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# Information, Employment, and Settlement of Immigrants: Exploring the Role of Information Behaviour in the Settlement of Bangladesh Immigrants in Canada

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Graduate Program in Library & Information Science  
A thesis submitted in partial fulfillment of the requirements for the degree in Doctor of  
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## Abstract

Immigrants shape Canada's future in terms of innovation, population, and economic growth. Immigrants need information before and after arrival to make informed decisions about their move and for satisfactory settlement. Although Canada regularly welcomes immigrants with diverse socioeconomic backgrounds, very little is known about the settlement information behaviour of immigrants. This doctoral study investigates the transitional information behaviour of Bangladeshi immigrants in Canada. It uses mixed methods to explore the information experiences of Bangladeshi immigrants in pre- and post-arrival contexts and features the role information plays in newcomers' employment. Bangladeshi immigrants who arrived in Canada between 1971 and 2017 were recruited for 60 semi-structured interviews and 205 surveys. Participants reported requiring a broad array of information in pre- and post-arrival contexts and they consulted various information sources to gather information about their host country. Pre-arrival assumptions about life in Canada shaped participants' transitional information behaviour, sometimes resulting in a profound mismatch between expectations and the reality of their new lives. Employment is a central settlement concern and there is evidence that purposeful, strategic information seeking can mitigate much anxiety about post-arrival job-seeking and employment. My study also explores a paradoxical finding regarding the role of immigrants' social networks revealing that when some immigrants consult their most trusted sources – friends, family, and ethnic community members – there are not always good outcomes. I put forward two new concepts: information sharing fear and information intelligence. Information sharing fear describes the phenomenon in which immigrants do not share information about the reality of life in Canada, including its challenges, for fear of being perceived to be discouraging. Information intelligence describes the ways in which some newcomers cultivate and use their various informational, social, and emotional competencies to gather a comprehensive picture of life before arrival resulting in better settlement preparations and experiences. Overall, the study highlights the information behaviour of newcomers in a new country with a particular focus on the role of information in settlement processes. It ends with a call for further research on exploring the complex, culturally situated information behaviour of immigrants.

## Summary for Lay Audience

Immigrants shape Canada's future in terms of innovation, population, and economic growth. Immigrants need information before and after arrival to make informed decisions about their move and for satisfactory settlement. Although Canada regularly welcomes immigrants with diverse socioeconomic backgrounds, very little is known about the settlement information behaviour of immigrants. This doctoral study investigates the transitional information behaviour of Bangladeshi immigrants in Canada. It uses mixed methods to explore the information experiences of Bangladeshi immigrants in pre- and post-arrival contexts and features the role information plays in newcomers' employment. Bangladeshi immigrants who arrived in Canada between 1971 and 2017 were recruited for 60 semi-structured interviews and 205 surveys. Participants reported requiring a broad array of information in pre- and post-arrival contexts and they consulted various information sources to gather information about their host country. Pre-arrival assumptions about life in Canada shaped participants' transitional information behaviour, sometimes resulting in a profound mismatch between expectations and the reality of their new lives. Employment is a central settlement concern and there is evidence that purposeful, strategic information seeking can mitigate much anxiety about post-arrival job-seeking and employment. My study also explores a paradoxical finding regarding the role of immigrants' social networks revealing that when some immigrants consult their most trusted sources – friends, family, and ethnic community members – there are not always good outcomes. I put forward two new concepts: information sharing fear and information intelligence. Information sharing fear describes the phenomenon in which immigrants do not share information about the reality of life in Canada, including its challenges, for fear of being perceived to be discouraging. Information intelligence describes the ways in which some newcomers cultivate and use their various informational, social, and emotional competencies to gather a comprehensive picture of life before arrival resulting in better settlement preparations and experiences. Overall, the study highlights the information behaviour of newcomers in a new country with a particular focus on the role of information in settlement processes. It ends with a call for further research on exploring the complex, culturally situated information behaviour of immigrants.

## Keywords

Settlement information behaviour; immigrants; employment; information experience; information sharing fear; information intelligence; settlement agencies; public libraries; social networks



## Dedication

I dedicate this thesis to my beloved grandfather, late advocate A.K. Md. Badruzzaman who endlessly inspired me to excel in academia, work for humanity, and always prayed for my success in every sphere of my life. I know you must be very happy seeing me finishing my Ph.D. from one of the world's best universities.

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# Table of Contents

Abstract.....	ii
Summary for Lay Audience.....	iii
Dedication.....	v
Acknowledgments.....	vi
Table of Contents.....	xii
List of Tables.....	xvi
List of Figures.....	xviii
List of Appendices.....	xix
Chapter 1 : Introduction.....	1
1.1 Background of the study.....	1
1.2 Problem statement and research purpose.....	6
1.3 Research questions.....	8
1.4 Significance of the study.....	11
1.5 Structure of the thesis.....	12
1.6 Chapter conclusion.....	13
Chapter 2 : Literature Review.....	14
2.1 Immigrants' information needs and sources.....	14
2.1.1 Employment as one of the core settlement information needs.....	22
2.1.2 Informal networks and the Internet and its resources as core settlement and everyday life information sources.....	24
2.2 Information access barriers.....	27
2.3 Settlement services for newcomers including public library settlement services.....	30
2.4 Gaps in information behaviour research on immigrants in Canada.....	38
2.5 Conclusion.....	40



