my response.

o   I understand that my data will be used without information that identifies me and included in a larger

   data set which may be shared with other researchers.

o   I understand that my data together with the larger data set will be used in publications and talks about

   the research.

o   I meet the inclusion criteria indicated in the information sheet.

o   I agree to take part in this survey.

o   By ticking this box, I agree with all the statements above.

Please provide a code word in the box below following the instructions on how you should make up your code word. This code will be used if you choose to withdraw your data. Please write this down somewhere safe for future reference.
Codeword instructions:
1. The first letter of your mother's first name (or mother Figure). If you don't know put X
2. The first letter of your father's first name (or father Figure). If you don't know put X
3. The number of brothers you have (half-brother, living or deceased). If none then put 0.
4. The number of sisters you have (half-sister, step-sister, living or deceased). If none then put 0
5. The first two letters of the month you were born
For example, if your mum was called Lisa, your dad Steve, you had 1 brother and no sisters, and you were born in March the code would be: **LS10MA**

Soon (approximately 2 weeks after your response), I may ask you to take part in a short follow-up survey, if you would like to take part, please insert your email address. You will need to use the same identification code that you used above. This follow-up study is entirely voluntary you will be asked to sign a separate consent form to take part.

Appendix T

On Screen Main Survey Debriefing form

Thank you for taking part in the survey.

Determinants of Successful Resettlement among Nigerian Immigrants Resident in England.

Researcher: Adauzo Ubah.

- ➤ What are the aims of the study?
  The main purpose of this project is to develop a scale that measures Successful Resettlement, find out factors that contribute to a Nigerian immigrant being successfully resettled in England, and how it relates to their mental wellbeing.

- ➤ What if I have any questions about the study that I would like to ask now? Study contact details are provided below.
- ➤ How can I contact the researcher if I have any further questions or if, for any reason, I wish to withdraw my data once I have left? Your participation in this research is entirely voluntary and you have the right to choose not to continue taking part in the research up to two weeks after your response. After the analysis, your data cannot be removed because it has already been used as part of the information for the research analysis and publication. There is no consequence for choosing not to continue in the research. If you wish to withdraw, you can contact the researcher at adauzo.ubah2019@my.ntu.ac.uk
- ➤ Can I obtain a summary of the results of the study? What form will this summary take?
  To obtain details of the results contact the researcher at adauzo.ubah2019@my.ntu.ac.uk.
- ➤ This study has raised personal issues that I am not comfortable discussing with the researcher now – what should I do? Support network details are included below.

If you feel you have been hurt in any way by taking part in this research and would like to speak to an independent support service, you are advised to seek help from:

- • The Samaritans.
  Telephone: 116 123 available 24 hours 365 days per year.
  Email: jo@samaritans.org

- • Victim Support
  Telephone: 08 08 16 89 111

- • Wellness in Mind Helpline.
  Telephone 0800 561 0073 between 9 am and midnight, 365 days per year

- • Nottingham Trent University (for NTU staff and students who take part in the research)
  Counselling Services.
  Telephone: +44 (0)115 848 6487
  E-mail: counselling@ntu.ac.uk

I have concerns about this study or how it was conducted – who should I contact?
Dr David Wilde
Director of Studies for the research.
Tel: (+44) (0) 115 848 2718
Email: david.wilde@ntu.ac.uk

In the first instance, you should contact the main supervisor of the project using the contact information provided above.

If your concerns are not dealt with then you can contact
School of Social Sciences Research Ethics Committee.
Email: SOC.Ethics@ntu.ac.uk

For a chance to win a £10 amazon voucher, please insert your email address here.

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| |

Onscreen Follow-up Study Information Sheet and Consent Form

Determinants of Successful Resettlement among Nigerian Immigrants Resident in England.

<u>**Participant Information.**</u>

Thank you for considering participation in this research project. Before you decide whether to take part in the survey, it is important that you understand the reasons why this research is being carried out, and what your participation will involve. I would be grateful if you would take the time to read the following information carefully and discuss it with other people if you wish. You are welcome to get back to the researcher if you have any questions and to take as much time as you need to decide whether to take part or not.

What is the purpose of the study?

This is a follow-up survey aimed at developing a scale that measures the successful resettlement of Nigerian immigrants resident in England.
Who is running this study?

The project is being conducted by a PhD researcher at Nottingham Trent University – Adauzo Ubah and supervised by Dr David Wilde, Prof. Lucy Betts, and Dr Gary Jones of the Psychology Department, Nottingham Trent University.

Why have I been chosen to take part?

I am asking you to take part in this survey because you meet the inclusion criteria for taking part in this research.

Inclusion criteria:

4. Nigerian immigrants resident in England irrespective of their immigration status.
5. Fluent in English.
6. Adults (18 years and above).
7. Lived in England for a minimum of 2 years.

Do I have to take part?

Your participation is entirely voluntary. I have ethical approval to approach you, but you are free to take part or not, as you choose.

