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Impact Of A Mentoring Program And Selected Demographic Factors On Behavioral Needs Of New Arrived Refugees

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IMPACT OF A MENTORING PROGRAM AND SELECTED

DEMOGRAPHIC FACTORS ON BEHAVIORAL NEEDS OF

NEW ARRIVED REFUGEES

DISSERTATION

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Professor Irvine E. Epps, Advisor

The purpose of this study was to investigate the effects of one-on-one mentoring program on the academic, social, psychological, and career needs of newly arrived refugees in the United States. Specifically, the research was concerned with the separated and combined effects of the variables gender and age on the academic, social, career, and psychological needs of mentored newly arrived refugees in the United States. The sample consisted of 50 refugee youth from two serving agencies located in the southern region of the United States. Judgmental sampling was utilized to select the population sample.

Non-randomized control group, pretest-posttest design, and 2x2 Factorial design were used to analyze the combined effects of one-on-one mentoring programs on the academic, social, psychological, and career needs of newly arrived refugees. The RASCPN Questionnaire was used to collect data for this study.

There were eight hypotheses tested at the .05 level of significance or better in this study. All eight hypotheses were tested for differences in the academic, social career, and psychological needs of newly arrived refugees based on their mentoring status, age, and gender. Hypothesis four was the only hypothesis of the eight null hypotheses that was found to be significant.

The most interesting finding of the present study related to the significant influence that a one-on-one mentor program on the psychological needs of newly arrived refugees in the United States. Newly arrived refugees who were involved in one-on-one mentoring had significantly higher perceived psychological need scores than their counterparts who were not involved in one-on-one mentoring.

Keywords: *one-on-one mentoring, newly arrived refugee, refugee*

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DEDICATION

I dedicated this dissertation to all of my family members who have been very patient with me during this journey. I am truly appreciative of all of the efforts and concerns you have shown me. There are no words that can express the overwhelming joy and love that I have in my heart for you all.   God is great.

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CHAPTER 1

INTRODUCTION

It is estimated that over half of the 19.5 million refugees worldwide are children (Save the Children, 2016; UNHCR, 2016a). In its Global Trends report, the United Nations High Commissioner for Refugees (2016b) reported that over 51% of refugees were under the age of 18, which is the highest percentage in the past decade. It is estimated that in 2014, 58,000 unaccompanied refugee children entered the United States (Office of Refugee Resettlement, 2014). Determining the total number of refugee children in the United States is difficult. Data are available on the numbers of unaccompanied minors but are more limited in terms of total refugee youth and young adults including those who enter with families. In the United States, it is estimated that approximately 35% to 40% of all refugees are 15 years and 24 years old youth (United States Conference of Catholic Bishops, 2016; United States Department of Homeland Security, 2014). The experiences of a refugee child are far-reaching and may affect learning, socialization, self-esteem, and overall physical and mental health, as well as many other areas of life. Many children reside for long periods in refugee camps, sometimes their entire childhoods (UNHCR, 2012). Globally, refugee camps are known for malnutrition, poor sanitation, communicable diseases, violence, exploitation of women and children, mental healthcrises, suicide, trauma, child labor, and sex industries (Gharabaghi & Anderson-Nathe, 2014). Children have proven to be resilient; refugee children are no exception (UNHCR, 2012). An environment that supports learning and considers the physical and psychosocial needs of refugee youth can produce positive

outcomes. The resettlement agencies are the first point of contact when refugee families and youth arrive in the United States and have a good working relationship with schools.

Any refugee youth and young adults in the literature are referred to as refugee youth who arrive in the United States after protracted periods of displacement in, or proximate to, conflict zones. As a result, they have often suffered or witnessed trauma, been victims of violence, and experienced the loss of, or separation from family members, homes, and communities. In the United States refugee youth arrive with unique individual strengths, aspirations, and dreams for their futures; however, the nature of their refugee experience can hinder integration into the local community. Refugee youth may arrive in the United States with limited English proficiency and often without social connections or family ties. Without adequate social support to encourage integration into their new communities and to advance their educational and vocational goals. Some refugee youth may become disillusioned about their future and may engage in anti-social behavior and activities or become at risk for depression or social isolation. Therefore, connecting refugee youth to a mentor, and caring and supportive community members can provide invaluable support as they adjust to their communities and learn to identify, and strive to achieve, their educational or vocational goals, ultimately facilitating integration and economic self-sufficiency. To ensure a positive path toward social and economic integration, this study focused on the outcome that mentoring has on these youth. The primary goals of this study are to promote positive civic and social engagement and to support individual educational and vocational advancement. The study addressed the need for comprehensive youth support and mentorship opportunities

for refugee youth. The study worked closely with local resettlement agencies that work with refugee youth and families since they have a history of working with refugee youth. The study examined the relationship mentoring has on these variables that strengthen the ability of refugee youth to achieve successful integration and thrive within academic, professional, and civic/ social spaces. Mental health needs elevated poverty line show improvement and parental engagement.

Statement of the Problem

The purpose of this study is two-fold. First, this study investigated the effects of being exposed to one-on-one mentoring versus not being exposed to one-on-one mentoring on the academic, social, career, and psychological needs of newly arrived refugees in the United States. Secondly, this study also examined the separated and combined effects of the variables gender and age on the academic, social, career, and psychological needs of mentored newly arrived refugees in the United States. Answers to the following questions were sought:

1. Is there a difference in the academic scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling for pretest academic need scores?

2. Is there a difference in the social need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling for pretest social need scores?

3. Is there a difference in the career need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling for pretest career need scores?

4. Is there a difference in the psychological need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling for pretest psychological need scores?

5. To what effect, if any, do the variables gender and age, independently and combined have on the academic need scores of mentored newly arrived refugees?

6. To what effect, if any, do the variables gender and age, independently and combined have on the social need scores of mentored newly arrived refugees?

7. To what effect, if any, do the variables gender and age, independently and combined have on the career need scores of mentored newly arrived refugees?

8. To what effect, if any, do the variables gender and age, independently and combined have on the psychological need scores of mentored newly arrived refugees?

Significance of the Study

The significance of the current empirical investigation is threefold. First, a study of this nature will provide mental health professionals with relevant data concerning the positive effects of mentoring on the academic, social, professional, and psychological needs of newly arrived refugees. By having an understanding and an awareness of this relationship, mental health professionals, can better assist newly arrived refugees in their efforts to integrate and assimilate into a new country. Secondly, this study can provide

mental health personnel, especially counselors with pertinent data on the different

obstacles facing newly arrived refugees in their resettlement efforts. Being cognizant of

these obstacles, counselors can develop various life lesson interventions to alleviate their

negative consequences on the day-to-day decision-making of newly arrived refugees.

Finally, the data from this study will give counselors a clear picture of the life-saving tips

mentoring relationships will have on the total needs of the refugee population. A holistic

view of the flight of newly arrived refugees will provide counselors who work with these

individuals with more insight into how to help them during their transitional period.

Theoretical Framework

The present empirical investigation is based on the Social Learning Theory. This

theory argues that individuals such as refugees learn by interacting with other people

(Bandura, 1977). Additionally, this theory further opined that newly arrived refugees

within refugee centers will acquire new knowledge as well as pertinent information that

will help in meeting their academic, social, career, and psychological

needs.

In the current study, the significant others that newly arrived refugees will

encounter within refugee centers to assist them in making a smoother transition into the

American way of life, for some will be mentors. These mentors will serve as role models

and hopefully will have a positive effect on assisting newly arrived refugees in their

efforts to improve their academic, social, career, and psychological behavior.

Furthermore, the Social Learning Theory will help to explain the mentor

relationship between the mentor and the newly arrived refugees and how this relationship

helps refugees in their interaction with other individuals. Also, this relationship will help

newly arrived refugees to understand how various facets of American society work and develop a functional awareness of their needs to operate within their new country.

Research Hypotheses

The following research hypotheses were formulated in this study:

H_1: There is a statistically significant difference between the academic need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling for pretest academic need scores.

H_2: There is a statistically significant difference between the social need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling for pretest social need scores.

H_3: There is a statistically significant difference between the career need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling for pretest career need scores.

H_4: There is a statistically significant difference between the psychological need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling for pretest psychological need scores.

H_5: There is a statistically significant difference between academic need scores of mentored newly arrived refugees by gender and age nor the interaction effect of gender and age.

H_6:   There is a statistically significant difference between social need scores of mentored newly arrived refugees by gender and age nor the interaction effect of gender and age.

H_7:   There is a statistically significant difference between career need scores of mentored newly arrived refugees by gender and age nor the interaction effect of gender and age.

H_8:   There is a statistically significant difference between psychological need scores of mentored newly arrived refugees by gender and age nor the interaction effect of gender and age.

Assumptions

The following assumptions were made regarding this study.

1. It was assumed that one-on-one mentoring does have some impact on the academic, social, career, and psychological needs of newly arrived refugees.

2. It was assumed that newly arrived refugees would respond truthfully to the instrument.

3. It was assumed that the academic, social, career, and psychological needs of newly arrived refugees are vital issues among counselors.

4. It was assumed that selected demographic factors such as gender and age do have some influence on the academic, social, career, and psychological needs among mentored newly arrived refugees.

5. Finally, it was assumed that the instrument "Refugees Needs Inventory" accurately measures the academic, social, career, and psychological needs of newly arrived refugees.

Limitations and Delimitations

The following limitations were observed in this study:

1. This study was limited to newly arrived refugees in the United States in the year 2021.

2. This study was limited to newly arrived refugees over the age of 18 and above.

3. This study was limited to only one-on-one mentoring relationships between a refugee and a mentor.

4. The study was limited because all data for this study were collected through the use of a locally devised survey.

5. Finally, the generalization drawn from the findings of this study was limited to those of similar refugee organizations in their attempt to assess the impact of mentoring and demographic characteristics on the academic, social, career, and psychological needs of newly arrived refugees.

Definitions of Variables/Terms

Academic needs – refer to the cognitive or intellectual concerns associated with a newly arrived refugee.

Age – refers to the chronological age of a newly arrived refugee at the time of the study. This variable will be measured by the following age range: 18 to 21 and 22 and above.

Career needs – refer to the career or occupation concerns associated with a newly arrived refugee.

Gender – refers to whether a newly arrived refugee is male or female.

Newly arrived refugee – refers to an individual who has recently arrived in the United States during the past year from his or her home country due to a well-founded fear of being persecuted based on race, religion, nationality, political opinion, or membership in a particular social group.

One-on-one mentoring – refers to a type of relationship where a refugee is matched with a responsible adult professional from his or her community who provides academic, social, career, and psychological support.

Psychological needs – refer to the psychological or mental concerns associated with a newly arrived refugee.

Refugee – refers to an individual who left their home country due to a well-founded fear of being persecuted based on race, religion, nationality, political opinion, or membership in a particular social group.

Refugee resettlement – refers to the transfer of a refugee from his or her asylum country to another country that has admitted and granted him or her permanent residence.

Refugee resettlement agencies – refers to a coalition of local agencies that assist refugees.

Social needs – refer to the social or personal concerns associated with a newly arrived refugee.

Organization and Remainder of the Study

The present study is organized into five chapters. Chapter 1 provides the introduction, statement of the problem, significance of the study, theoretical framework, research hypotheses, assumptions, limitations and delimitations, and definition of variables and terms. Chapter 2 discusses the review of literature about the impact of one-

on-one mentoring and selected demographic factors on the academic, social, career, and psychological needs of newly arrived refugees.