Chapter 3 : Research Methods .....	41
3.1 Research design: An exploratory, mixed method study .....	43
3.1.1 Interviews.....	45
3.1.2 Surveys.....	46
3.2 Data collection .....	47
3.2.1 Semi-structured interview processes.....	47
3.2.2 Survey processes.....	54
3.3 Data analysis .....	61
3.3.1 Semi-structured interview data analysis .....	61
3.3.2 Survey data analysis.....	69
3.3.3 Mixed method design integration .....	70
3.4 Ethical considerations .....	71
3.4.1 Interview .....	72
3.4.2 Surveys.....	73
3.4.3 Data management.....	74
3.5 Evaluation .....	74
3.5.1 Validity, reliability, and trustworthiness.....	74
3.5.2 Insider vs. outsider and access benefits .....	78
3.6 Limitations of the study methods.....	82
3.7 Chapter summary .....	84
Chapter 4 : Pre-arrival Information Behaviour .....	85
4.1 Expectations of Canadian life .....	86
4.1.1 General expectations .....	86
4.1.2 Employment-related expectations.....	89
4.1.3 Mismatch due to employment-related expectations and the reality.....	92
4.1.4 Sources that inform expectations about life in Canada.....	97

4.2	Pre-arrival information behaviour.....	105
4.2.1	Pre-arrival information needs: Interview findings .....	105
4.2.2	Pre-arrival information needs: Survey findings .....	108
4.2.3	Pre-arrival information sources.....	109
4.2.3.1	Pre-arrival information sources and year of arrival (cross-tabulations) .	112
4.2.3.2	Pre-arrival information sources and settlement challenges (cross-tabulations).....	113
4.2.4	The lack of pre-arrival information and post-arrival stress .....	117
4.2.5	Informed decision-making and mental preparedness .....	121
4.2.6	Active pre-arrival information seeking and post-arrival settlement satisfaction .....	123
4.3	Pre-arrival settlement services .....	125
4.4	Chapter summary .....	127
Chapter 5 : Post-arrival Information Behaviour .....		129
5.1	Post-arrival information behaviour .....	129
5.1.1	Post-arrival information needs .....	129
5.1.2	Post-arrival information sources .....	133
5.2	Post-arrival dissatisfaction regarding employment and employment prospects. .	143
5.2.1	Employment status.....	149
5.2.2	Previous and current occupation.....	149
5.2.3	Occupational changes .....	151
5.2.4	Barriers to finding work in Canada.....	154
5.2.5	Post-arrival information seeking and occupational status .....	159
5.3	Use of settlement services in Canada including public library settlement services .....	164
5.3.1	Use of settlement services (except those provided by public libraries)..	164
5.3.2	Use of public library services in Canada including settlement services. .	169

5.4 Chapter summary .....	171
Chapter 6 : Information Experiences of Bangladeshi Immigrants.....	172
6.1 Information experiences.....	172
6.1.1 Positive and negative information experiences and their effects on newcomers' settlement.....	174
6.1.2 Information sharing fear .....	183
6.2 Information intelligence.....	186
6.3 Brief discussions on the concepts of information experiences, information sharing fear, and information intelligence .....	196
6.3.1 Information experiences and information sharing fear.....	196
6.3.2 Information intelligence and settlement success.....	199
6.4 Significance of the findings .....	202
6.5 Chapter summary .....	205
Chapter 7 : Conclusion.....	206
7.1 The research questions revisited .....	206
7.2 Areas of future research .....	216
7.2.1 Information crafting .....	216
7.2.2 Expanded study of employment and information.....	217
7.2.3 Online ethnic community forums for settlement information .....	218
7.3 Implications for policy and institutional practices .....	218
7.4 Study contributions and limitations .....	221
7.4.1 Contributions of this study in LIS and in interdisciplinary contexts .....	221
7.4.2 Limitations of the study .....	225
7.5 The journey begins.....	226
References.....	229
Appendices.....	252
Curriculum vitae .....	329

## List of Tables

Table 3.1 Mode of interviews and participants' place of residence .....	52
Table 3.2 Thematic analysis phases .....	65
Table 3.3 Initial coding to revised coding/recoding (some examples) .....	68
Table 3.4 Integration level and approaches as suggested by Fetters et al. (2013), p. 2136 ....	70
Table 3.5 Mixed methods research evaluation guide (Shorten & Smith, 2017, p. 75).....	78
Table 4.1 Sources* of Canadian life expectations .....	97
Table 4.2 Pre-arrival information sources .....	112
Table 4.3 Pre-arrival information sources and year of arrival (cross-tabulations) .....	113
Table 4.4 Pre-arrival information sources and settlement challenges (cross-tabulations)....	114
Table 5.1 Post-arrival information sources .....	135
Table 5.2 Post-arrival information sources and the year of arrival (cross-tabulations).....	136
Table 5.3 Post-arrival information sources and settlement challenges (cross-tabulations) ..	138
Table 5.4 Current employment status .....	149
Table 5.5 Previous and current occupations .....	151
Table 5.6 Current occupational status.....	152
Table 5.7 Previous and current NOC .....	153
Table 5.8 Post-arrival information sources and same/different/other occupations.....	162
Table 5.9 Friends and professional colleagues and occupational status in Canada .....	162
Table 5.10 First job information sources and occupational status (professional status) in Canada (cross-tabulations).....	163

Table 5.11 Friends and professional colleagues as a first job information source and occupational status .....	164
Table 5.12 List of settlement services utilized.....	165
Table 5.13 Reasons behind the non-use of settlement services .....	166
Table 5.14 Use of public library services in Canada .....	171

# List of Figures

Figure 3.1 A visual representation of the research methods of this study .....	42
Figure 3.2 Sequential exploratory design process used in this study .....	45
Figure 3.3 Qualitative data analysis process .....	62
Figure 3.4 Transcription phases for semi-structured interviews.....	63
Figure 3.5 Audio annotation in ELAN .....	64
Figure 3.6 Organization of interview data (organized alphabetically) .....	66
Figure 3.7 An example of coding from preliminary to focused .....	67
Figure 4.1 General expectations .....	89
Figure 4.2 Employment-related expectations .....	92
Figure 4.3 Actual experience in Canada .....	96
Figure 4.4 Pre-arrival information needs (in percentages) .....	109
Figure 5.1 Post-arrival information needs .....	132
Figure 5.2 Settlement challenges .....	137
Figure 5.3 Life satisfaction (in percentages).....	148
Figure 5.4 Challenges looking for work in Canada .....	159