You have the right to choose not to continue taking part in the research up to 2 weeks after your response by emailing the researcher through the email provided. After the analysis, your data cannot be removed because it has already been used as part of the information for the research analysis and publication. There is no consequence for choosing not to continue in the research.

What do you want me to do?

I would like you to take part in this survey lasting approximately 20 minutes.

What will happen to the information I give in this survey?

This data will be kept anonymous and can only be identified by your unique participant ID. Once combined into a large dataset, I hope to use this data to write up my research for publication and share it with other researchers. All data provided will be kept for at least 10 years.

How will you protect my identity?

- Survey data will be available to anybody upon request I will specify part of the data that must be controlled and the condition for sharing it when it is stored in the university's data archive. No one else will have access to the code assigned to each participant, which will allow the identification of each participant. This will be managed through the creation of a subfolder that will contain all raw data. Only I will have access to the subfolder that contains the code assigned to the participants.

- The supervisory team will have access to the data folders without your identity on them.
- Data without information that identifies you may be shared openly upon submission of my final and approved thesis to IRep (the University's Institutional Repository i.e., storage space for university staff and PhD students to deposit their publications).

What are the possible disadvantages and risks of taking part?

The main cost to you will be the time to conduct the survey. There is no risk envisaged in this research.

What are the possible benefits?

I hope that you will find the survey interesting and will take satisfaction from helping to develop knowledge of this important topic. I also hope that you will find the results of the project helpful in giving upcoming immigrants practical information on how they can be successfully resettled in England.

What will happen to the results?

The results of the data will form a major part of my PhD thesis and will be made discoverable in some ways:

- My thesis and other publications (seminars and journal articles) will include information about the data and how it can be accessed, so readers will know where and how to access the underlying data.
- My data will be deposited and registered with NTU IRep. This record will offer a full description of my data, as well as link directly to the record of my thesis. The thesis record will also link to the initial data record so that people who locate my thesis will also be directed to its supporting data.

How can I find out more about this project and its results?

A summary of the findings of this research can be e-mailed to you if you request it from the researcher in the email that will be provided to you.

Has anyone reviewed the study?

This research has received ethical approval from NTU's BLSS College Research Ethics Committee.

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Contacts for further information: I can be contacted via email at adauzo.ubah2019@my.ntu.ac.uk My director of studies who is the main supervisor, Dr David Wilde Department of Psychology, can be contacted at david.wilde@ntu.ac.uk

Determinants of Successful Resettlement among Nigerian Immigrants Resident in England.

Participant Consent Form

Please indicate your consent to this survey by ticking the box at the end of the statements.

- o   I have read and understood the participant information sheet.

- o   I have had the chance to ask questions where necessary and the answers were satisfactory.

- o   I understand that I can withdraw from the survey at any point without being questioned.

- o   I understand that my data can be withdrawn from the survey up to 2 weeks after my response.

- o   I understand that my data will be used without information that identifies me and included in a larger data set which may be shared with other researchers.

- o   I understand that my data together with the larger data set will be used in publications and talks about the research.

- o   I meet the inclusion criteria indicated in the information sheet.

- o   I agree to take part in this survey.

- o   By ticking this box, I agree with all the statements above.

Please provide a code word in the box below (the same one you used in the previous survey) following the instructions on how you should make up your code word. This code will be used if you choose to withdraw your data. Please write this down somewhere safe for future reference.
Codeword instructions:
1. The first letter of your mother's first name (or mother Figure). If you don't know put X
2. The first letter of your father's first name (or father Figure). If you don't know put X
3. The number of brothers you have (half-brother, living or deceased). If none then put 0.
4. The number of sisters you have (half-sister, step-sister, living or deceased). If none then put 0
5. The first two letters of the month you were born
For example, if your mum was called Lisa, your dad Steve, you had 1 brother and no sisters, and you were born in March the code would be: **LS10MA**

Onscreen Follow-up Survey Debriefing form

Thank you for taking part in the survey.

Determinants of Successful Resettlement among Nigerian Immigrants Resident in England.

Researcher: Adauzo Ubah.

  ➤ What are the aims of the study?
    This is a follow-up survey aimed at developing a scale that measures the successful resettlement of Nigerian immigrants resident in England.

  ➤ What if I have any questions about the study that I would like to ask now? Study contact details are provided below.

  ➤ How can I contact the researcher if I have any further questions or if, for any reason, I wish to withdraw my data once I have left? Your participation in this research is entirely voluntary and you have the right to choose not to continue taking part in the research up to two weeks after your response. After the analysis, your data cannot be removed because it has already been used as part of the information for the research analysis and publication. There is no consequence for choosing not to continue in the research. If you wish to withdraw, you can contact the researcher at adauzo.ubah2019@my.ntu.ac.uk

  ➤ Can I obtain a summary of the results of the study? What form will this summary take?
    To obtain details of the results contact the researcher at adauzo.ubah2019@my.ntu.ac.uk.

  ➤ This study has raised personal issues that I am not comfortable discussing with the researcher now – what should I do? Support network details are included below.