Furthermore, chapter 3 presents the methodological framework of the study and includes, the type of research design, population and research setting, sampling procedures, instrumentation, validity and reliability of the instrument, data collection procedures, field study, null hypotheses, identification of independent and dependent variables, and statistical analysis. Chapter 4 focuses on the analysis of data which includes the interpretation of the results and the presentation of data in tabular form. Finally, chapter 5 gives a summary of the study and consists of the findings, discussion, conclusions, implications, and recommendations.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study is twofold. First, this study investigated the effects of being exposed to a one-on-one mentoring program versus not being exposed to this program on the academic, social, psychological, and career needs of newly arrived refugees in the United States. Secondly, this study examined the separated and combined effect of the variables gender and age on the academic, social, psychological, and career needs of newly arrived refugees in the United States.

Introduction

The number of newly arrived refugees and immigrants has considerably grown in the United States. Immigration is unquestionably the most substantiated power that has drastically shaped U.S. history. Current worldwide changes account for unprecedented movements of immigrants and refugees across the world who are searching for better life opportunities and conditions (Marsella & Ring, 2003). U.S. Census Bureau reports that since 1980, foreign-born make up about 12% of the United States population which equates to three out of four individuals immigrating into the United States (Larsen, 2004). More than 100 million immigrants and 13 million refugees have moved across borders worldwide within the last several decades (UNHCR Refugee Population Statistics Database, 2019). The most significant reasons refugees enter the United States are for educational pursuits, available healthcare, social acceptance, employment opportunities, and freedom to grow occupationally (Yakushko et al., 2008). However, recently arrived refugees are met with obstacles in the United States related to their career development, which is why mentoring is so important.

Mentoring

The United States is among the largest immigrant-receiving countries, with over 1 million immigrants obtaining legal permanent status annually (U.S. Department of Homeland Security, 2009). Immigrant children represent one-quarter of the population in the American public school system (Rhodes, 2016). Arriving immigrants have diverse characteristics and backgrounds (Birman, & Morland, 2014). Poor neighborhoods and unsafe schools can destroy enthusiasm. The majority of refugees and immigrants learn English, though it is the English of video games and the community, not standardized tests. The fortunate individuals have the benefit of mentors, teachers, and parents (Suárez-Orozco et al., 2010). Once immigrants arrive, most are filled with optimism and have respect for education.

After arrival within the United States, many immigrants reside in high-poverty areas, are susceptible to crime, and face problems adapting to inadequately funded schools (Jaycox et al., 2002). As a result, many immigrant children are thought to have serious mental health and social-emotional adjustment needs (Birman & Morland, 2014). According to DuBois and Karcher (2013), "research suggests that immigrant youth are at higher risk for psychological and behavioral problems, including anxiety disorders, depression, posttraumatic stress disorder (PTSD), substance abuse, and conduct and eating disorders" (p. 355).

Karcher et al. (2006) discussed different approaches to mentoring programs: context (site-based versus field-based). Field-based mentoring refers to programs where a sponsoring agency coordinates and supports mentor-mentee matches and typically interacts at mutually convenient times and locations (p. 711). Regarding site-based

programs, are programs where mentors and mentees interact in mentoring sites, such as schools, community agencies, youth development centers, religious contexts, the workplace, and hospitals or clinics (p. 711). This mentoring offers the greatest freedom for mentors and mentees to discover shared interests and explore various educational and recreational opportunities. The majority of mentoring programs are found in schools (Sipe & Roder, 1999). The next type of site-based mentoring program is school-based. School-based mentoring programs occur during school hours on school grounds. Site-based programs established in schools address immigrant students' language struggles, academic challenges, and understanding peer norms and pressures is helpful for newer arrivals (Birman & Morland, 2014).

Furthermore, Karcher et al. (2006) described diverse mentoring structures useful for refugee and immigrant youth, including "cross-age peer mentoring, intergenerational mentoring, e-mentoring, and group mentoring" (p. 711). Using older peer mentors who are U.S.-born or immigrants in program involvement aids refugees and immigrants to feel connected, promoting acculturation. A sense of belonging is developed when peers and mentees have a personal relationship, which is related to positive psychological adjustment for immigrant and refugee youth (Kia-Keating & Ellis, 2007).

According to Rhodes (2016), Suárez-Orozco identified challenges and limitations to school-based mentoring:

- Poverty: many children of immigrants have parents with lower educational backgrounds and arrive with high levels of poverty, known risk factors for a host of poor outcomes.

- Separations: 75% of immigrant children experience a parental separation, ranging from two to ten years. Such separations are very disruptive, as are parental reunifications since many children have re-attached to substitute parents.

- Language acquisition: It takes five to seven years of good, solid, consistent, high-quality language instruction to gain the full grasp needed to write, take multiple-choice tests, and learn sophisticated concepts

- Anxiety: With many children having undocumented parents, the recognition that their parents could be deported at any moment brings feelings of anxiety, instability, and fear. (para. 3)

A one-size-fits-all approach does not work with immigrant and refugee youth. Various tools and methods are needed to accommodate a range of different needs. Further, to better understand refugee and immigrant youths' mentoring needs and program effectiveness, specific levels of traditions, place of birth, and adoption of the majority group's culture should be considered (Birman & Morland, 2014).

Oberoi (2016) conducted a literature search to examine first-generation mentoring immigrant and refugee youth research to identify mentoring effectiveness, factors in preparing effectiveness, the process for relating mentoring to conclusions, and the quality of implementing mentoring programs. Oberoi's literature review identified 17 studies that address the role of social support and relationships in the lives of first-generation immigrant and refugee youth as it relates to a short period session or in-person meeting frequently for long periods.

Qualitative analyses in this study revealed interrelating types of relational support: tangible and emotional school-based support. Tangible support is offered to students in

the form of homework help, and emotional support is feelings of support (Oberoi, 2016, p. 8). Significant support was related to emotional school-based support of attending school, engagement in class, and completing work, but tangible school-based support did not make a difference. In addition, community adults provide valuable emotional and tangible support. On the other hand, Oberoi concluded that both school-based supports appear to be necessary for immigrant youth for improved academic performance and engagement.

Culturally sensitive mentoring programs increase adjustment to school for at-risk refugee students and stimulate a sense of belonging (Rotich, 2011). Although mentors and cultural knowledge impact mentoring relationships, a review with immigrant and refugee children suggested that same and different culture mentoring projects are beneficial. (Oberoi, 2016). Of the 17 studies reviewed by Frounfelker et al. (2020), only six explicitly discussed evaluations of mentoring programs. An ethnographic case study conducted by Symons and Ponzio (2019) evaluated Hope Resource Center (HRC), a community-based initiative through a summer camp for immigrant and refugee middle and high school students in the United States. The purpose of the study was to investigate how HRC supports immigrant and refugee adolescent newcomers' English language development. Interviews were conducted with four youths and two instructors, using observation field notes, audio and video recordings, and research memos. The summer camp was based on a distributed mentorship model and was effective in creating favorable conditions for English language development in addition to a sense of belonging and social ties within the community. The HRC's Gaining Learning Opportunities through Better English (GLOBE) summer program initiated a 6-week day

camp for 62 middle and high school newcomers to provide a variety of opportunities for middle and high school newcomers to use their home languages and English to build relationships, make friends, encourage each other, play games, construct knowledge, communicate ideas, problem-solving problems, and travel the city through field trips.

Mentoring has several definitions. Mondisa (2018) says 'mentoring involves an experienced individual (a mentor) educating, guiding, and counseling a less experienced person (a protégé) to help him, or her develop skills and realize dreams" (p. 295). A mentor is not a counselor or teacher nor a substitute for a parent. "They are a sounding board and confidant to the young person" (Australian Youth Mentoring Network, 2017, para. 1). The objectives of a mentor are to communicate their experience to a mentee, increase mentee performance; improve mentee relationships, increase sense of belonging, help a mentee understand and survive in a new environment; and practice behaviors that are acceptable within a society, culture, economy, environment or professional situation (Australian Youth Mentoring Network, 2017; Moodie & Fisher, 2009; Griffiths et al., 2009). Successful mentoring results in a person who has skills and behaviors that meet the expectations of the cultural, social, academic, or professional context.

Academics

The current U.S. school system is failing refugee and migrant children. Refugee and migrant children lag behind native-born U.S. students and have higher school dropout rates (Child Trends Databank, 2015). Academic engagement, a consciousness of learning styles, acculturation, and mental health factors are individual-level factors linked to refugee adolescents' academic achievement (Bang, 2012; Dinh et al., 2013; Kim & Suárez-Orozco, 2015). Research has indicated that acceptance of combined culture styles

is positively related to refugee students' academic achievement (Ding et al., 2013; Makarova & Birman, 2015). Furthermore, refugee adolescents' academic success has been positively associated with individual levels of academic engagement, such as completing homework and consciousness of learning styles (Bang, 2012; Kim & Suárez-Orozco, 2015).

As early as 2002, Wilkinson examined the educational experiences of refugee youth in Canada. The study attempted to better understand one aspect of their transition to adulthood in Canada. Data was obtained from a random sample of 91 refugee youths between the ages of 15 and 21. Kapreilian-Churchill (1996) provides one of the few studies of refugee youth in the Canadian school system. She finds that many refugee youths require special attention to be successful and advocates changes to the school system that would allow them to reach their academic potential. Rousseau et al. (1996) conducted another relevant study in Canada. They observe that some refugee youth have several emotional and psychological problems that may impede their success in school.

Gahungu et al. (2011) conducted research using 14 high school refugees attempting to adjust to U. S. schools. They found that students needed personalized support in education. In addition, the researchers also found that refugee students enter school with limited or no content knowledge compared to their peers; therefore, they need to feel valued as a student. To increase refugee students' self-esteem, the practice of social promotion was used despite mastering the content. Examples of using social promotion with refugee students in this study included a student who has skipped as many as four grade levels from 5th through 8th grades, placed in a 9th-grade classroom, to be later retained in grades 9th and 10th. Another student skipped kindergarten through

3rd grade, was enrolled in 7th grade, but was being taught 1st-grade curriculum (p. 9). When refugee students are socially promoted to several grade levels, the benefit of such practice is ineffective if the students are retained it appears they are retained in these same grades a year later.

From the literature review, it was noted that many factors influence the educational experiences of refugee students, from before they arrive in the United States to after their arrival. Five themes were identified as important in educating refugee students: availability of resources, building a strong sense of community family involvement, and employing practices and procedures that welcome, and acceptance of refugee students. It was suggested that our future is predicated on providing refugee children with quality and equitable education as children in the United States.

As Dryden-Peterson (2015) points out, these previous experiences affect how they experience school and their relationships with teachers and peers. These pre-settlement experiences can profoundly impact academic performance and psychosocial needs and skew their sense of belonging in school. Many refugee children often experience frequent or limited schooling and, as a result, fall behind academically and are below their age-appropriate grade level. According to Dryden-Peterson (2015), refugee children are frequently exposed to different languages of instruction throughout their migration, resulting in language confusion and difficulties in mastering academic content.

Hos (2016) performed an ethnographic study of newly arrived refugee secondary school students in an urban school. The study specifically examined the theme of caring for adolescent refugee SLIFE (students with limited or interrupted formal education). These students speak a language other than English. Limited English proficiency makes it

difficult for immigrant and refugee students to succeed within the educational system in the United States. Using data gathered from observations, interviews, and informal discussions with a teacher and students, they all agree that building a caring, supportive environment is the beginning foundation. Hos (2016) noted to create a supportive environment, teachers must know their students' needs and backgrounds. His research suggested since teachers play a vital role in supporting immigrant and refugee students, there is a need to implement different pedagogical practices. When teachers adapt lessons to students' needs, students become aware of academic expectations (Hos, 2016).