## List of Appendices

Appendix A: Selected pictures of Nafiz Shuva attending some Bangladeshi community programs in Ontario .....	252
Appendix B: Semi-structured interview schedule .....	254
Appendix C: Interview schedule (Bengali).....	258
Appendix D: Newspaper advertisement (for interview), The Bangla Mail .....	264
Appendix E: Recruitment posters at different locations .....	265
Appendix F: Demographics: Interview (frequency & percentages) .....	267
Appendix G: Semi-structured interview participants' characteristics .....	269
Appendix H: Survey questionnaire (online) .....	275
Appendix I: Email script (survey).....	303
Appendix J: Draft Facebook/LinkedIn message script (survey).....	304
Appendix K: Business card.....	305
Appendix L: Guelph Bangladeshi Community Directory (cover page) .....	306
Appendix M: Newspaper advertisement, CBN (survey) .....	307
Appendix N: Letter of information (telephone survey) .....	308
Appendix O: Demographics (survey) .....	311
Appendix P: Ethics approval letter (interview) .....	314
Appendix Q: Ethics approval letter (survey) .....	315
Appendix R: Letter of information (face-to-face survey).....	317
Appendix S: Letter of information (interview).....	321

Appendix T: Letter of information (interview, Bengali) ..... 325



## Chapter 1 : Introduction

In this chapter, I provide a broad introduction to my doctoral study, including why I am conducting this study, the rationale for using the term “information behaviour,” and what I mean by “transitional information behaviour” in the context of this study. I then describe the problem statement and outline the purpose of the study. In this chapter, I also include the research questions and briefly discuss the significance of this study in LIS and in an interdisciplinary context. Finally, I present the structure of this thesis.

### 1.1 Background of the study

Born and brought up in a developing country with tons of sociopolitical issues, I have had the opportunity to meet many people in Bangladesh dreaming of moving to a developed country, believing that their life will be changed overnight once they move. They dream of earning a lot of money and of being able to support families back home. Many people in Bangladesh, both educated and uneducated, still consider developed countries, especially Canada and some European countries (such as Italy and the UK), as heaven and believe once they move in, all their needs will be taken care of by the benevolent government of the developed country. I remember back in early 2000 when I was an undergraduate student at the University of Dhaka, one of my relatives who was processing their application for Canadian permanent residency sending me to their immigration agency in Bangladesh for applying for Canadian immigration. Even before arriving in Canada, they painted a picture of life in Canada as harmonious, happy, and full of opportunities for educated people. The immigration lawyer told me to apply once I finished my university studies and also talked in a similar vein as my relatives. My relatives got permanent residency and Canadian citizenship but later returned to Bangladesh. I did not apply for Canadian immigration as I secured a prestigious faculty position after my masters and then went to Europe for further study in Library and Information Science (LIS) with the European Commission’s competitive scholarship “Erasmus Mundus.” During my two years in three European countries (Norway, Estonia, and Italy), I met many Bangladeshi people who moved to Europe legally and illegally, believing that opportunities were awaiting them in those countries. Unfortunately, reality did not match their expectations. I heard many touching, heartbreaking stories about how their expectations and the reality of life in Europe did not

match and about the challenges they were facing. I realized, for many, they were not aware of the reality of life in a developed country, instead all the stories of migration that they had collected, many of them rife with misinformation, filled them with unrealistic hopes and dreams. After hearing story after story of shattered dreams, I decided to work on exploring the settlement information behaviour of immigrants, in particular, the role of information in helping newcomers make informed decisions and tackle some of the initial challenges newcomers face emigrating to a new country.

Canada is one of the top ten destination countries for international migrants (United Nations, Department of Economic and Social Affairs, Population Division, 2019), and is the second most desired destination for migrants according to Gallup World Poll, 2015-2017 (Esipova, Pugliese, & Ray, 2018, December 10). Like many other immigrant receiving countries such as Australia and the US, immigration plays a significant role in shaping Canada's future in terms of population growth, economic growth, and innovation (Boyd & Cao, 2009; Conference Board of Canada, 2010; Dean & Wilson 2009). Some of the core reasons for people immigrating to different countries are better educational and employment opportunities, health, and overall quality of life (Bodvarsson & Van den Berg, 2013). Prior to the 1960s, immigrants to Canada were mainly from Europe (Guo, 2013; Chagnon, 2013). However, a significant revision in immigration regulation in 1962 and the introduction of the point system in 1967 opened the door for qualified immigrants from across the globe to move to Canada (Green, & Green, 1999; Guo, 2013). Since the 1970s, immigrants coming to Canada are mainly Asians and Africans (Guo, 2013). According to Statistics Canada (2017a), the top five source countries for permanent residents of Canada were the Philippines, India, China, Iran, and Pakistan. The cultural, political, religious, and language backgrounds of these countries are quite different than of Canada. People immigrating to Canada with diverse socio-economic, language, and cultural backgrounds, may encounter and resolve various settlement challenges differently. They may possess unreal life expectations and information, or the lack of credible information may play a role. Information and everyday practices related to seeking, sharing, and using it can be seen to play a significant role in the contexts of immigration and settlement.