If you feel you have been hurt in any way by taking part in this research and would like to speak to an independent support service, you are advised to seek help from:

  • The Samaritans.
    Telephone: 116 123 available 24 hours 365 days per year.
    Email: jo@samaritans.org

  • Victim Support
    Telephone: 08 08 16 89 111

  • Wellness in Mind Helpline.
    Telephone 0800 561 0073 between 9 am and midnight, 365 days per year

  • Nottingham Trent University (for NTU staff and students who take part in the research)
    Counselling Services.
    Telephone: +44 (0)115 848 6487
    E-mail: counselling@ntu.ac.uk

I have concerns about this study or how it was conducted – who should I contact?
Dr David Wilde
Director of Studies for the research.
Tel: (+44) (0) 115 848 2718
Email: david.wilde@ntu.ac.uk

In the first instance, you should contact the main supervisor of the project using the contact information provided above.

If your concerns are not dealt with then you can contact
School of Social Sciences Research Ethics Committee.
Email: SOC.Ethics@ntu.ac.uk

Data Cleaning Analyses

Missing Data Analysis.

When examining the Figure below looking for patterns of missing data from the 308 responses collected, almost 60% of the cases showed no missing values (*N* = 153). The next most prevalent pattern was Pattern 55, which accounted for a little over 30% of the cases (*N* = 84). In these cases, participants did not complete any items beyond the consent. For this reason, they were not included in the final data. Almost 5% of cases showed Pattern 54 (*N* = 11), where they never completed items beyond the demographic scale. For this reason, they were not included in the final data (Schafer, 1999). The rest of the patterns showed evidence of missing at random. In cases where there was over 40% of the items missing, it is advisable to do multiple imputation as it will inflate the standard errors (Jakobsen, et al., 2017). Therefore, a filter variable was created to exclude cases with less than 40% of the items complete.
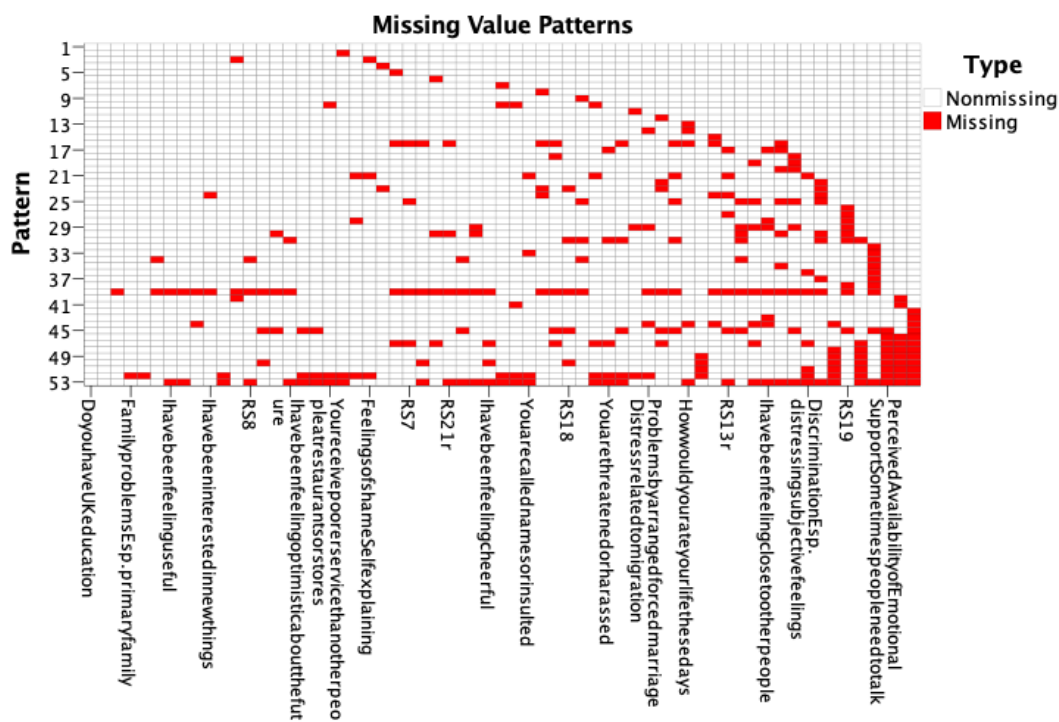
Missing Value Pattern

<u>Multiple Imputation.</u>

Multiple imputation was conducted on the remaining 213 cases. Imputed datasets were created assuming that the data was missing at random. This assumption was used because, once cases were excluded that did not complete items beyond the consent or basic demographics, there were no individual items that elicited a high number of 'prefer not to respond' answers and no reliable patterns in missingness. Most of the remaining missing items were due to participants selecting that they preferred not to respond to individual items, again, with no identifiable pattern. The descriptive statistics in Section 9.3 are reported using the original data. Pooled data from the 5 imputed datasets for the missing gender (e.g., 3 missing cases) and age (4 cases) items.