When refugee and immigrant students begin school, they are at a disadvantage. Many resources are needed to support refugee and immigrant students academically. According to Moinolnolki and Han (2017), refugee children are more likely than other children to fail and/or drop out of school. This is not unexpected as some refugee children are faced with challenges related to poverty, the stress of assimilation, and psychological disorders. The authors suggested future research is warranted to examine the interceding variables affecting recently arrived refugee students' academic success.

A growing body of research on resiliency and immigration has examined what makes immigrant students internationally and in the United States academically successful in primary grades through college. A study by Gámez et al. (2017) explored factors that influence the success of undocumented students in higher education. Eight students were interviewed who had either entered the United States without authorization or had overstayed tourist visas. Participants were asked to discuss their experiences as undocumented immigrants. This qualitative study revealed three key themes related to "DACAmented students' success extracted from the interviews: (a) mentors, or the

importance of individuals who provide guidance and support in the process of enrolling

and attending higher education institutions; (b) resiliency, or the personal strength,

bravery, courage, or perseverance that allowed students to stay in school; and (c) ganas,

or the grit, desire, and internal motivation that fueled their persistence despite the

challenges they faced in their educational journeys" (p. 152). Many participants

mentioned difficulty in finding mentors that led to them finding their own mentors.

Community mentors were sought by participants to provide support for their educational

pursuits. All eight participants noted the need to have supportive professionals to aid

them in matriculating within higher education. Based on their findings, the researchers

concluded that "factors such as having mentors, resiliency, and ganas—"internal

motivators" contributed to the successful navigation of college experiences for these

students" (p. 156).

Further research was suggested to include more creations of avenues and training

for faculty to equip them with mentoring support for DACA students. Furthermore,

additional research is needed to provide resilient students with equal opportunities to

achieve their full potential. Higher education institutions can assist these students with

the cost of education through outreach programs.

Pena et al. (2018) conducted an exploratory case study using unaccompanied

immigrant students to identify resiliency factors that led to academic success. The

purpose of this study was to understand the academic experiences of three adolescent

students from a high school in Texas. Three immigrant students were interviewed using

open-ended questions that asked students to describe events involving their relocation to

the U.S., their experiences in high school, their support networks, and their progress

toward graduation. The data highlighted shared "personal protective factors among the student participants, including high locus of control, personal competence, religiosity and spirituality, and family involvement" (p. 168). It was found that the implementation of an ESL program in the school also promoted academic, social, and emotional resiliency among immigrant students.

Observing the academic success of the three student participants through the resiliency theory lens, the researchers asserted that the individual student's internal factors of assets and resources influenced their self-efficacy and self-esteem (Fergus & Zimmerman, 2005; Zimmerman, 2013). Also, faculty relationships and systems of school support are some outside resources that influenced their success. Recent research studies by Borjian (2018) and Gámez et al. (2017) declared that "family, school, and community support systems" (p. 26) personal motivation, and internal desire to succeed, were some factors that contributed to the resiliency of UIC.

Reinking (2019) maintained that the education of refugees is in crisis. Reinking provided statistics to support his claim from the United Nations Refugee Agency, which states "91% of children around the world attend primary school; however, only 50% percent of refugee children go to primary school. Eighty-four percent of adolescents around the world attend secondary school, but just 22% of refugee adolescents receive any secondary education" (para. 4).

Reinking (2019) reviewed current research articles on best practices in educating refugee students in the United States. The researcher was explicitly focused on effective strategies used to educate and accept refugee students in educational settings. One literature finding indicated that refugee students enter school with diverse backgrounds

and experiences involving traumatic events, isolation, and stress, which can develop into feelings of low self-esteem, as well as physical and mental outcomes (Ferriss & Forrest-Bank, 2018). The researcher called for more research in the field of refugee education that addresses in-depth training for planning and educating refugee students.

Volante et al. (2019) examined a diverse array of background characteristics that influence the academic performance of first- and second-generation immigrant students. According to Volante et al. (2019), first-generation students tend to possess lower academic achievement than second-generation students, who successively tend to possess lower levels of accomplishment than their non-immigrant counterparts. The researchers proposed a multi-layered policy framework to enhance educational outcomes for immigrant students.

One of the main characteristics discovered was the relationship between socioeconomic status and immigrant student achievement suggests that socioeconomic deprivation (financial weakness) is problematic for immigrant students (Crosnoe, 2005). Immigrant students from disadvantaged economic situations face the intimidating challenge of adjusting to their new school system. Refugee students are at a triple disadvantage compared to their first-generation immigrant peers because of exposure to war and trauma and the lack of school attendance. According to Patel et al. (2017), it is not shocking that refugee students' educational and psychological support is severe across school systems. This study directly contributed to the need for research that tries to make sense of how policy networks of social protection, health, economic, and immigration departments are coordinating their services working throughout education. Resources and skills used by schools and communities are insufficient to address the challenges faced by

many immigrants and refugee children. A recommendation by the study for future research was to place particular emphasis on successful and unsuccessful educational outcomes that seem to either improve or impair challenges for immigrants.

Gender. International literature reports gender differences in student achievement that show male students steadily underperform compared to female students in literacy components of reading and writing scores. Donkers and Kornder (2014) support the literature in reporting the gap between male and female student achievement. Research by Makarova and Herzog (2011) explains that the difference in achievement is based on immigrant females being more socially integrated than immigrant males at school which puts them at risk for educational outcomes.

Not only do trends of achievement regarding gender vary across countries concerning reading, mathematics, and science performance also varies. Some researchers have suggested that gender equity across societies somewhat explains different achievement outcomes for male versus female immigrants (Dronkers & Kornder, 2015).

Age. When refugees arrive as children, there is a major difference in educational attainment outcomes. Kallick and Mathema (2016) found that refugees who arrive as children have strong high school graduation rates across the four refugee groups Somali, Burmese, Hmong, and Bosnian. The authors noted that refugees who arrive after the age of 18 have a low graduation rate. Regarding college completion, Burmese males and females are more apt to obtain a degree. According to Kallick and Matherma (2016), "Those who arrived as adults are about as likely to have a bachelor's degree as their U.S.-born counterparts: 26 percent of Burmese men and 27 percent of women, compared to 29 percent of U.S.-born people overall. Among Burmese who arrived as children, an

impressive 45 percent of men and 49 percent of women graduated from college with a

bachelor's degree or more" (p. 23). For refugees arriving younger than age 13, high

school graduation rates are similar to the native-born population, but this is not so for

refugees arriving between ages 14 and 18. However, those later arrivers make up for this

in their 20s and early 30s through relatively high rates for high school and college

graduation.

      Evans and Fitzgerald (2017) examined the effects of refugees who enter the

United States as children. The results denoted that refugees who come to the United

States before age 14 graduate from high school and college equivalent to U.S.-born.

Furthermore, for refugees that enter the United States after age 14, the high school and

college completion rates decline. Supplementary analyses suggest that the poor outcomes

for older teens may largely be due to language difficulties and/or the fact that many

children in this age range enter the country as unaccompanied minors. The results are

consistent with Schoellman's 2016 analysis of refugees who arrived in the U.S. from

Indochina before the age of six. Schoellman empirical evidence showed that the

outcomes for adult refugees are unrelated to arrival in the United States up to age six.

Disparities between the United States and the Indochinese countries suggest that older

refugees are at a disadvantage because of poverty and numerous wars. The results in

Schoellman (2016) indicate that the education outcomes for refugees that arrive between

0-6 are similar to outcomes for Native Americans; therefore, Evans and Fitzgerald's

results do not differ much by eliminating the youngest ages at arrival. However, Evans

and Fitzgerald (2017) found that refugees regardless of when they arrived in the United

States higher school enrollment rates compared to children born in the United States at

the same age. As a result, when high school graduation was observed differences

between refugees and natives at ages 19-24 vanished 10 years later of examination.

Social

Social and emotional development refers to the following components:

development of the capacity of the child from birth to five years of age to

form close and secure adult and peer relationships; regulation, and expression of

emotions in socially and culturally appropriate ways; and exploration of the environment

and learning – all in the context of family, community, and culture (Artman, et al., 2017,

"Take Home Messages" para. 1).

The challenges faced by youth from refugee backgrounds are innumerable and

daunting. Consultations conducted with 1482 youth from refugee backgrounds in 2015

and 2016 (UNHCR 2016) revealed that young people struggle with exploitation and

discrimination, and lack a sense of safety and security.

Nakeyar et al. (2018) conducted a systematic review of the psychosocial needs of

refugee children aged 5–12 years and youth 12–18 years. The researcher identified two

key psychosocial needs refugee children and youth need to support their resettlement:

"developing a sense of wellbeing, including belonging, and the ability to adapt to their

new environment (e.g., pursuit of higher education, using public transportation,

understanding social-cultural etiquettes)" (p. 187). Peer groups are important to refugee

children's self-esteem and behavior, during childhood. Refugee youth find it difficult to

develop a sense of belonging. Conversely, adolescents increase their independence by

figuring out how to develop a sense of belonging (Steinberg & Morris, 2001).

An extensive amount of literature has been published on refugees' school experiences and sense of belonging. Studies by Goodenow (1993), Irvin et al. (2011), and Singh et al. (2010) acknowledged that belonging influences student motivation, engagement, and academic achievement. According to Goodenow (1993) sense of belonging consists of being "accepted, respected, included, and supported" (p. 80). In regards to adolescents, Wallace et al. (2012) mixed method study investigated the sub-dimensions of belonging amongst a sample of 890 ethnically diverse high school students using focus groups and an 18-item Psychological Sense of School Membership (PSSM) (Goodenow, 1993) survey questionnaire. Their findings suggest the following school experiences contribute to a sense of belonging: generalized connection to teachers, connection to a specific teacher, identification, and participation in official school-sanctioned activities, and perceptions of fitting in with peers (p. 134). Connecting with teachers was based on "gaining authentic personal knowledge of students" (p. 128) and demonstrating a commitment to their academic success. These findings are consistent with Baumeister and Leary's (1995) study of frequent caring and positive interactions. In contrast, the relationships with teachers were not as important as gaining acceptance of peers. As Wallace et al. (2012) noted "adolescents presented managing one's acceptability within a peer network as fluid, dynamic, and in some sense, able to be manipulated" (p. 127). Specifically, gaining acceptance was achieved through altering one's behavior and dress. The researchers called for more future research sense of belonging studies should aim to probe careful attention to diverse student characteristics and experiences is critical.

Emotional belonging is linked to feeling safe (Ignatieff & Gutmann 2003). Yet, feeling safe is different from belonging. Maslow (1943) separates physiological needs such as food, safety, and security from belongingness and affection. Ignatieff (1993), however, acknowledges the centrality of safety to belonging in a context of inter-ethnic violence: "…where you belong is where you are safe, and where you are safe is where you belong" (p. 25).

A longitudinal study conducted by Lichtenstein and Puma (2019) found that permanently resettled people in Colorado from 2011 through 2015–2016 experienced an increase in safety and security each year that suggested safety feelings change over time when people become more socially connected and knowledgeable regarding their new environment. During each year of data collection, Quality Evaluation Designs (QED) conducted qualitative studies of refugees. The RISE survey found that social bonding (interactions with members of their same ethnic or language group) and social bridging (friendships with people outside their family or ethnic community) were important signs of integration. When refugees interact with a member of their ethnicity who speaks their language, it is considered healthy socialization. During interviews and focus groups, respondents commented that friends both inside and outside their culture helped them.