Immigrants need information before and after their arrival in Canada. Timely, need-based information provision can support their integration and social inclusion into Canadian society. The lack of critical information may lead to depression and social isolation (Shuva, 2015). Several studies show that relevant, authoritative information encountered at the point of need can aid in settlement, which can, in turn, support social inclusion (Caidi, Allard & Quirke, 2010; Caidi & Allard, 2005; Esses & Medianu, 2012). A central concern for newcomers to Canada is employment as it affects overall settlement and social inclusion after arrival (Esses, Burstein, Ravanera, Hallman, & Medianu, 2013a; Esses et al., 2013b; George, & Chaze, 2009; Kaushik & Drolet, 2018; Murphy, 2010; Rayes, Martin-Hammond, Komlodi, Caidi, & Sundin, 2016; Rudenko, 2012 ). We know that newcomers look for employment-related information before and after arrival (Allard, 2015; Caidi, Komlodi, Abrao, & Martin-Hammond, 2014; Khoir 2016; Khoir, Du, & Koronios, 2015; Mason & Lamain, 2007; Rayes et al., 2016). Skilled immigrants to Canada, a specific class of immigrants, expect to be able to work in their respective professions (Ahmed, 2006; Murphy, 2010; George, Chaze, Fuller-Thomson, & Brennenstuhl, 2012; Zaman, 2010). Not knowing how the employment systems work in Canada may further induce very challenging and stressful settlement experiences. Adapting to new cultures and values is stressful (e.g., Beaugard, Petrakos, & Dupont, 2014) and encompasses employment-related challenges (e.g., Picot & Sweetman, 2012; Reitz, 2007a, 2007b; 2013; Zaman, 2010); lack of recognition of foreign credentials (e.g., George et al., 2012; Guo, 2009; Li, 2001); employment discrimination (e.g., Creese & Wiebe, 2012; Dietz, Joshi, Esses, Hamilton, & Gabarrot, 2015; Esses, Dietz, & Bhardwaj, 2006; Esses, Bennett-AbuAyyash, & Lapshina, 2014); and language barriers (Esses & Medianu, 2012; Stampino, 2007). The potential mismatch between information that fuels the expectation of new lives in Canada in pre-arrival contexts and the reality of post-arrival experience is an important area requiring study. Generally, we still need more study on how immigrants seek information related to their settlement in a new country, their expectations about life before arrival and their actual post-arrival experience, and overall, the role of information in newcomers' settlement into a new society.

This doctoral study, one of the few studies on immigrants' information behaviour in North American contexts, seeks to understand the transitional information behaviour of

Bangladeshi immigrants in Canada, and the role of information in their settlement experiences, in particular, employment-related experiences in Canada. In this study, I examine the settlement information behaviour of Bangladeshi immigrants in Southern Ontario, Canada.

Bangladesh, a South Asian country, emerged as an independent, sovereign country after a nine-month war with Pakistan in 1971 (see, for example, Bangladesh history (Ahmed, 2014; Van Schendel, 2009); Bangali culture (Murshid, 2015)). Bangladesh shares many cultural practices with India and Pakistan and also faces similar socio-economic problems. Although a few Bangladeshi moved to Canada in the 1960s (from what was then East Pakistan), a significant number of Bangladeshi immigrants moved to Canada after independence in 1971 (Ahmed, 2006; Halder, 2012). According to Statistics Canada (2017b), 58,735 Bangladeshi reside in Canada, but the Bangladeshi High Commission in Ottawa reports a higher population at around 100,000 (Bangladeshi High Commission, Ottawa, 2019).

Using the Bangladeshi community as a case, the findings of this study may inform our understanding of how immigrants, in particular skilled immigrants and their dependents, seek and gather settlement information through various stages of settlement, telling us more about their experience with settlement information seeking and the challenges they face with their settlement. The study may also contribute to our understanding of the role of information behaviour in helping newcomers make informed decisions about their move to a new country and on various aspects of their settlement, such as employment, education, housing, and more.

In this study, by transitional information behaviour, I mean how immigrants seek, use, share, and experience information related to their immigration to Canada in pre- and post-arrival contexts. Transitional information behaviour also considers sociocultural factors (for example, dependence on friends and family members in Canada) as well as the challenges (such as language, technology) they may face fulfilling their settlement information needs. Transitional information behaviour may overlap with general information behaviour but is defined by migration processes.

Among LIS scholars, there is generally a lack of consensus regarding the use of the term “information behaviour” or “information practices” to capture research in the areas of

information needs, seeking, and sharing of information among various groups. One of the leading researchers in information behaviour research, Marcia Bates (2017) recommends using the term “information behavior” to cover various aspects of people's interactions and relationships with information and its environment. She writes:

“Information behavior” is the currently preferred term used to describe the many ways in which human beings interact with information, in particular, the ways in which people seek and utilize information. Information behavior is also the term of art used in library and information science to refer to a subdiscipline that engages in a wide range of types of research conducted in order to understand the human relationship to information (p. 2074).

On the other hand, LIS scholars such as McKenzie (2003) and Savolainen (2008) use the term “information practices,” especially when the study is in everyday life information contexts. While arguing the difference between the concepts of “information behaviour” and “information practices,” Savolainen (2007) writes:

The concepts of information behavior and information practice both seem to refer to the ways in which people “deal with information.” The major difference is that within the discourse on information behavior, the “dealing with information” is primarily seen to be triggered by needs and motives, while the discourse on information practice accentuates the continuity and habitualization of activities affected and shaped by social and cultural factors (p. 126).