This has less than 15% missing data and therefore multiple imputation does not need to be used for Exploratory Factor Analysis and Multiple Regression Analysis (Schumacker, 2015).

Successful Resettlement Scale (SRS) Manual

- This scale has 18 items.

- Items 1, 3, 6, 10, 13, and 15 are questions about Part of Community. Items 2, 4, 7, 11, and 16 are questions about Job Security. Items 5, 8,12, and 17 are questions about Financial Stability. Items 9 and 14 are questions about Accomplishment. Item 18 is a question about Successful Resettlement Status.

- Responses are on 6 6-point Likert Scale: Strongly Agree -5; Somewhat Agree - 4; Neither Agree nor Disagree - 3; Somewhat Disagree - 2; Strongly Disagree - 1; and Prefer not to say – 0. This should be scored accordingly. However, items 1, 2, 3, 4, 8, 10, 15, 16, and 17 are reverse scored.

Please respond to the questions below based on your experience since you came to England.

1. I do not feel welcomed in England.

2. I do not feel my job is secured.

3. I do not have access to UK public funds (for example, qualifying for benefits such as universal credit when you need it).

4. I worry about losing my job.

5. I can comfortably provide for myself (and my household in England – if applicable).

6. I have adapted to the English culture.

7. I do not wish to change my job.

8. I struggle to pay my bills in England.

9. I have attained my main goal(s) of coming to England.

10. I feel that the English community are hostile to me.

11. I feel appreciated by my employer.

12. I earn enough to have some savings.

13. I am used to the English weather.

14. I feel moving to England has given me better opportunities in life.

15. I do not feel like I am part of the English community.

16. I wish I had a different job.

17. I worry a lot about my finances.

18. I have successfully resettled in England.

Appendix Y

Assumption Testing for Multiple Regression Analysis.

Section 1.

Normality of dependent variable: This is testing that the DV is normally distributed (Draper, and Smith, 1998). This was tested by examining the skewness and kurtosis of Resettlement (please see Table 10.1 below). Skewness fell within the acceptable +/-2 cut-off range (Hair et al., 2010). Similarly, kurtosis which describes the tails of the distribution (Westfall, 2014) fell within the +/- 7 cut-off range (Hair et al., 2010). Because all values were within range, the assumption of multivariate normality was met.

Table 10.1

Descriptives for Resettlement

| Scale | N | Min | Max | M | SD | Skew | | Kurtosis | |
						Stat	SE	Stat	SE
Resettle	212	1.06	5	3.651	0.763	-0.556	0.167	0.469	0.333

Linear Relationship: Linear relationship assumes that there is a linear relationship between each IV and DV (Hair, et al., 2010). This assumption was tested by creating a scatterplot for each pair of variables (Casson, & Farmer, 2014). A visual inspection of the scatterplots showed moderate evidence for a potential linear relationship between each IV and resettlement (please see Figures 10.1-10.7 below). All CVs showed little evidence of a relationship between each covariate and resettlement (please see Figures 10.8-10.10 below).
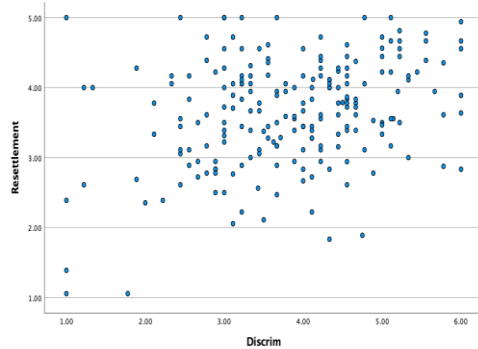
Figure 10.1