Chen and Schweitzer (2019) aimed to understand a sense of belonging as reflected in narratives of newly resettled young people from refugee backgrounds. Interview data were collected from 30 students and their parents using a digital storytelling approach. During the interviews, participants emphasized how they had to handle diverse identities, connections, and relationships in their sense of belonging experience.

From the narrative, five themes emerged and participants' experiences of belonging were explained: "connection to a larger entity; experience of immersion; experience of connection (and disconnection); a sense of identity; and instrumental outcomes" (p. 1981). The themes that emerged among the youth's narratives of belonging became regularly prompted and shaped with the aid of others. Other people had a significant influence on young individuals' sense of belonging. The current findings prompt future research aimed at refugee acclimatization and well-being in understanding their lived experience of belonging.

A longitudinal study conducted by Lichtenstein and Puma (2019) found that permanently resettled people in Colorado from 2011 through 2015–2016 experienced an increase in safety and security each year that suggested safety feelings change over time when people become more socially connected and knowledgeable regarding their new environment. During each year of data collection, Quality Evaluation Designs (QED) conducted qualitative studies of refugees. The RISE survey found that social bonding (interactions with members of their same ethnic or language group) and social bridging (friendships with people outside their family or ethnic community) were important signs of integration. When refugees interact with a member of their ethnicity who speaks their language, it is considered healthy socialization. During interviews and focus groups, respondents commented that friends both inside and outside their culture helped them.

Safety is critical to integration. Shaw et al. (2020) mixed methods study examined the experiences of safety among recently resettled refugees within the United States involving Utah and Arizona. Participants were comprised of a sample of 243 participants, who related their experiences to safety described in focus groups with 50

participants. To examine safety factors, the researchers sought to determine whether participants attended events associated with their culture or events different from their culture, experienced discrimination, felt comfortable in calling the police, and home visit frequency of service access. Quantitatively, the individual and social factors of participants were assessed according to gender, age, nationality, marital status, household size, state, time in the USA, and employment. Qualitative findings indicated three themes: (1) persecution related to being different, (2) concerns about family safety, and (3) an overall feeling of safety in the USA (p. 11). Participants described being verbally attacked and being taken advantage of because they were different from other people in the USA. Findings accentuated that participants were most likely to feel safe in their homes and least likely to feel safe in the community. Other participants felt safe in the USA home, neighborhood, and community surroundings. Experiences in discrimination were a risk factor for feeling less safe during post-resettlement.

Displacement is driven by the need to be safe and ensure family safety. Safety should be the most important consideration in a solution for forced migrants. Combined with economic self-sufficiency, Shaw et al. (2020) recommended that US resettlement programming and research measure safety as time goes on among refugees post-resettlement.

Psychological

The number of immigrants and refugees who have experienced trauma is growing worldwide. Cole et al. (2009) explained that trauma is a response to devastating and stressful events where coping is severely damaged (Cole et al., 2009). Refugee children and adolescents' experiences of war, violence, torture, killings, and emotional loss, can lead to mental health diagnoses, major depression, PTSD, generalized anxiety, panic

attacks, and adjustment disorder (Refugee Health Technical Assistance Center, 2017). Cole et al., and other researchers, agreed that traumatic experiences can lead to social, emotional, and academic difficulties (2009). According to the American Psychological Association Task Force (2009), child and adolescent exposure to trauma results in a range of mental health and developmental consequences including PTSD, depression, anxiety, behavioral problems, and sleep disturbances. As noted by the National Child Traumatic Stress Network, (2017), psychologically, once a traumatic event is caused a child experiences harm to his or her emotional and physical well-being. In children, traumatic event outcomes may cause stomachaches, headaches, crying, nightmares, anxiety, trouble managing behavior or emotions, trouble paying attention, academic difficulties, and difficulty sleeping (National Child Traumatic Stress Network, 2017). Refugee students have educational needs that do not exist with other diverse students. It is assumed that some refugee students' difficulties are related to poor mental health. Traumatic experiences hinder refugee children's learning.

In a review of educational needs and barriers for refugee students, McBrien (2005) identified needs as psychosocial well-being and language acquisition. The purpose of the study was to review research findings on refugee children who resettled in the United States to acquire an understanding of their unique needs, obstacles, success, and the interventions for overcoming the barriers that they face. A dominant theme of "psychosocial well-being of refugee students' needs includes a sense of safety, a sense of self, and an adjustment to the cultural expectations of a new country while maintaining a connection to their heritage" (p. 339).

Refugee children and adolescents separated from their families are dependent on others for help (Refugee Health Technical Assistance Center, 2017). The experiences and challenges children and adolescents face contribute to the development of a mental health condition. Before departure to the United States, refugee children can experience several different traumatic events (U.S. Department of Veteran Affairs-National Center for PTSD, 2017).

Likewise, the study by Bean et al. (2007a) assessed adolescents' problems related to experiences of trauma. The study compared the mental health problems of three groups of refugees. One group included minor refugees accompanied by parents, another group of minors were unaccompanied by parents, and the last group was young adults. Based on the results of three self-reported questionnaires, it was found that the unaccompanied children reported significantly higher incorporation of problems and traumatic stress symptoms than the other two groups. Bean et al. concluded that unaccompanied refugee minors (URM) have a high risk for developing mental disorders, depression, and maladjustment attributable to separation from primary caregivers, exposure to stressful events, limited educational opportunities, and environments during vulnerable developmental periods (Felsman et al., 1990; Sourander, 1998). Although anxiety was high in all 3 groups, results indicated moderately high levels of depression and anxiety for the young adults.

Wiese and Burhorst (2007) investigated the socio-demographics of asylum-seeking and refugee children and adolescents receiving psychiatric services. A comparison was made between unaccompanied refugee children and children who arrived with their parents. A high occurrence of PTSD was found within both groups.

Conversely, more mental health problems were found for unaccompanied children than for those who arrived with their parents. According to the results, "With regard to the main psychiatric diagnosis, as expected, there was a very high prevalence of anxiety/PTSD (84%), followed by depressive disorder (36%), relational problems (30%) and mental handicap/pervasive disorder (23%)" (Wiese & Burhorst, 2007, p. 609). The chief complaints by refugees were changes and adjustment problems to a new society, anxiety, learning disabilities, sad feelings, and pathological complaints.

Throughout claiming resettlement, refugees face both progressions and tests in conjunction with each part of their existence (Shannon et al., 2015). Shannon et al. (2015) conducted a study using mixed methods to investigate the characteristics of successful and unsuccessful refugee mental health referral processes (Minkler, 2010). This study took place in a Midwestern state where refugees resettle each year because of war-torn areas. Detailed stories were elicited using a survey questionnaire. Questions on the survey asked participants to indicate whether they had ever: "1) made a successful refugee mental health referral, 2) made an unsuccessful refugee mental health referral, 3) received a successful refugee mental health referral, or 4) received an unsuccessful refugee mental health referral" (p. 5). In receiving mental health referrals, survey respondents encountered barriers ranging from cultural language, interpreters, and transportation, educating refugees about mental health services, and following up to ensure the referral was successful. Based on the findings, it was suggested that health and mental health providers receive relevant training for active care coordination for refugees, and be educated on establishing trust and identification of mental health needs

Steel et al. (2009) researched articles for the prevalence rates of PTSD and depression in the refugee and post-conflict mental health field. Evidence found that refugees' exposure to torture was the strongest predictor of PTSD and depression (Steel et al., 2009). Depression is the main cause of disability in developed countries. Potential risks are presented through everyday life activities to refugees who arrive in the United States unfamiliar with how to access services to meet basic needs of food, shelter, health, education, and employment. Existing research has identified potential differences that likely occur in the seriousness and type of mental health symptoms apparent in newly arrived refugees (de Jong & Reis, 2010; Nichter, 2010; Shannon et al., 2015).

Jensen et al. (2015) investigated the occurrence of stressful life events and mental health problems in a sample of newly arrived unaccompanied asylum seekers aged 16 years and younger. The sample in the study was comprised of 93 participants aged 10–16 years who completed questionnaires online using a computer. To collect data three instruments were used, namely the Hopkins Symptom Checklist-37 for Adolescents (HSCL) (Bean et al., 2007b), The Child Post Traumatic Stress Disorder Symptom Scale (CPSS) (Foa et al., 2001), and The Stressful Life Events (SLE) measure (Bean et al., 2006).

Results showed that unaccompanied children asylum seekers had experienced several stressful and traumatizing life events. Young asylum seekers reported high incidences of violence and abuse. Also, the children showed symptoms of PTSD, depression, and anxiety. Regarding future research, it is important to assess resilience and positive coping strategies.

Refugee students enter school with diverse backgrounds and experiences that involve isolation, stress, and trauma that result in low self-esteem, depression, and mental and physical challenges (Ferriss & Forrest-Bank, 2018). Ferriss and Forest-Bank (2018) explored whether post-traumatic growth had similarities among resettled Somali refugees in the United States. Resettled refugees within the United States receive a cutoff period for medical assistance, case management, and support accessing employment and English-language classes (Mirza et al. 2014). These services are necessary for meeting the basic needs of health care, food, and shelter needs, but fail to focus on the physical and mental health that was affected by civil war and discrimination (Gallagher Vongkhamphra et al., 2011). Regrettably, access to mental health services available to resettled refugees to support traumatic stress is incomprehensible. Barriers to language ability merged with the importance of basic needs contribute to the underutilization and uncertainty of mental health services for Somali refugees (Ellis et al., 2011).

van Loenen et al. (2018) conducted a qualitative, comparative case study to explore the health needs and experiences of recently arrived refugees. Participants in the study consisted of 98 refugees and 25 healthcare workers. Data were collected using the Participatory Learning and Action (PLA) style brainstorming method and in-depth interviews. The data revealed that most health problems were the result of war and violence. Regarding mental health assistance, most respondents prefer not to receive specialized mental health care as they journey through Europe; instead, they prefer to talk about their circumstances to alleviate distress. Study results revealed a lack of continuity of care and urgency of care as a barrier, which put at risk the building of trust, essential to address the healthcare needs regarding mental health. van Loenen et al. concluded that

online assessment tools and management of mental health issues in refugees in addition to training interpreters could support primary healthcare professionals in their conveyance of compassionate care to refugees.

Refugee children and adolescents have an increased occurrence of psychological disorders. The mental health of refugee children is often associated with the severity of post-traumatic stress disorder (PTSD) in their parents. As a result, parents have a responsibility in child refugee mental health.

Bryant et al. (2018) study tested the effect of refugee caregivers' previous trauma and levels of ongoing stressors on current PTSD, and in turn how this influences parenting behavior and consequent child psychological health. Participants were recruited from Australia Children participants included one to two from each family and older children aged 11 through 17 years old. Older children were assessed using the Strengths and Difficulties Questionnaire (SDQ) to assess children's psychological difficulties. Data from 2013 and 2015 were collected using face-to-face interviews, whereas data from 2014 were collected through telephone interviews. The face-to-face interviews were conducted using the Post-Traumatic Stress Disorder–8 items (PTSD-8) (Hansen et al., 2010) to assess parents' probable PTSD, history of trauma, post-migration stressors, parenting style as a result of mental health issues, and the effects on children's psychological difficulties.

The collected data revealed a direct relationship between parents'/caregivers' PTSD and children's emotional difficulties. Parents' experience of PTSD directly influences the child's emotional well-being such as substance abuse, social withdrawal, and depression (Vogt et al., 2017). Regarding gender, findings revealed that female

children suffer from emotional problems more than male children and male children are more identified with hyperactivity symptom difficulties in comparison to female children.