Differences in the use of the term to explore various aspects of human information behaviour are also evident in the regional context. In South Asia<sup>1</sup>, especially in Bangladesh, the terms “information needs and information seeking behaviour” are widely used by South Asian researchers whereas in Canada, especially, in studies on immigrants’ settlement information needs and seeking use, the term “information practices” is used over “information behaviour” (for example, Allard, 2015; Caidi, Allard, & Quirke, 2010; Caidi & MacDonald, 2008; Quirke, 2014). In the US, the term “information behavior” is widely used, especially in newcomers’ information seeking contexts (see, for example, Fisher, Marcoux, Miller, Sánchez, & Cunningham, 2004b; Oh, Butler, & Lee, 2014). Recently, some researchers in Australia (Beretta, Sayyad Abdi, & Bruce, 2018, p. 375) used the term “information experience” as an umbrella term for concepts such as information practice, information

<sup>1</sup> see for example some recent research on the area of information behaviour in Bangladesh, India, Pakistan, and Sri Lanka using the term “information needs and information seeking behaviour” or just, “information seeking behaviour,” Ali, Bashir, Fatima, & Babar, 2016; Hossain, Hossain, & Islam, 2017; Kaur & Lal, 2016; Singh, Kumar, & Khanchandani, 2015; Ramachandrapa, 2017.

resilience, information literacy, information tactics, need, information behaviour and information seeking behaviour. It is worth mentioning here that in the context of this study, I consider “information experience” as an integral part of information behaviour. To me “information experience” is a branch of information behaviour that captures the outcome of people’s active/passive interaction with various information sources. This term may not be broad enough to capture various aspects of people’s information needs and seeking such as factors affecting one’s information seeking, and may not necessarily address my questions related to how people search for information, what sources they are comfortable using to meet their information needs in everyday life contexts (see Chapter 6, section 6.1 for a discussion on the phrase “information experience” and how it is defined in this study).

It is beyond the scope of my doctoral study to critically examine the various terms and concepts used in referring to the broad area of information behaviour, attending to the differences and arguments that exist in the LIS discourse (see, Bates, 2017; Case & Given, 2016; Savolainen, 2007, 2008; and Wilson, 2000 for better understanding of the various terms used to describe studies in the area of information behaviour of individuals). It is worth mentioning here that for my doctoral pilot study that I conducted in 2015 on immigrant women, I used the term “information behaviour.” However, initially, I used the term “information practices” for this study, especially during the ethics protocol submission stage. Reading through the literature in LIS and through my understanding of the differences between the terms over time as well as the acceptance of the term “information behaviour” as evident in the curriculum of LIS schools particularly in North America, I am finally convinced to use the term “information behaviour” in my study context. Thus, following Bates (2017), I primarily use the term “information behaviour” to describe the empirical findings of Bangladeshi immigrants’ transitional information needs and seeking.

## 1.2 Problem statement and research purpose

Canada needs immigrants for its economic and population growth (El-Assal & Fields, 2018). In addition to the Canadian Federal Government inviting newcomers from across the globe, Canadian provincial governments (such as Alberta, British Columbia, Manitoba, and Ontario) have also introduced various provincial nominee programs targeted to bring skilled international migrants to fill shortages in a number of professions and trades. The Government of Canada aims to welcome more than one million immigrants by 2021, with

the majority of them as skilled immigrants (Immigration, Refugees and Citizenship Canada (IRCC), 2018a). Studies (e.g., Ahmed, 2006; Khan & Watson, 2005; Simich, Hamilton, & Baya, 2006; Zaman, 2010) report the mismatch between immigrants' expectations about life in Canada, including the assumption of settling into professional jobs, and their actual experiences. At times, this results in depression, frustration, and anxiety about their move and affects their settlement and integration (George & Tsang, 2000; Simich et al., 2006).

Information plays a significant role in newcomers' settlement into a new country (Caidi & Allard, 2005; Kaushik & Drolet, 2018; Esses & Medianu, 2012; Lloyd, Lipu, & Anne Kennan, 2016). However, there is a lack of research into the transitional information behaviour of newcomers, including their experiences with various settlement sources, including informal networks such as friends and family, especially in Canadian contexts. Studies in Canada such as Allard (2015) on transnational information practices of immigrants from the Philippines to Winnipeg, Quirke (2014) on settlement experiences of Afghan youth newcomers in the contexts of leisure and settlement, Silvio (2006) on the information needs of Southern Sudanese youth in the city of London, Ontario, and Caidi, Du, Li, Shend, and Sunb (2019) on settlement information experiences of older Chinese immigrants in Australia and Canada, shed some light on various aspects of immigrants' information needs and seeking. Rayes et al. (2016) emphasize the centrality of the employment aspects among international medical graduates (IMGs) and the sources and strategies they use to meet their information needs for labour market integration in Canada and the US. Caidi et al. (2014) highlight the role online discussion forums play to help international medical graduates to integrate into the host country healthcare system.

Despite some recent studies (e.g., Rayes et al., 2016) on newcomers' employment-related information seeking that highlight the role of information and informational skills in their integration into a new society, there is still a significant lack of understanding of newcomers' expectations about Canadian life before arrival, and their actual experience after arrival. We also do not know much about the role comprehensive active information seeking plays in helping newcomers make informed decisions about their move and how active information seeking helps with post-arrival settlement, in particular, with employment-related settlement. How do people construct their expectations of life before arrival? What makes people believe

things are better in the host country? What sources of information and services do newcomers use to meet their pre-arrival and post-arrival information needs? What is the information experience of people consulting various informal networks? How do people go about searching for employment-related information? What types of employment-related challenges do newcomers face? What role does information play in tackling those challenges? This study aims to address some of these questions.

The core purpose of this study is to examine the transitional information behaviour of Bangladeshi immigrants in Canada and the role of active information seeking in their settlement in Canada. I focus on the role that information has in immigrants' employment processes (e.g., finding a suitable job, pursuing the relevant bridging program, education), but also explore the use of various settlement services by Bangladeshi immigrants, including public library services.

### 1.3 Research questions

The following set of three research questions guides this project. The questions encompass transitional information behaviour, the information in employment processes, and the role of settlement services in newcomers' settlement in a new country.