Scatterplot of Resettlement

Against Discrimination
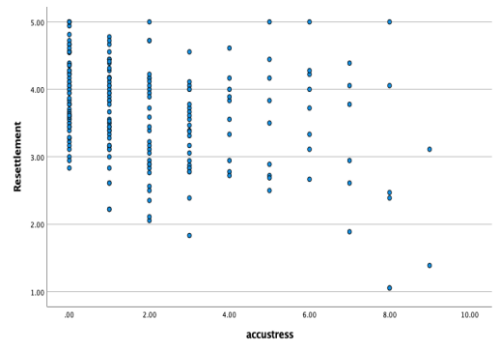
Figure 10.2

Scatterplot of Resettlement

Against Acculturation
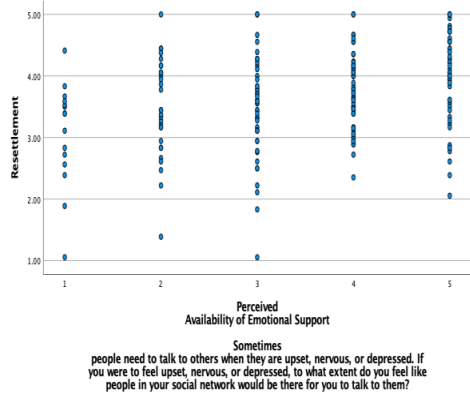
Figure 10.3

Scatterplot of Resettlement

Against Emotional Support
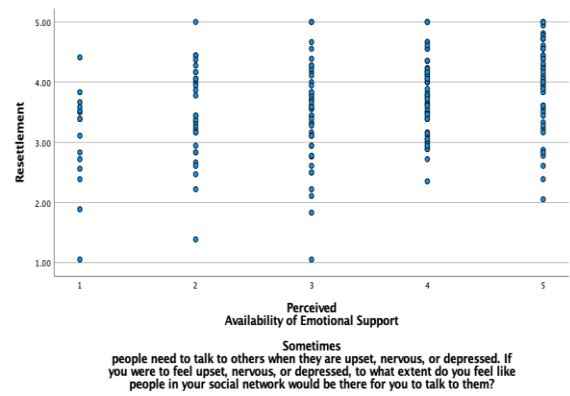
Figure 10.4

Scatterplot of Resettlement

Against Instrumental Support
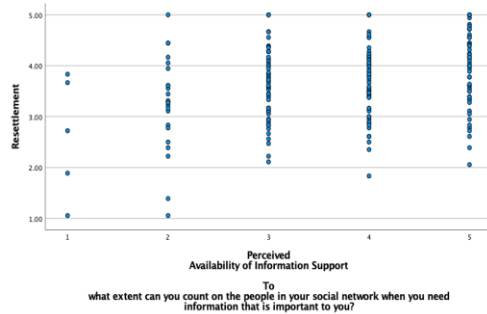
Figure 10.5

Scatterplot of Resettlement

Against Informational Support
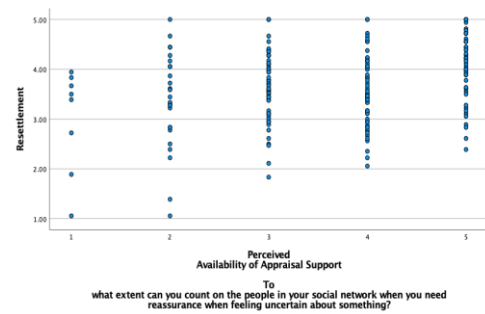
Figure 10.6

Scatterplot of Resettlement

Against Appraisal Support
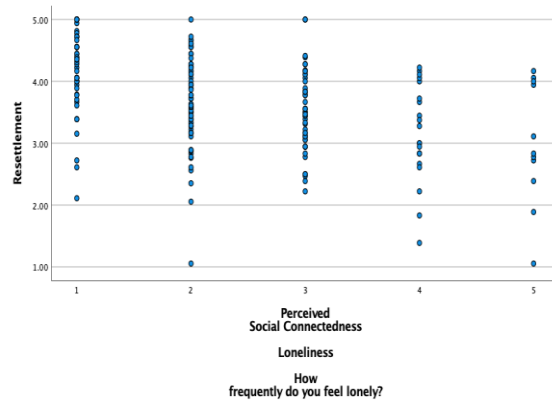
Figure 10.7

Scatterplot of Resettlement

Against Connectedness (Loneliness)
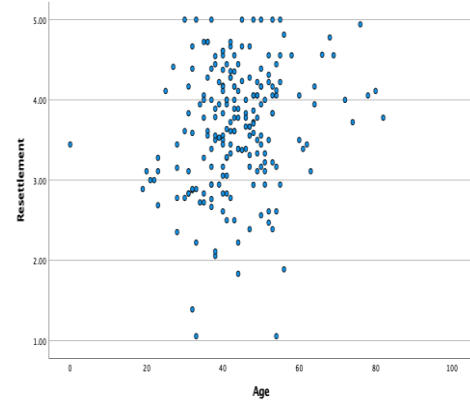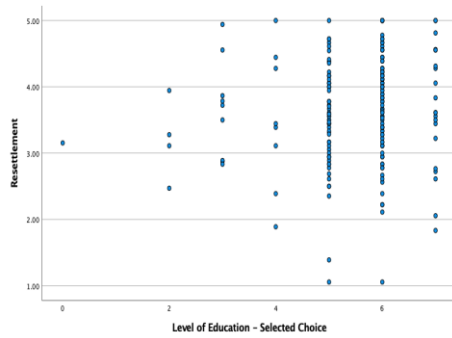
Figure 10.8

Scatterplot of Resettlement

Against Age

431

Figure 10.9
Scatterplot of Resettlement
Against Level of Education
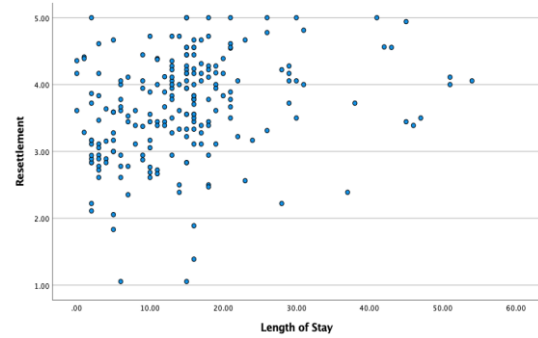
Figure 10.10
Scatterplot of Resettlement
Against Length of Stay