In a study by Frounfelker et al. (2020), a summary was given on current epidemiological knowledge of refugee youth mental health and interventions intended to prevent mental health problems among children and adolescents at all levels of income. Frounfelker et al. claimed, "An important issue in refugee youth psychiatric epidemiology is whether, and the extent to which, there are disparities in the mental health of refugee children and youth compared with other migrant groups and host-country peers" (p. 162). According to Turrini et al. (2017), over 12 systematic reviews have now been published on the prevalence of mental disorders among refugee populations.

Career Options

Evidence and studies on the career options of refugees, including vocational aspirations, job search, entering employment, and adjusting to career tasks and challenges are limited (Morrice, 2011). However, researchers in vocational and organizational psychology have begun to address these topics. This is reflected in a special issue in the Journal of Vocational Behavior with 12 conceptual, qualitative, quantitative, and mixed-method articles on the vocational behavior of refugees (Newman et al., 2018). According to Richardson et al. (2019), the research paper articles published in *Career Development International* add to one's understanding of the career barriers facing refugees and how those barriers impact refugees' professional identity. There are restrictions on refugees' employment opportunities in the host countries, because of problems with qualifications, about their access to education, training, and employment arrangements (Stewart, 2007).

Refugees who have moved to a foreign country may not be familiar with the typical structures of the job market in the United States (Segal & Mayadas, 2005). Immigrants and refugees are sometimes unaware of available career options. Paid employment is necessary for many immigrants and refugees, although, refugees see early employment possibilities as temporary work solutions because they yearn to achieve their career dreams. Recent refugees, similar to United States-born children and adolescents face barriers in their career development from lack of adequate information.

Tlhabano and Schweitzer (2007) conducted a qualitative study to explore how young refugees' visions, hopes, and desires impact their vocational aspirations. Fourteen participants ages 16 and 26 participated in the study. The qualitative interviews were conducted using open-ended questions adapted from the Refugee Distress and Coping Interview Protocol (Miller et al., 2002). The questions sought answers about career aspirations and life during premigration, for example, question 8 asked participants "During this time what were you hoping to do when you were older?" (p. 140). Tlhabano and Schweitzer (2007) identified vocational aspirations for participants during pre and post-resettlement life. Respondents' future aspirations were not hindered by the experience of war. Participants expressed that they wished to finish their education earlier than resettlement and satisfy their vocational aspirations. One participant aspired to become a doctor, while, some respondents were undecided about future vocations. The authors concluded that for refugees after resettlement, vocational ambitions were high regardless of the challenges such as interruption of schooling and higher education and language difficulties. Furthermore, the findings indicated that giving up on aspirations is due to language difficulties rather than the value of education as a way of improving

one's life (Gibson & Ogbu, 1991; Ogbu, 1991). Tlhabano and Schweitzer (2007) recommended further research take a look into possible language limitations that may deter career aspirations.

Codell et al. (2011) evaluated as predictors sex, age, education level, English proficiency, and number of years spent as a refugee resettled in the United States. Data were supplied by U.S.-based resettlement. The data indicated that there was no significant relationship between education level, English proficiency, or years spent as a refugee. The researchers concluded that refugees with more education and improved English-speaking skills were more likely to obtain meaningful employment. The study also found in the sample of 85 refugees that the more time spent as a refugee detrimentally impacted the opportunity to acquire employment. Hainmueller et al. (2016) indicated similar findings regarding the length of time that refugees had to wait for the asylum process was negatively associated with ensuing successful employment integration. Hainmueller et al. (2016) further showed that refugees' wait time for asylum status affects their economic integration. It was concluded that reducing the waiting period for asylum can increase employment options for refugees.

Lack of English language proficiency has been recognized as a detriment to refugee career options. Willott and Stevenson (2013) conducted a study on attitudes and experiences in accessing employment and refugees' feelings about their personal circumstances. Forty-four of the refugees interviewed were professionals qualified as doctors, dentists, teachers, accountants, engineers, nurses, solicitors, and journalists. A small group of younger refugees interviewed had not achieved a professional level. Findings suggest that refugees who had professional status were highly motivated to

work, but when appropriate employment was not found, their self-esteem declined. In addition, the findings revealed that attitudes toward employment were related to the length of time refugees spent in the host country. Willott and Stevenson (2013) recommended future research "to alleviate the disillusionment, despair, and loss of identity that many professional refugees feel through not being able to pursue their chosen careers, and help prevent these achievers from becoming victims of the system" (p.11).

In their article, Nunn et al. (2014) interviewed young refugee adolescents to investigate and report the results regarding the pursuit of employment. According to the authors, young refugees face distinctive opportunities and challenges concerning employment. Findings suggested that employment paths for young refugees were shaped by career aspirations, family obligations, educational opportunities, and social networks.

O'Reilly (2015) focused on students with refugee backgrounds and how these students view their vocational future and manage the school-to-work transition. O'Reilly argued that at the end of high school, refugee students need vocational guidance. The author described a career development activity for refugee students called "life story for life design."

Another study focused on how self-efficacy and resilience can predict refugees' career adaptability contribute to the integration of refugees into the labor market and host society (Obschonka, Hahn, & Bajwa, 2018). Obschonka et al. (2018) results showed that newly arrived refugees rely on their personal agency and personality factors to release their adaptive capacities. In their quantitative survey study, it was noted that refugees' personalities and entrepreneurial cognitions for labor market integration were important.

Summary

Formal and informal one-on-one mentoring benefit acculturation and social integration of refugees into a new country. School-based mentoring programs that address the specific needs of refugees are capable of promoting academic success and integration through relationships with teachers, school personnel, and peers. Young refugees who have been exposed to violence and migrate to a new country benefit greatly from participating in mentoring programs that help them adjust to the culture and lifestyle of that country. For students, mental health issues of depression, anxiety, and stress cause them to struggle in school while learning a new language. Education is important to refugees and will open doors to career options.

CHAPTER 3

DESIGN OF THE STUDY

The purpose of this study was to examine the effect of a one-on-one mentoring program versus a non-mentoring program on the academic social, career, and psychological needs of newly arrived refugees. In addition, this study investigated the influence of the variables gender and age on the academic, social, career, and psychological needs of mentored newly arrived refugees.

This chapter is divided into the following twelve areas: (1) Type of Research Design, (2) Population and Research Setting, (3) Sampling Procedures, (4) Instrumentation, (5) Validity of the Instrument, (6) Reliability of the Instrument, (7) Data Collection Procedures, (8) Identification of Variables, (9) Field Study, (10) Null Hypotheses, (11) Statistical Analysis and (12) Evaluation of Statistical Assumptions.

Type of Research Design

Two types of research designs were employed in the present study. They are the non-randomized control group, the pretest-posttest design (see Figure 1), and the factorial design (see Figure 2).

The non-randomized control group, pretest-posttest design is a quasi-experimental design that consists of two groups of participants, who will not be randomly assigned to the experimental group or the control group. In the present study, the experimental group was exposed to one-on-one mentoring, and the control group was not exposed to one-on-one mentoring.

Furthermore, the nonrandomized control group, pretest-posttest design, like other kinds of quasi designs has some methodological weaknesses, particularly with threats to

internal and external validity (Gay et al., 2012). The interaction of selection and maturation is a serious internal validity problem for this design along with statistical regression (Gay et al., 2021).

Also, the nonrandomized control group, pretest-posttest design has another major weakness with threats to external validity. The threat of selection by treatment interaction as well as pretest sensitization have created problems for this design. Even though this design has its methodological weaknesses, it is considered one of the strongest quasi-designs (Gall et al., 2017).

Additionally, a 2 x 2 Factorial Design (see Figure 2) was used in the present study. This type of design allowed the researcher to manipulate two or more variables simultaneously to assess the separate and combined effects of the independent variables on the dependent variables (Mertler & Vannatta, 2010). In this design, the variables gender (male and female) and age (18 to 20 and 21 and above) are the independent variables and the academic, social, career, and psychological needs are the dependent measures. Thus, the use of the non-randomized control group, pretest-posttest design, and factorial design provided the most practical and systematic means for empirically examining the effects of one-on-one mentoring regarding gender, and age on the academic, social, career, and psychological needs of newly arrived refugees.

Figure 1: *Non-Randomized Control Group, Pretest-Posttest Design*

Group	Pretest	Independent Variable	Posttest
E	O	X	X
C	O	-	O

Figure 2: *2 x 2 Factorial Design*

Gender (A)	B₁ 18 to 20	B₂ 21 and above
A₁ Male	A₁B₁	A₁B₂
A₂ Female	A₂B₁	A₂B₂

Population and Research Setting

The population of this study consisted of 100 refugees from two refugee-serving agencies located in the southern region of the United States. The sample population consisted of 50 refugees who were exposed to the one-on-one mentoring (experimental group) and 50 refugees who were not exposed to the one-on-one mentoring (control group).

Alliance Refugee Center I has provided services to refugees and refugee youth for over 30 years. This center offers the following programs to refugees: Refugee Support Services, Literacy and Advancement Services, Financial Opportunity Services, Wellness Services, Language and Driver's Education and Mobility Services, and Family Care Services.

Additionally, Refugee Change Happens Mentoring Refugee Center II has been partnering in many programs with Refugee Center I since 2002. This center serves Congolese and Somali Bantu refugees who are housed primarily in the 3rd ward area. This center offers the following programs to refugees: Mentoring, Professional

Opportunity Services, Healthcare Services, Education Services, and Family Engagement Services.

Sampling Procedures

The judgmental sampling procedure was used in the present study. This type of non-probability sampling technique is employed by a researcher when selected characteristics of a population are of interest to him or her to find answers to research questions. In addition, this procedure is utilized by a researcher when he or she is selecting participants based on a variety of criteria common to those who will be selected to participate in the study (Vogt, 2007).

In the current study, the following criteria were used to collect the sample: 1) the participant must be a newly arrived refugee; 2) the participants must be involved with the Alliance Refugee Center or the Change Happens Refugee Center; 3) the participants must have arrived in the U.S. within the last six months and 4) the participants must be 21 years or older.

Instrumentation

The Refugees' Academic, Social, Career, and Psychological Needs Questionnaire was developed by the researcher after reviewing three in-house surveys. These surveys are used by refugee centers to address the academic, professional, and social difficulties that newly arrived refugees are more likely to encounter during the transitional period in the United States. The RASCPN Questionnaire (See Appendix A) consisted of five major areas. The first section of the investigative questionnaire contained five demographic items.

Section two consisted of eight items measuring the academic needs of refugees. Sections three and four consisted of six items measuring the social and psychological needs of the newly arrived refugees. The final section contained items measuring the career needs of refugees.

Moreover, the twenty-five items in sections two through four were in the form of a Likert-type scale. These items asked the participants to check one of four fixed expressions: Not at All True, Not Very True, Sort of True, and Very True. Each of the aforementioned expressions was assigned the following weight for analysis purposes: Very True (4), Sort of True (3), Note Very True (2), and Not at All True (1).

Furthermore, in section one, items one and two were scored 1 to 2, respectively. Item three was scored from 1 to 5. In addition, items four and five were scored 1 to 8, consecutively. Since this section was composed of demographic items, the scoring of 1, 2, 3, 4, 5, 6, 7, and 8 does not represent a perceptional sequence, only categories.

Validity of the RASCPN Questionnaire

To establish content validity, the researcher administered the Refugees' Academic, Social, Career, and Psychological Needs Questionnaire (RASCPN) to a group of experts in the field of counseling. This type of validity assessed the degree to which the items on the investigative questionnaire measured the underlying content of each item. The experts were required to evaluate the questionnaire using the following three-point scale: (1) zero (0) indicates the instrument does not measure the content area; (2) 1 = indicates the instrument measures some aspects of the content area, and (3) = indicates the instrument measures the overall content area. Once the experts agreed that the

investigative questionnaire was valid for the current study, the researcher field-tested the instrument.