*1. What is the transitional information behaviour (TIB) of Bangladeshi immigrants to Southern Ontario, Canada, and how does TIB affect their settlement?*

There are very few studies that empirically examine the settlement information needs of diverse immigrant groups in Canada in pre- and post-arrival contexts. Of the studies that do (e.g., Allard, 2015; Quirke, 2014; Silvio, 2006), most rely on small sample sizes of immigrants (typically 7-25). Moreover, no study so far comprehensively focused on transitional information behaviour, including information experiences of consulting informal information sources, the role active information seeking plays in newcomers' settlement, employment-related settlement in a new country, and culturally situated information seeking and sharing. Knowing newcomers' settlement information behaviour, including their settlement experiences navigating through new systems and culture, their settlement concerns, their interaction with various information organizations, and the role timely, need-based information plays in newcomers' settlement in a new country would help agencies and



stakeholders design and implement more effective and responsive pre- and post-arrival services for newcomers coming from across the globe. To address this research question, I investigate the transitional information behaviour (TIB) of Bangladeshi immigrants, including their information experiences, their active and passive information seeking, and how TIB affects their settlement into Canadian society.

*II. What role does information play in immigrants' employment processes (e.g., finding a suitable job, pursuing relevant training/education) in Canada?*

As mentioned earlier, a central concern for newcomers is employment as it significantly affects immigrants' overall social inclusion (Esses et al., 2013; George, & Chaze, 2009; Kaushik & Drolet, 2018; Murphy, 2010; Rayes et al., 2016; Rudenko, 2012). Recent studies in newcomers' settlement and information contexts, report employment-related information as the core settlement information need of newcomers from a variety of socio-economic backgrounds (Allard, 2015; Caidi et al., 2014; Khoir 2015; Khoir, Du, & Koronios, 2015; Mason & Lamain, 2007; Rayes et al., 2016). Newcomers, especially skilled immigrants moving to Canada with diverse education and experience naturally expect to be able to work in their respective professions (Ahmed, 2006; Murphy, 2010; Shuva 2015; Zaman, 2010). However, numerous studies report the prevalence of unemployment, underemployment, and discrimination among the various immigrant groups in Canada (e.g., Agrawal, 2013; Chen, Smith & Mustard, 2010; Dietz et al., 2015; George et al., 2012; Ghosh, 2014; Reitz, Curtis, & Elrick, 2014; King, 2009). As Canada continues to welcome a large number of skilled immigrants, it is important to understand the employment-related information needs and seeking among newcomers, including their information experiences consulting family and friends and ethnic community people, and the role of active information seeking in their employment-related settlement in Canadian contexts.

To answer this research question, I closely examine why after entering Canada as skilled immigrants, people are unable to utilize their previous experiences and are often working in a sector completely different from what they used to do back home. I also look at whether extensive employment-related information seeking helps newcomers avoid so-called

“survival jobs<sup>2</sup>.” Moreover, I explore whether Bangladeshi immigrants are victims of information fraud or disinformation spread through various settlement information sources, including members of local, ethnic communities in Canada and immigration agencies in Bangladesh. I also look at whether there exist any differences in information seeking among those who moved before 2010 and those who moved after 2011 and onwards to examine the differences in settlement information behaviour (such as the heavy use of online information sources over traditional informal information sources such as friends and family networks).

*III. How do settlement services offered by various organizations affect immigrants’ settlement in Canada?*

As evident in some studies (e.g., Islam, 2014; Sethi, 2013), a large number of immigrants do not take advantage of settlement services offered by various agencies in Canada. One of the main reasons reported for such non-use is not knowing what is available. A recent study in LIS by Allard (2015) reports the low use of settlement services among her study respondents due to discouragement from their social network ties and lack of information about available settlement services. Various pre- and post-arrival settlement services are offered to newcomers to Canada to help them settle into Canadian society. Large scale studies such as Esses et al. (2013a) and Esses et al. (2013b) also report a significant number of newcomers not utilizing settlement services offered post-arrival.

In addition to various settlement agencies offering information services for newcomers, public libraries in Canada, especially Ontario public libraries, offer a great deal of settlement services for newcomers at various locations through Library Settlement Partnerships (LSP). However, very little is known about the role public libraries in Canada play in newcomers’ settlement in Canada. In 2015, I conducted a pilot study on the information behaviour of

<sup>2</sup> By survival jobs, in this study, I mean jobs that do not require university degrees, low-end, low-paying, and mostly temporary. Examples of these jobs include working at a restaurant and driving Uber. In Bangladesh, people with university degrees are not culturally expected to work as a taxi-driver or work at a gas station. In many cases, Bangladeshi people doing survival jobs in Canada do not share information about their survival jobs with their family and friends back home. If shared, they fear of losing their social prestige and respect they earned while they were in Bangladesh because of their professional positions (such as doctors and university teachers).

Bangladeshi women immigrants in Toronto, including their public library usage in Canada. Many participants reported not using public libraries in Canada for several reasons, among them the lack of time, transportation problems, and the lack of Bangladeshi books. There are increasing studies (e.g., Audunson, Essmat, & Aabø, 2011; van der Linden, Bartlett, & Beheshti, 2014; Shepherd, Petrillo, & Wilson, 2018; Vårheim, 2014) on the role of public libraries for immigrants' social inclusion, yet we still do not have a complete picture of the use (and non-use) of public libraries among newcomers. The majority of studies rely on interviews and surveys with only those who are users of the libraries (except the studies based on national statistics such as Burke, 2008). To answer this research question, I investigate the use of and barriers to use of various settlement services among Bangladeshi immigrants with a particular focus on the use of public libraries and the role it plays in newcomers' settlement into Canadian society.