Homoscedasticity: This is an assumption of linear regression that all values of the DV have the same amount of variance (Yang & Chen, 2019). This was tested by creating a scatterplot of the standardized residuals against the unstandardized values (Casson & Farmer, 2014). A visual inspection of the scatterplot showed an even distribution of points across the y-axis, indicating that the variance was equal for all values of the DV in Figure 10.11 below.
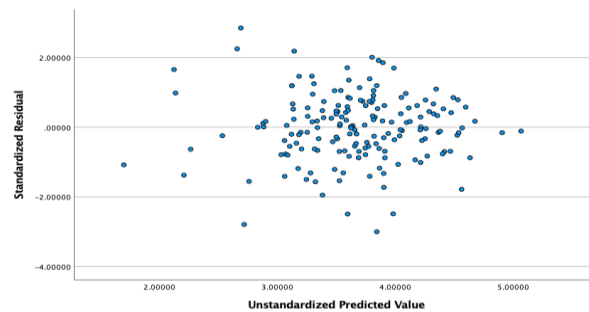
Figure 10.11

Scatterplot of Standardized Residuals Against

the Unstandardized Values for Regression 1(for Factors that Relate with SR)

Normality of the residuals: This is an assumption of linear regression that the residuals are normally distributed (Hair, et al., 2010). To explore this assumption, a normal Q-Q plot of the standardized residuals from the regression analysis was examined. A visual inspection of the Q-Q plot showed the dots closely aligned to the expected line demonstrating that the residuals were normally distributed, and the assumption of normality was not violated (please see Figure 10.12 below).
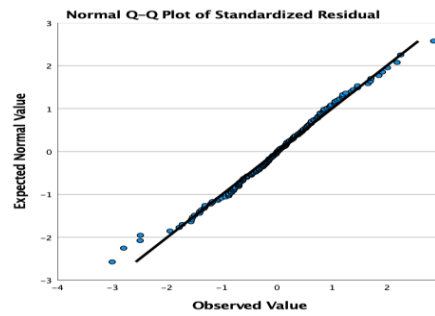
Figure 10.12

Normal Q-Q Plot of Standardized Residuals for Regression 1 (Factors that Relates with SR)

Multicollinearity: This is an assumption of multiple regression that there is no redundancy between variables (Hair, et al., 2010). This is for determining correlations of IVs when there are two or more variables. All tolerance scores were above 0.1, and all variance inflation factor (VIF) scores were below 10 suggesting no multicollinearity between the variables (Kim & Oh, 2021). Therefore, there was no multicollinearity between the variables (please see Table 10.2 below).

Table 10.2

Scores for Tolerance and Variance Inflation Factor for Factors of SR

Model 1	Tolerance	VIF
Discrimination	0.597	1.674
Acculturation	0.600	1.667
Emotional	0.314	3.190
Instrumental	0.419	2.389
Informational	0.303	3.299
Appraisal	0.260	3.852
Lonely	0.659	1.517
Age	0.482	2.074
Gender	0.898	1.113
Relationship Status Married	0.513	1.948
Relationship Status Separated	0.516	1.937
Religion	0.844	1.185
Employed	0.824	1.213
Educational Level	0.884	1.131
Length of Stay	0.491	2.035

Section 2.

Normality of dependent variable: This was tested by examining the skewness and kurtosis of Wellbeing (please see Table 10.4 below). Skewness fell within the acceptable +/-2 cut-off range. Similarly, kurtosis fell within the +/- 7 cut-off range (Hair et al., 2010). This is because all values were within range, and the assumption of multivariate normality was met.

Table 10.4

Descriptives for Wellbeing

Scale	N	Min	Max	M	SD	Skew		Kurtosis	
						Stat	SE	Stat	SE
Wellbeing	212	1	4	3.342	0.522	-1.402	0.167	3.764	0.333

Linear Relationship: Linear relationship was tested between each continuous variables and the DV by creating a scatterplot for each pair of variables. A visual inspection of the scatterplots showed moderate evidence for a potential linear relationship between each IV and wellbeing, with the strongest evidence between resettlement and wellbeing (please see Figures 10.13-10.20 below). All CVs showed little evidence of a relationship between each covariate and resettlement (please see Figures 10.21-10.23 below).
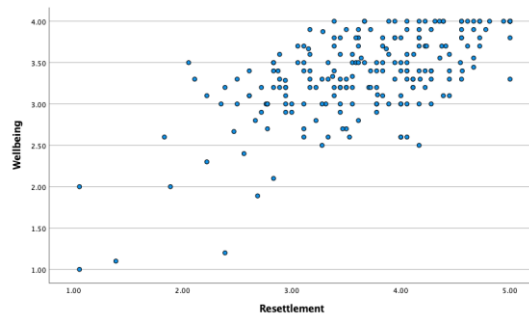
Figure 10.13