Reliability of the RASCPN Questionnaire

Internal consistency reliability was established on the Refugees' Academic, Social, Career, and Psychological Needs Questionnaire (RASCPN) by the researcher. This type of reliability procedure is determined by assessing how all of the items on the investigative questionnaire are related to each other and the test as a whole. To compute this type of reliability, Cronbach's Alpha Coefficient was used. Alpha coefficients were computed for the following subscales and the total scale of the Refugees' Academic, Social, Career, and Psychological Needs Questionnaire

Academic Scale: .00

Social Scale: .00

Career Scale: .00

Psychological Scale: .00

Total Scale: .00

Furthermore, Bruning and Kintz (1997) opined that whenever an instrument's reliability coefficient is .70 and above, the instrument is considered reliable.

Data Collection Procedures

A letter of interest to conduct the investigation was sent to the Directors of the Alliance Refugee Center and the Change Happens Refugee Center (See Appendix B). The letter provided each refugee center with a detailed description of the purpose of the study and the logistics of carrying out the study within their facilities. Once authorization

was granted, the researcher provided each newly arrived refugee with the appropriate communications in their specific language (if necessary) about the purpose of the study. In addition, the researcher informed each refugee that his or her identity is kept confidential and that it will not hinder their transition and adjustment into the United States.

Once the refugees were selected to participate in the study, they were divided into two groups. One group of refugees was exposed to one-on-one mentoring and the other group was not exposed to mentoring. Each group covered the same information concerning the academic, professional, social, and psychological services offered by the center. Before the refugees received any of the information provided by the centers regarding their needs, they were administered the pre-treatment Refugees' Academic, Social, Career, and Psychological Needs Questionnaire by the researcher.

Once this process was done, both groups of refugees were provided with academic, social, and professional information over eight weeks. The experimental group received one-on-one mentoring for two hours, three times a week throughout the study whereas the control group did not receive mentoring.

After the eight weeks were completed, both groups of refugees were administered the post-treatment Refugees, Academic, Social, Career, and Psychological Needs Questionnaire by the researcher. Data from both the pretreatment and post-treatment questionnaires were matched for each participating refugee and then coded by the researcher. The codes were entered into a statistical software package. For analysis purposes, the Statistical Package for the Social Sciences (SPSS) was used to analyze the data.

Field Study

A field test of the Refugees' Academic, Social, Career, and Psychological Needs Questionnaire (RASCPN) was conducted during the fall of 2021. Ten (10) newly arrived refugees were selected to participate in the field study. The results of the field study were assessed for suggestions and criticisms.

Once the results of the field study were analyzed by the researcher, the necessary recommendations and revisions were implemented to the investigative questionnaire. Gall and Borg (2007) reported that a sample of 10 to 20 participants is sufficient for a field study for most educational studies.

Identification of the Independent and Dependent Variables

For the current study, the independent variables were the type of mentoring program, gender, and age. These variables were assumed to have some impact on the dependent variable which consisted of the following four dependent measures: academic, social, career, and psychological needs among newly arrived refugees.

Null Hypotheses

The following eight (8) null hypotheses were generated from the research questions and hypotheses formulated to be tested in this study:

Ho_1:   There is no statistically significant difference between the academic need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling for pretest academic need scores.

Ho_2:   There is no statistically significant difference between the social need scores of newly arrived refugees who were exposed to one-on-one

mentoring and those who were not exposed to one-on-one

mentoring after controlling for pretest social need scores.

HO3:   There is no statistically significant difference between the career need

scores of newly arrived refugees who were exposed to one-on-one

mentoring and those who were not exposed to one-on-one

mentoring after controlling for pretest career need scores.

Ho4:   There is no statistically significant difference between the psychological

need scores of newly arrived refugees who were exposed to one-on-one

mentoring and those who were not exposed to one-on-one

mentoring after controlling for pretest psychological need scores.

Ho5:   There is no statistically significant difference between the academic

need scores among mentored newly arrived refugees by gender

and age nor the interaction effect of gender and age.

Ho6:   There is no statistically significant difference between the social need

scores among mentored newly arrived refugees by gender and age nor the

interaction effect of gender and age.

Ho7:   There is no statistically significant difference between the career need

scores among mentored newly arrived refugees by gender and age nor the

interaction effect of gender and age.

Ho8:   There is no statistically significant difference between the psychological

need scores among mentored newly arrived refugees by gender and age

nor the interaction effect of gender and age.

Statistical Analysis

Two parametric procedures were employed in this study. They were the Analysis of Covariance and the Two-Way Analysis of Variance procedure. According to Warner (2013), the One-Way Analysis of Covariance is a statistical technique utilized to statistically control any pre-existing differences in the academic, social, career, and psychological need scores that might have been present, and which might therefore have confounded the difference between the scores in the experimental and the control groups.

Moreover, the Two-Way Analysis of Variance procedure is a statistical technique that examines the separate and combined effects of two independent variables on the dependent variable. In addition, if a difference is found between the sample means, a post hoc test is used to determine whether the difference is statistically significant, or is attributed to random sampling error. The Scheffé test is employed as the post hoc test for the study. All hypotheses were tested at the .05 level or better.

Evaluation of Statistical Assumption

The following assumptions are associated with the One-Way Analysis of Covariance:

1. Normality refers to the scores on the dependent variable that must be normally distributed in data;

2. Linearity refers to a linear relationship between the covariance(s) and dependent variable;

3. Homogeneity of Variance refers to the scores on dependent variables having equal variances;

4. Independent samples refer to the scores within each sample that must be randomly sampled and must be independent of one another;

5. Independent variable should not affect the covariance variable refers to the data on the covariate being collected before the treatment (independent) is applied; and

6. Homogeneity of Regression Slope refers to the regression slopes between the covariate and dependent variable being similar within each of the populations involved in the study (Warner, 2013)

Moreover, the assumptions associated with the Two-Way Analysis of Variance are as follows:

1. Normal Distribution refers to the scores on the dependent variable that are normally distributed in the data;

2. Homogeneity of variance refers to the population variance in all cells or groups within the factorial design are equal;

3. Independent samples refer to the scores within each sample that must be randomly sampled and must be independent of one another; and

4. Random samples refer to the samples being randomly drawn from a defined population (Huck, 2004).

CHAPTER 4

ANALYSIS OF THE DATA

The purpose of this study was two-fold. First, this study investigated the effects of being exposed to one-on-one mentoring versus not being exposed to one-on-one mentoring on the academic, social, career, and psychological needs of newly arrived refugees in the United States. Secondly, this study examined the separated and combined effects of the variables gender and age on the academic, social, career, and psychological needs of newly arrived refugees in the United States. Answers to the following questions were sought:

1. Is there a difference in the academic need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling to pretest academic need scores?

2. Is there a difference in the social need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling to pretest social need scores?

3. Is there a difference in the career need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling to pretest career need scores?

4. Is there a difference in the psychological need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling to pretest psychological need scores?

5. To what extent, if any, do the variables gender and age, independently and combined, have on the academic need scores of mentored newly arrived refugees?

6. To what extent, if any, do the variables gender and age, independently and combined, have on the social need scores of mentored newly arrived refugees?

7. To what extent, if any, do the variables gender and age, independently and combined, have on the career need scores of mentored newly arrived refugees?

8. To what extent, if any, do the variables gender and age, independently and combined, have on the psychological need scores of mentored newly arrived refugees?

The sample for the present study consisted of fifty (50) newly arrived refugees in the United States. The researcher administered the Refugees Behavior Survey, a locally devised questionnaire to collect the data.

The data analysis for this empirical investigation included two major components: the demographic characteristics of the newly arrived refugees involved in the study and the eight null hypotheses tested in the study. The researcher utilized the One-Way Analysis of Covariance and the Two-Way Analysis of Variance to analyze the data. All eight null hypotheses were tested at the .05 level of significance or better.

Demographics Characteristics of Participants in the Study

Fifty (50) newly arrived refugees participated in the present study. The refugees

involved in the study were described descriptively by gender, age, income, and

educational level.

Gender. Twenty-seven or 54 percent of the newly arrived refugees were males. In

contrast, 23 or 46 percent of the newly arrived refugees involved in the study were

females. See Table 1 for these findings.

Table 1

Frequency Distribution of Participants by Gender

Variable	Number	Percent
Gender		
Male	27	54.0
Female	23	46.0
Total	50	100.0

Age. The variable age was measured in two categories for this study. Twenty-four

of 48 percent of the newly arrived refugees were 18 years of age. Likewise, 26 or 52

percent of the newly arrived refugees were 19 years of age or above. See Table 2 for

these results.

Table 2

Frequency Distribution of Participants by Age

Variable	Number	Percent
Age		
18	24	48.0
19 and above	26	52.0
Total	50	100.0

Income. The variable income was classified into three major groups for the present study. Thirty-six or 72 percent of the newly arrived refugees reported their household income was $20,000 or less and 9 or 18 percent of them indicated their income level was between $20,001 to $40,000. Finally, 5 or 10 percent of the newly arrived refugees' household income was $40,001 and above. See Table 3 for this analysis.

Table 3

Frequency Distribution of Participants by Household Income

Variable	Number	Percent
Income		
$20,000 or less	36	72.0
$20,001 to $40,000	9	18.0
$40,001 and above	5	10.0
Total	50	100.0

Educational Level. Regarding the variable educational level, 27 or 54 percent of the newly arrived refugees reported they had some high school or less, and 17 or 34 percent of them indicated they had received a high school diploma. On the other hand, 4 or 8 percent of the newly arrived refugees expressed they had some college and 2 or 4 percent of them acknowledged they had a college degree. See Table 4 for these findings.

Table 4

Frequency Distribution of Participants by Educational Level

Variable	Number	Percent
Educational Level		
Some high school or less	27	54.0
High School Graduate	17	34.0
Some College	4	8.0
College Graduate	2	4.0
Total	50	100.0

Testing of Hypotheses

Ho₁: There is no statistically significant difference between the academic need

scores of newly arrived refugees who were exposed to one-on-one

mentoring and those who were not exposed to one-on-one mentoring after

controlling for pretest social need scores.

In Table 5, the adjusted academic need mean score for the newly arrived refugees

exposed to one-on-one mentoring was 15.71 and for those not exposed to one-on-one

mentoring, the adjusted social need mean was 14.13. On the other hand, the non-adjusted

academic need mean score for newly arrived refugees exposed to one-on-one mentoring

was 17.04, and for those not exposed to one-on-one mentoring, their non-adjusted social

need mean was 12.80.

The One-Way Analysis of Covariance results on the differences in the mean

academic need scores of newly arrived refugees exposed to one-on-one mentoring and

those newly arrived refugees not exposed to one-on-one mentoring were presented in

Table 6. There were no statistically significant differences found between the mean

academic need scores who were exposed to one-on-one mentoring and those newly

arrived refugees not exposed to one-on-one mentoring ($F_{(1,47)} = 2.688$, $p > .05$) at the

.05 level. Therefore, hypothesis 2 was not rejected.

Table 5

Adjusted and Non-Adjusted Means Regarding Academic Need Scores

Groups	Adjusted Mean	Non-Adjusted Mean
Mentoring	15.71	17.04
Non-Mentoring	14.13	12.80

Table 6

Analysis of Covariance Results Regarding Academic Need Scores of Newly Arrived Refugees Exposed to and Not Exposed to One-On-One Mentoring

Source of Variance	SS	df	MS	F	P
Pre-Academic	161.758	1	161.758	21.771	.000
Mentor	19.969	1	19.969	2.688	.108
Error	349.202	47	7.430		
Total	735.680	49			

Ho$_2$: There is no statistically significant difference between the social need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling for pretest academic need scores.