#### 1.4 Significance of the study

Canada welcomes immigrants with diverse socio-economic backgrounds from across the globe, and a majority of recent newcomers are skilled immigrants. Not surprisingly, employment has been the core settlement concern for newcomers and their families (Dean, & Wilson, 2009; Esses et al., 2013; George, & Chaze, 2009; Kaushik & Drolet, 2018; Murphy, 2010). Employment status significantly affects life satisfaction, health, and well-being of newcomers (Aycan, & Berry, 1996; Dean, & Wilson, 2009; Simich et al., 2006). In the immigration discourse, the employment-related challenges newcomers face in Canada are clear (e.g., Dean & Wilson, 2009; Picot & Sweetman, 2012; Reitz, 2007a, 2007b, 2013; Zaman, 2010). However, we do not have a comprehensive understanding of the role information seeking could play in the employment-related settlement in Canada.

In informational contexts, very little is known about the expectations people have about life in Canada before arrival, and their actual experiences after arrival. We know little about the role information plays in helping newcomers make informed decisions about their move and their post-arrival settlement, in particular, employment-related settlement. Although recent studies in LIS in North American contexts (e.g., Allard, 2015; Caidi et al., 2014; Rayes et al., 2016) with a small number of participants shed some light on the importance of employment-related aspects in newcomers' settlement and their informational activities to land in

professional jobs or alternative jobs, these studies do not comprehensively inform our understanding of settlement information behaviour. In informational terms, we do not know much about employment-related expectations immigrants have, things they do to achieve professional status in Canada and the challenges they face navigating through Canadian employment. Also, there is a lack of our understanding of the informational strategies newcomers use to tackle some of those challenges to land in a professional or alternative job as well as their employment-related information seeking in pre- and post-arrival contexts including the information sources they use and their experiences with those sources. And, finally, in LIS, very little is known about the informational benefits newcomers receive using various settlement services including the services offered by many public libraries in Canada.

As the Federal Government of Canada undertakes many initiatives to help newcomers, it is very important we explore the various settlement information sources people use and the information experiences they have. The findings of this study may inform policymakers in the design and delivery of effective information services for newcomers and will provide a foundation for future research in the interdisciplinary areas of migrational studies, economics, psychology, anthropology, and education that seeks to improve immigrants' settlement experiences in the Canadian context. I believe the findings of my doctoral study also provide insights into culturally situated information seeking and sharing activities in close social and kinship communities, identifying factors related to using friends and family as information sources.

## 1.5 Structure of the thesis

Chapter 1 of this study provides the background of the study, the problem statements, and the research questions. This chapter also introduces the objectives and significance of the study.

Chapter 2 offers an overview of relevant studies on immigrants' settlement information behaviour.

Chapter 3 of the thesis provides an overview of the methodology and research methods of the study. I also briefly present the various research methods utilized in LIS studies on settlement information behaviour of newcomers and discuss the rationale for choosing a mixed-method approach for this study.

Chapter 4 presents findings on the pre-arrival information behaviour of Bangladeshi immigrants to Canada, including the expectations of life before arrival and the sources of information that constructed their expectations. I rely on data from both the survey and interviews. I also present interview data on how the lack of pre-arrival information created post-arrival settlement stress for some of my participants.

Chapter 5 presents findings on post-arrival information behaviour with a focus on employment-related information seeking and the role information plays in Bangladeshi immigrants' employment-related settlement. In this chapter, I also present the findings on the use of settlement services among my participants, including public library services.

Chapter 6 provides an analysis of the information experiences of my participants. The concept of information experience in this thesis encompasses the theme of information sharing fear that emerged from the interview data. In this chapter, I also discuss the concept of information intelligence which also emerged from the interviews. These concepts require additional discussion as they are difficult to capture in the pre- and post-arrival findings chapters.

Chapter 7 concludes the study with a discussion that revisits the research questions, policy recommendations, the significance of the studies to LIS and other disciplines, and directions for future research.

## 1.6 Chapter conclusion

In this chapter, I described the background of the study, including what I meant by the term “transitional information behaviour” in the context of this study. I also outlined the problem statement and briefly discussed the purpose of this study. I described the significance of the study and, finally, presented the structure of the thesis.

In the next chapter, I review the literature on various aspects of the information behaviour of immigrants, including information needs and sources, information access barriers, and the use of settlement services and public libraries. In chapter 2, I also outline the gap that exists in the area of current research and how my study addresses some of the gaps in immigrants' information behaviour studies.

## Chapter 2 : Literature Review

In this chapter, I review the studies on immigrants' information behaviour globally. I divided the chapter into four main sections: i) immigrants' information needs and sources, ii) information access barriers, iii) settlement services for newcomers including public library services and, iv) gaps in information behaviour research on immigrants in Canadian contexts. In the immigrants' information needs and sources section, I first illustrate the findings on immigrants' information needs and seeking research including research on everyday life information practices of immigrants. In this section, I also review literature that illustrates the importance of employment aspects among immigrants. I further report the findings on the core information sources for newcomers in the context settlement and everyday life in a new country in the section on immigrants' information needs and sources. In the section on information access barriers, I describe the findings of some core studies in immigrants' information behaviour reporting information challenges newcomers and refugees face in a new country. After that, in the section on settlement services for newcomers including public library services, I review studies on immigrants' use of settlement services including studies on public library usage among newcomers. Finally, I briefly outline three main gaps in immigrants' information behaviour and how my study addresses them. It is worth mentioning here that my review is primarily focused on studies of immigrants' information practices research in LIS; I include studies from other fields such as economics, geography, and psychology when those studies have a clear focus on the informational aspects of newcomers' settlement.

### 2.1 Immigrants' information needs and sources

Several scholars recognize the dearth of research on immigrants' information needs, how they search for information, what sources they use to meet their information needs, and their interaction with sanctioned government information sources (Caidi et al., 2010; Caidi & Allard, 2005; Esses & Medianu 2012; Fisher, Durrance, & Hinton, 2004a, 2004b; Mason & Lamain, 2007). More precisely, very little is known about the information behaviour of diverse immigrant groups, especially in the Canadian context. A key factor related to limited research on immigrants' information behaviour is the difficulty in locating and obtaining responses from immigrants due to differences in language, culture, and religion among other

factors (Caidi & Allard, 2005; Caidi & MacDonald, 2008; Fisher et al., 2004a). In this section, I discuss the key findings on immigrants' information behaviour conducted across the globe but with an emphasis on Canadian studies.