Scatterplot of Wellbeing

Against Resettlement
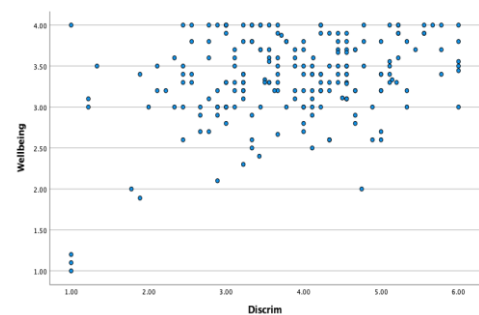
Figure 10.14

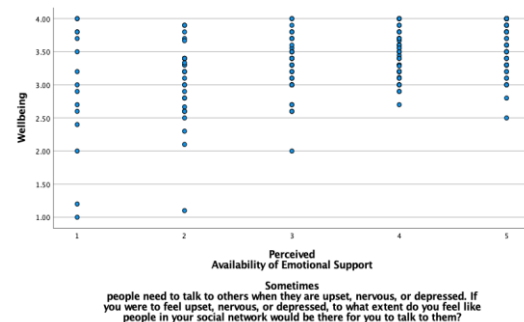*Scatterplot of Wellbeing*

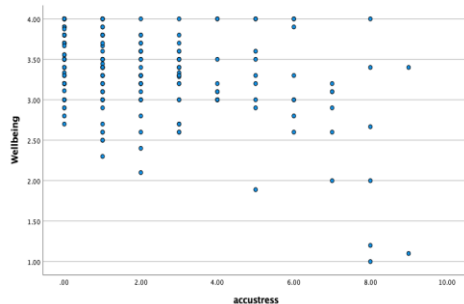*Against Discrimination*

434

Figure 10.15

Scatterplot of Wellbeing
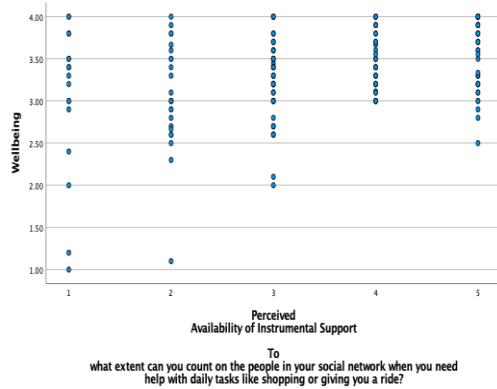
Against Acculturation

Figure 10.16

Scatterplot of Wellbeing
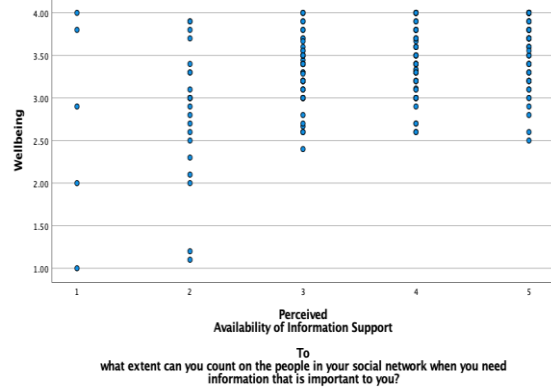
Against Emotional Support

Figure 10.17

Scatterplot of Wellbeing
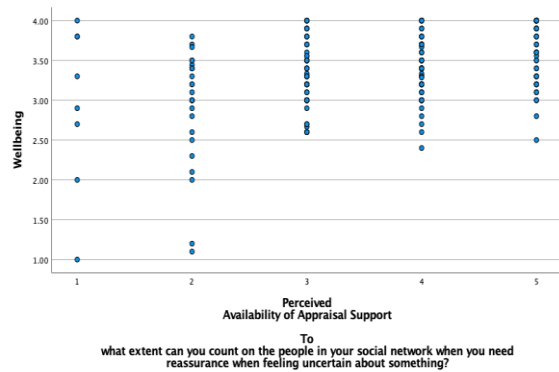
Against Instrumental Support