Illustrated in Table 7 were the adjusted and non-adjusted social need scores of newly arrived refugees who participated in the one-on-one mentoring program and those who did not participate in a one-on-one mentoring program. The adjusted mean social need score for newly arrived refugees participating in a one-on-one mentoring program was 22.831 and for those not participating in a one-on-one mentoring program, the adjusted social need score was 17.81. In comparison, the non-adjusted mean social need score for the newly arrived refugees participating in the one-on-one mentoring program was 21.42 and the non-adjusted mean social need score for newly arrived refugees not participating the in one-on-one mentoring program was 26.72.

Indicated in Table 8 was the One-Way Analysis of Covariance results regarding the differences between the social need scores of newly arrived refugees who participated or did not participate in a one-on-one mentoring program. Statistically significant

differences were found between those newly arrived refugees who received mentoring and those who did not receive mentoring (F(1,47) = .372, p > .05) at the .05 level.

Table 7

Adjusted and Non-Adjusted Means Regarding Social Need Scores

Groups	Adjusted Mean	Non-Adjusted Mean
Mentoring	20.62	21.48
Non-Mentoring	27.59	26.72

Table 8

Analysis of Covariance Results Regarding Social Need Scores of Newly Arrived Refugees Exposed to and Not Exposed to One-On-One Mentoring

Source of Variance	SS	Df	MS	F	P
Pre-Social	1528.285	1	1528.285	2.092	.155
Mentor	592.735	1	592.735	.811	.372
Error	34332.995	47	730.489		
Total	36204.500	49			

Ho3: There is no statistically significant difference between the career need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling for pretest career need scores.

Shown in Table 9 were the adjusted and non-adjusted career need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring. The adjusted mean career need score for newly arrived refugees involved in one-on-one mentoring was 17.04 and for those not involved in the one-on-one mentoring, the adjusted career need score was 16.80. By contrast, the non-adjusted career mean need score for the newly arrived refugees involved in the one-on-

one mentoring was 18.92 and the non-adjusted career need score for newly arrived refugees not involved in one-on-one mentoring was 14.92.

Presented in Table 10 were the One-Way Analysis of Covariance analyses concerning the differences in the career need scores of newly arrived refugees who received one-on-one mentoring and those who did not receive one-on-one mentoring. A significant difference was not found between the career need scores of newly arrived refugees who received one-on-one mentoring and those who did not receive one-on-one mentoring $(F(1,47) = .086, p> .05)$ at the .05 level. Thus, hypothesis 2 was not rejected.

Table 9

Adjusted and Non-Adjusted Means Regarding Career Need Scores

Groups	Adjusted Mean	Non-Adjusted Mean
Mentoring	17.04	18.92
Non-Mentoring	16.08	14.92

Table 10

Analysis of Covariance Results Regarding Career Need Scores of Newly Arrived Refugees Exposed to and Not Exposed to One-On-One Mentoring

Source of Variance	SS	Df	MS	F	P
Pre-Career	485.782	1	485.782	81.872	.000
Mentor	.513	1	.513	.086	.770
Error	279.898	47			
Total	965.680	49			

Ho4:   There is no statistically significant difference between the psychological need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring after controlling for pretest psychological need scores.

Reported in Table 11 were the adjusted and non-adjusted psychological need scores of newly arrived refugees who were exposed to one-on-one mentoring and those who were not exposed to one-on-one mentoring. The adjusted mean psychological need score for newly arrived refugees involved in one-on-one mentoring was 22.83 and for those not involved in the one-on-one mentoring, the adjusted psychological need score was 17.81. By contrast, the non-adjusted psychological mean need score for the newly arrived refugees involved in the one-on-one mentoring was 23.52 and the non-adjusted psychological need score for newly arrived refugees not involved in one-on-one mentoring was 17.12.

The One-Way ANCOVA was computed to assess the differences in the mean psychological need scores of newly arrived refugees who received one-on-one mentoring and those who did not receive one-on-one mentoring. A statistically significant difference was found between the psychological need scores of newly arrived refugees who received one-on-one mentoring and those who did not receive one-on-one mentoring ($F(1,47) = 33.814$, $p < .001$) at the .001 level. Accordingly, hypothesis 4 was rejected.

Moreover, further data analysis utilizing the mean results revealed that newly arrived refugees who received one-on-one mentoring had significantly higher psychological need scores than those newly arrived refugees who did not receive one-on-one mentoring.

Table 11

Adjusted and Non-Adjusted Means Regarding Psychological Need Scores

Groups	Adjusted Mean	Non-Adjusted Mean
Mentoring	22.83	23.52
Non-Mentoring	17.81	17.12

Table 12

Analysis of Covariance Results Regarding Psychological Need Scores of Newly Arrived Refugees Exposed to and Not Exposed to One-On-One Mentoring

Source of Variance	SS	Df	MS	F	P
Pre-Psychological	331.857	1	331.857	38.133	.000
Mentor	294.267	1	294.267	33.814	.000***
Error	409.023	47	8.703		
Total	1252.880	49			

Ho5: There is no statistically significant difference between the academic need scores of newly arrived refugees by gender and age nor the interaction effect of gender and age.

A Two-Way Analysis of Variance was computed to examine the separate and combined effects of the variables gender and age on the academic need scores of newly arrived refugees. As revealed in Table 13, there were no significant differences found between the academic need score of the two gender groups ($F(1,46) = .592$, $p > .05$) and the two age groups ($F(1,46) = .757$, $p > .05$).

Moreover, no statistically significant interaction effects were found between the refugees' gender and age ($F(1,46) = .191$, $p > .05$) on their academic need scores at the .05 level. Hypothesis 5 was not rejected.

Table 13

Analysis of Variance Summary Table Regarding the Academic Need Scores of Newly Arrived Refugees by Gender and Age

Source of Variance	SS	Df	MS	F	P
Main Effect					
A(Gender)	9.176	1	9.176	.592	.446
A(Age)	11.735	1	11.735	.757	.389
Gender by Age	2.955	47	2.955	.191	.604
Error	712.929	46	15.498		
Total	735.680				

Ho$_6$:   There is no statistically significant difference between the social need scores of newly arrived refugees by gender and age nor the interaction effect of gender and age.

Presented in Table 14 was the Two-Way Analysis of Variance results regarding the impact of newly arrived refugees' gender and age on their social need scores. Statistically significant differences were not found between the two racial groups, A main effect (F(1,46) = 1.215, p > .05) and two age groups, B main effect (F(1,46) = .842, p > .05) of newly arrived refugees regarding their social need scores.

Furthermore, a two-way interaction effect was not found between the refugees' gender and age (F(1,46) = .509, p > .05) concerning their social need scores. Conversely, Hypothesis 6 was not rejected.

Table 14

Analysis of Variance Summary Table Regarding the Social Need Scores of Newly Arrived Refugees by Gender and Age

Source of Variance	SS	Df	MS	F	P
Main Effect					
A(Gender)	898.197	1	898.197	1.215	.276
B(Age)	623.015	1	623.015	.842	.363
Gender by Age	376.791	1	376.791	.509	.479
Error	34018.584	46	739.534		
Total	36204.500	49			

Ho7:   There is no statistically significant difference between the career need scores of newly arrived refugees by gender and age nor the interaction effect of gender and age.

Presented in Table 15 was the One-Way Analysis of Variance results for gender and age of newly arrived refugees with regard to their career need scores. No statistically significant differences were found in the career need scores for the two gender groups, A main effect ($F(1,46) = 1.639$, $p > .05$) and two age groups ($F(1,46) = .115$, $p > .05$) of newly arrived refugees.

Moreover, gender and age AxB ($F(1,46) = 1.684$, $p > .05$) did not significantly interact with the career need scores among newly arrived refugees. Thus, Hypothesis 7 was not rejected.

Table 15

Analysis of Variance Summary Table Regarding the Career Need Scores of Newly Arrived Refugees by Gender and Age

Source of Variance	SS	Df	MS	F	P
Main Effect					
A(Gender)	31.794	1	31.794	1.639	.207
B(Age)	2.238	1	2.238	.115	.736
Gender by Age	32.669	1	32.669	1.684	.201
Error	892.587	46	19.404		
Total	965.680	49			

Ho8:   There is no statistically significant difference between the psychological

need scores of newly arrived refugees by gender and age nor the

interaction effect of gender and age.

Shown in Table 16 was the One-Way Analysis of Variance results concerning the

differences in the psychological need scores of newly arrived refugees based on their

gender and age. A significant difference was not found between the two gender groups

$(F(1,46) = .060, p > .05)$ and two age groups $(F(1,46) = 1.456, p > .05)$ of newly arrived

refugees regarding their psychological need scores.

Furthermore, no two-way interaction effects were found between newly arrived

refugees' gender and age $(F(1,46) = .230, p > .05)$ concerning their psychological need

scores at the .05 level. Therefore, Hypothesis 8 was not rejected.

Table 16

Analysis of Variance Summary Table Regarding the Psychological Need Scores of Newly Arrived Refugees by Gender and Age

Source of Variance	SS	Df	MS	F	P
Main Effect					
A(Gender)	1.565	1	1.565	.060	.805
B(Age)	37.999	1	37.999	1.456	.234
Gender by Age	5.995	1	5.995	.230	.634
Error	1200.779	46	26.104		
Total	1252.880	49			

Summary of Hypotheses

There were eight null hypotheses tested in this study. All eight hypotheses were tested for differences in the academic, social career, and psychological needs of newly arrived refugees based on their mentoring status, age, and gender. Hypothesis four was the only null hypothesis of the eight null hypotheses which was found to be significant.

Regarding hypothesis four, there was a statistically significant difference found between the psychological needs of newly arrived refugees who were involved in one-on-one mentoring and those not involved in one-on-one mentoring. Refugees who received mentoring received their psychological needs significantly higher than those who did not receive mentoring.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was two-fold. First, this study examined the effects of being exposed to one-on-one mentoring versus not being exposed to one-on-one mentoring on the academic, social, career, and psychological needs of newly arrived refugees in the United States. Secondly, this study ascertained the separated and combined effects of the variables gender and age on the academic, social, career, and psychological needs of mentored newly arrived refugees in the United States.

A non-randomized controlled control group pretest-posttest design was used in this study. Fifty (50) newly arrived refugees who received support services from the Alliance Refugee Center One and Refugee Change Happens Center participated in the study. A locally devised survey entitled, "The Refugee's Academic, Social, Career, and Psychological Needs Questionnaire" was employed to collect data for the study. This instrument was found to possess excellent content validity and an alpha coefficient of .721 for the instrument as a whole. The One-Way Analysis of Covariance and the Two-Way Analysis of Variance were used to analyze the data the following null hypotheses were tested at the .05 level or better:

Ho_1: There is no statistically significant difference between the academic need scores of newly arrived refugees who are exposed to one-on-one mentoring then those who were not exposed to one-on-one mentoring after controlling for pretest academic need scores.

Ho$_2$:   There is no statistically significant difference between the social need

scores of newly arrived refugees who are exposed to one-on-one

mentoring then those who were not exposed to one-on-one mentoring after

controlling for pretest social need scores.

Ho$_3$:   There is no statistically significant difference between the career need

scores of newly arrived refugees who are exposed to one-on-one

mentoring then those who were not exposed to one-on-one mentoring after

controlling for pretest career need scores.