Figure 10.18
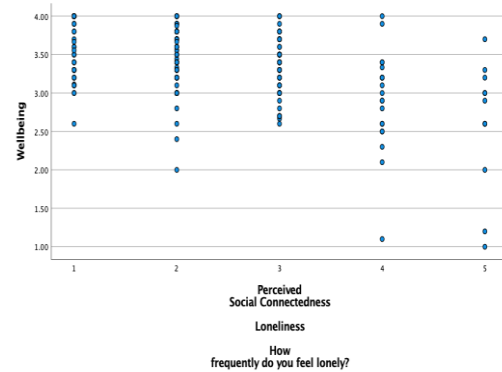
Scatterplot of Wellbeing

Against Informational Support

Figure 10.19

Scatterplot of Wellbeing

Against Appraisal Support

Figure 10.20

Scatterplot of Wellbeing

Against Loneliness

Figure 10.21
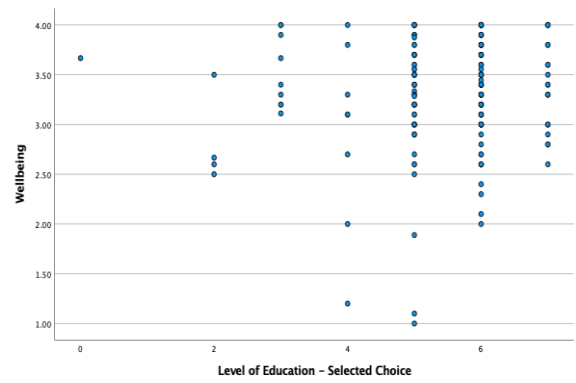
Scatterplot of Wellbeing

Against Age

Figure 10.22

Scatterplot of Wellbeing

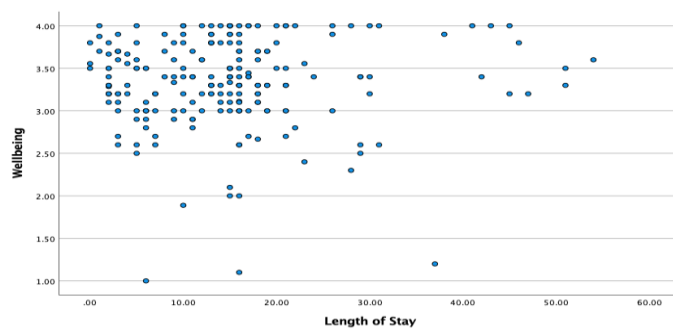*Against Level of Education*

Figure 10.23

Scatterplot of Wellbeing Against Length of Stay

Homoscedasticity: Homoscedasticity was tested by creating a scatterplot of the standardized residuals against the unstandardized values. A visual inspection of the scatterplot showed an even distribution of points across the y-axis, indicating that the variance was equal for all values of the DV in Figure 10.24 below.
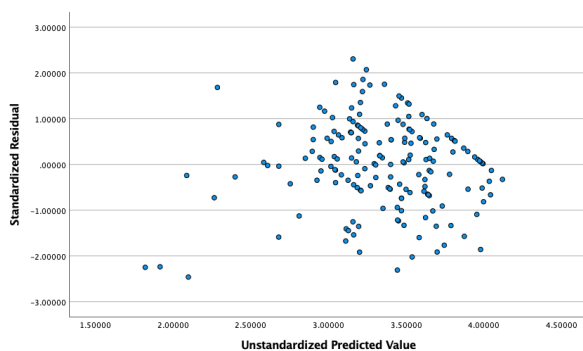
Figure 10.24

Scatterplot of Standardized Residuals Against the Unstandardized

Expected Values for Regression 2 (for SR Relating with Mental Wellbeing)

Normality of the residuals: A visual inspection of the Q-Q plot showed the dots closely aligned to the expected line demonstrating that the residuals were normally distributed, and the assumption of normality was not violated (please see Figure 10.25 below).
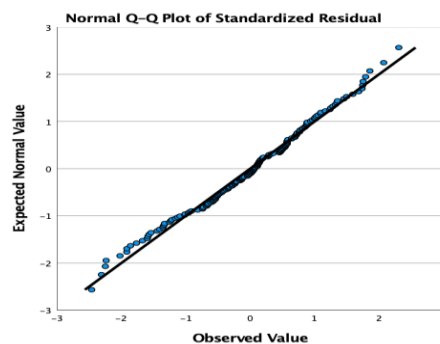

Figure 10.25

Normal Q-Q Plot of Standardized Residuals for Regression 2 (for SR Relating with Mental Wellbeing)

Multicollinearity: All tolerance scores were above 0.1, and all VIF scores were below 10. Therefore, there was no multicollinearity between the variables (please see Table 10.5 below).

Table 10.5

Scores for Tolerance and Variance Inflation Factor for SR Relating with Wellbeing in Two Steps

Model 1	Tolerance	VIF
(Constant)		
Discrimination	0.597	1.674
Acculturation	0.6	1.667
Emotional	0.314	3.19
Instrumental	0.419	2.389
Informational	0.303	3.299
Appraisal	0.26	3.852
Lonely	0.659	1.517
Age	0.482	2.074
Gender	0.898	1.113
Relationship Status Married	0.513	1.948
Relationship Status Separated	0.516	1.937
Religion	0.844	1.185
Employ	0.824	1.213
Level of Education	0.884	1.131
Length	0.491	2.035
Model 2		
(Constant)		
Discrimination	0.591	1.693
Acculturation	0.58	1.726
Emotional	0.312	3.201
Instrumental	0.408	2.451
Informational	0.301	3.325

Appraisal	0.259	3.861
Lonely	0.612	1.634
Age	0.478	2.091
Gender	0.896	1.115
Relationship Status Married	0.513	1.95
Relationship Status Separated	0.512	1.953
Religion	0.843	1.187
Employ	0.732	1.365
Level of Education	0.878	1.138
Length	0.442	2.261
Resettlement	0.52	1.924