Ho$_4$:   There is no statistically significant difference between the psychological

need scores of newly arrived refugees who are exposed to one-on-one

mentoring then those who were not exposed to one-on-one mentoring after

controlling for pretest psychological needs scores.

Ho$_5$:   There is no statistically significant difference between the academic need

scores among newly arrived refugees by gender and age nor the

interaction effect of gender and age.

Ho$_6$:   There is no statistically significant difference between the social need

scores among newly arrived refugees by gender and age nor the

interaction effect of gender and age.

Ho$_7$:   There is no statistically significant difference between the career need

scores among newly arrived refugees by gender and age nor the

interaction effect of gender and age.

Ho$_8$:   There is no statistically significant difference between the psychological need scores among newly arrived refugees by gender and age nor the interaction effect of gender and age.

Findings

The following findings were observed in this study:

1.   The perceived academic need scores of newly arrived refugees were not significantly affected by their mentoring status.

2.   Newly arrived refugees perceived social need scores were not influenced by their mentoring status.

3.   Career need scores of newly arrived refugees were not significantly influenced by their mentoring status.

4.   One-on-one mentoring did produce a significant effect on the perceived psychological need scores of newly arrived refugees.

5.   The perceived academic need scores among newly arrived refugees were not significantly influenced by their age and gender independently and combined.

6.   The variables (1) gender and (2) age independently and collectively did not produce a significant effect on the perceived social need scores of newly arrived refugees.

7.   The variables gender and age separately did not influence the post-academic need scores of newly arrived refugees.

8.   In general, the social needs scores of newly arrived refugees were not influenced independently or in combination by the variables gender and age.

9. It appeared that the variables gender and age individually or collectively had no impact on the perceived career need scores of newly arrived refugees.

10. Finally, regardless of the newly arrived refugees' gender and age, these variables independently and separately had no significant effect on their perceived psychological need scores.

Discussion

Probably the most interesting findings of the present study pertained to the significant influence that a one-on-one mentor program had on the psychological needs of newly arrived refugees in the United States. To be sure, newly arrived refugees who were involved in one-on-one mentoring had significantly higher perceived psychological need scores than their counterparts who were not involved in one-on-one mentoring.

The findings regarding the importance of psychological needs among newly arrived refugees were consistent with those of McBrien (2005), Bean et al. (2007), Shannon et al. (2015), Nichter (2010), DeJong and Reis (2010), Ferriss and Forest-Bank (2018), Van Loenen et al. (2018), Mirza et al. (2014), and Refugee Health Technical Assistance Center (2017). All of the previous researchers found in their studies that psychological needs were major issues in the resettlement process of newly arrived refugees. A possible explanation for these findings may be that newly arrived refugees who were exposed to mentoring received more direct information concerning their psychological needs than those who were not exposed to mentoring. Because of this, they established a certain level of trust that the mental health services within the resettlement agencies would assist them in meeting their psychological needs.

Another notable finding of the present study was the lack of influence that a one-on-one mentoring program had on the social and career needs of newly arrived refugees in the United States. Specifically, newly arrived refugees who were involved in mentoring in those not involved in mentoring had similar perceived social and career needs.

The findings regarding the social needs of newly arrived refugees were not supported in the research conducted by Lichtenstein and Puma (2019), Shaw et al. (2020), and Chen and Schweitzer (2019). These researchers found that social needs were more critical in the resettlement process of refugees. Likewise, the findings concerning the career needs of newly arrived refugees did not correspond to those of Tihabano and Schweitzer (2007), Nunn, McMichael, Gifford, and Correa-Velez (2014), and O'Reilly (2015). The aforementioned researchers found that career needs were crucial to the resettling of newly arrived refugees into the United States. A reasonable explanation for these results may be that a group's newly arrived refugees seem to be able to adapt to their new environment and by doing so they have also developed a sense of belonging which has led to a higher level of social integration into the United States among these individuals.

Moreover, a somewhat surprising finding of this study dealt with the perceived academic needs of newly arrived refugees. The variable mentoring had no impact on the academic needs of newly arrived refugees. These findings were not consistent with those of Bang (2012), Kim and Suarez-Orozco (2015), Hos (2016), Gamez, Lopez, and Overton (2017) Borgian (2018), Volante, Klinger, Siegel and Yahia (2019), and Reinking (2019).

The above researchers in their works found that the academic needs of newly arrived refugees were an important resource for their success in the United States. An explanation for these findings may be that the newly arrived refugees regardless of being mentored or not are aware of the influence that academics will play in their success or not in the fabric of American Society.

Finally, the lack of the effects of the variable gender and age independently and combined on the perceived academic, social, career, and psychological needs of newly arrived refugees were unexpected, to say the least. Research conducted by Kallick and Mathema (2016), Donkers and Kornder (2014), Vogt et al. (2017), and Codell, Hill, Woltz, and Gore (2011) found that the very roles gender and age were significant factors regarding perceived academic, social, career, and psychological needs among newly arrived refugees. A subjective explanation for these findings may be that newly arrived refugees studied in this investigation have a clear understanding of their needs irrespective of their gender and age. They seem to understand how their academic, social, career, and psychological needs will impact their overall well-being as new citizens in the United States.

Conclusions

 Based on the findings generated from the data analysis of this study comma the researcher drew the following conclusions:

1. In general, when pretest academic needs scores were controlled, newly arrived refugees regardless of being exposed or not exposed to one-on-one mentoring had similar post-test academic need scores.

2. It appeared when pretest social needs scores were controlled, newly arrived refugees exposed to one-on-one mentoring and those not exposed to one-on-one mentoring had similar post-test social need scores.

3. Regardless of their mentoring status, newly arrived refugees had similar perceived career need scores when their pretest career scores were controlled.

4. Newly arrived refugees who were involved in one-on-one mentoring had significantly higher perceived psychological need scores than their counterparts who were not involved in one-on-one mentoring and combined did not produce a significant impact on their **career** need scores.

5. Finally, the variables gender and age separately and together did not produce a significant effect on the psychological needs scores of newly arrived refugees.

Implications

The following implications are offered for consideration by counselors and other mental health professionals:

1. The significant differences that existed between newly arrived refugees who are exposed to mentoring and those not exposed to mentoring regarding their perceived psychological needs suggested that counselors and other mental health professionals should take into account various assessment tools to identify the psychological concerns within this population. An awareness of these psychological concerns on the part of counselors and other mental health professionals can assist them in their efforts to develop and implement interventions to deal with these concerns.

2. Even though the lack of impact that the variables gender and age had on the perceived academic, social, career, and psychological needs of newly arrived refugees, it is still suggested that counselors and other mental health professionals should be aware of the influence that social- personal characteristics have on survival needs of these individuals. The literature revealed that among the newly arrived refugee population entering into the United States, a significant portion of these individuals reported issues with one or more of these needs. Thus, it is from this perspective that counselors and other mental health professionals should develop strategies to institute life skill programs within the resettlement process for these individuals to assist them in their integration into American Society.

Recommendations for Further Study

To further extend the findings of this study, the researcher recommends that:

1. A follow-up study to include a larger sample of newly arrived refugees. Such a study will provide more detailed information on the impact of mentoring on the perceived academic, social, career, and psychological needs of this population.

2. To find out how cultural factors contribute to the emotional and psychological problems of newly arrived refugees, a study should be conducted.

3. It is important to study how resettlement programs affect newly arrived refugees' perceptions of their needs.

4. Finally, a study should be conducted to assess the impact of counseling interventions on mental health concerns among newly arrived refugees.

APPENDIX A

THE REFUGEES' ACADEMIC, SOCIAL, CAREER, AND

PSYCHOLOGICAL NEEDS QUESTIONNAIRE

Refugees Behavior Survey

Academic, social career and Psychological need Questioners

Part I: Demographic Characteristics

Direction: Please check the appropriated response.

1. What is your Gender

    (1) Male
    (2) Female

2. What is your Age

    (1) 18

    (2) 18 to 19

    (3) 19 to 24

3. What is your country of Origin? _____

4. What is your total household income?

    (1) Less than $ 20,000

    (2) $20,000 to $ 40,000

    (3) $ 40,000 to $60,000

    (4) $ 60.000 and Above

5. What is the highest grade in school you have completed?

    (1) Some high school or less

    (2) High School graduate

    (3) Some College

    (4) College graduate

6. Did you received Mentoring at the Agency?

        (1) Yes
        (2) No

7. Perception regarding Academic, Social, Psychological and Career needs?

Direction: Please check the appropriate response that identify a particular behavior

Social Needs

	Not at All True	Not Very True	Sort of True	Very True
1. When I have a problem, I can come up with lots of ways to solve it:	( )	( )	( )	( )
2. I can think of many ways to get the things in life that are most important to me.	( )	( )	( )	( )
3. Even when others want to quit, I know that I can find ways to solve the problem.	( )	( )	( )	( )
4. My family respect my feelings.	( )	( )	( )	( )
5. I wish I had different family	( )	( )	( )	( )
6. My family accept me as I am.	( )	( )	( )	( )

Academic Needs

	Not at all True	Not very True	Sort of True	Very True
1. I do very well at my class work	( )	( )	( )	( )
2. I'm pretty slow in finishing my school work	( )	( )	( )	( )
3. I have trouble figuring out the answers in school	( )	( )	( )	( )
4. I Look forward to going to school every day	( )	( )	( )	( )
5. I often forget what I have learn	( )	( )	( )	( )
6. I feel that I am just as smart as other kids my age	( )	( )	( )	( )

Psychological:

	Not at all True	Not very True	Sort of True	Very True
1. I often feel excited at school.	( )	( )	( )	( )
2. When I'm angry about something my family try to be understanding.	( )	( )	( )	( )
3 I can cheer myself up when an unpleasant event has happened.	( )	( )	( )	( )
4 I can calm myself down after I've been scared				
5.. I am able to control my feelings.	( )	( )	( )	( )
6. I don't worry about things that might happen.	( )	( )	( )	( )

Career Focus Interest

(   )   Business   (   ) Education   (   ) Government

(   ) Health   (   ) Home Maker   (   ) Hospitality and Tourism

(   ) Law Enforcement   (   ) Legal   (   ) Military

(   ) Non-Profit   (   ) Retired   (   ) Technology

(   ) Transportation   (   ) Others

APPROVAL FROM DIRECTOR OF THE ALLIANCE REFUGEE CENTER AND

THE CHANGE HAPPENS REFUGEE CENTER

My Brother's Keeper Mentoring
Steven Benson, Program Coordinator3353 Elgin St. Houston, TX 77004.
Phone: 713-374-1101
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MY BROTHER'S KEEPER

MBK

Each One of Us

Dear Dr. Njekeh Caspa,

My name is Steven Benson, and I am the Program Coordinator for the mentoring programs at Change Happens. I write on behalf of Abdelraman M Hassan who is high esteemed at our organization for his hard work and has dedication to our Youth Services Department. He serves as a Case Manager for Refugee Youth Mentoring. Some initiatives that he has work on for our teen summit includes, reducing risk factors for substance misuse in teens, teen parenthood, poor grades, low-self- esteem, involvement in the criminal justice system, dropping out of school and many more. The program serves youth ages 18 through 24 that have not been in the United States for more than 5 years by matching them with caring adults that will help them navigate through life. The nature of topic he has chosen "**The Impact of a Mentoring and selected Demographic factors on behavioral needs of newly arrived refuges to the United States**" is approved and we look forward to learning his findings.

For the length of time that I have known him, he has displayed dedication, humility, kindness, and commitment to his family, friends, and anyone whose path he

crosses. He takes his education very seriously, so I am confident that he will be successful because he works extremely hard.

     Sincerely,
     Steven Benson

Steven Benson

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