A recent empirical LIS study in Canada by Allard (2015) explores the transnational information practices of new immigrants from the Philippines to Winnipeg, Canada, arriving through the Manitoba Provincial Nominee Program (MPNP). The author interviewed 14 provincial nominees and identified eight settlement-information phases of the participants. The participants reported various information needs at different settlement phases. Employment-related needs for information were discussed heavily. The participants also indicated a significant dependency on families and friends in Winnipeg to meet their settlement information needs. An earlier study in Canada by Quirke (2014) examines the settlement experiences and information practices (post-arrival) in leisure contexts of recently arrived Afghan youth in Toronto. The study highlights the use of Facebook and online resources among Afghan youth and reports family and friends as primary information sources during the settlement period.

A very recent study by Caidi et al. (2019) examines the information practices of 16 Chinese older adult (aged 60 and over) immigrants to Australia and Canada. Children were the main source of information for learning about Australia and Canada among these older adults. Despite some early challenges (such as language, confusion about the new environment) participants grew more independent in navigating through the new environment without needing much help from their children. After arrival, participants mainly needed information related to their everyday life needs—healthcare, transportation, various benefits of senior citizens. After arrival, the participants found local ethnic community organizations and resources helped them cope with the new environment and in meeting their day to day information needs.

An earlier empirical study in Canada on the information needs and seeking behaviour of 24 Southern Sudanese youth in London, Ontario, by Silvio (2006) reports academic information as being one of their core information needs. Other information needs mentioned by the participants include health information, employment information, how to deal with racism,

and political information. A high dependence on personal networks comprising friends, colleagues, and neighbors in order to meet various information needs is evident among Silvio's participants. Reviewing relevant studies on immigrants' information needs and seeking, Caidi et al. (2008) report the dominant settlement information needs of immigrants as language information; pre-migration information; employment information; housing information; information about making connections in the community; and information about the new culture and orientation to "Canadian life" (p. 4). Longer-established immigrants needed information related to "health information; employment information; educational information; political information and current events (especially news about the country of origin); language learning information (including information about ESL programs and materials); information about transportation; information about identity construction (including how to position themselves vis-à-vis Canadian society); and, information about cultural or religious events" (p. 4).

A recent study by Rayes et al. (2016) explores the information behaviour of 10 American and 10 Canadian medical graduates. One of the core information needs for this group was for employment and career-related information. They relied on professional friends and personal networks as well as online sources in their quests to obtain professional positions. They defined three main types of information related to their professional integration: 1) employment- and career-related information; 2) information about navigating the health systems in the US and Canada; and 3) research developments in the medical field (p. 5). Despite having issues with ordinary information literacy skills, this group of information seekers possessed strong professional information literacy skills.

Esses et al. (2013a) describe the results of a telephone survey conducted in Alberta regarding recent immigrants' experiences with settlement services in that province, their information needs, and their economic and social integration outcomes. The majority of the respondents reported that helpful information was related to required documents, "important things to do," settlement information, housing, health care, job information, education, finance, language classes or programs, transportation, and information about Canadian laws and justice. Over 90% of respondents highlighted the importance of receiving information on "important things to do" before and after arrival. Esses and her colleagues (2013b) built on



the Alberta study to conduct surveys with nearly 3000 immigrants in Alberta, British Columbia, Manitoba, and Saskatchewan to learn more about their settlement and integration experiences and outcomes. The findings related to the information sources used by immigrants in these provinces indicate a high dependence on government websites, and family and friends.

Esses and Medianu (2012) review academic literature from 2005 to 2011 in order to explore the role information can play in overcoming settlement barriers. The authors emphasize the role of information in overcoming integration barriers related to education and language learning, housing, health care, money and finances, the justice system, and cultural adaptation and community involvement. Their review highlights the importance of Internet and social networking tools like Facebook, YouTube, and Twitter as vital information sources for newcomers. The authors describe the importance of providing culturally and linguistically appropriate settlement information and information services for immigrants that are available in multiple languages, culturally sensitive, and distributed in a variety of forms and mediums.

In 2015, I conducted a pilot study to explore the information behaviour of Bangladeshi women immigrants in Toronto. I interviewed 22 Bangladeshi immigrant women (mostly skilled immigrants and their dependents; most of them were married). The participants of this study reported a variety of pre-arrival and post-arrival information needs. The pre-arrival information needs were related to childcare, child education, declaration of materials at the airport, driver's licensing, education, employment, health, housing, important documents to bring, language, mental preparedness, immigration frauds, self-employment, shopping information (e.g., Kijiji, eBay), and weather. After arrival information needs encompassed banking and financial information, childcare, child education, driver's licensing, emergency services, employment information (including employment insurance information), government and settlement organizations, public libraries, health, housing, immigration-related (e.g., SIN, Citizenship), language, tax info, transportation, and weather. The mothers in my sample reported the need for childcare or child school-related information. The need for employment-related information was mentioned by many participants not settled in any professional job at the time of the interview, or who were preparing for professional jobs or

second careers, or those doing survival jobs. The information sources for Bangladeshi women immigrants who participated in my study included friends and family members (e.g., husband, son, daughter), the Internet (including Google, relevant online sites, and social media sites), newspapers, community, and social organizations including public libraries, and television programming.

In Australia, utilizing surveys, interviews, and photovoice, Khoir (2016) examines Asian immigrants' settlement in urban South Australia. The researcher divided the post-arrival information needs of her participants into three categories: personal, general, and official. Personal information needs include "meeting new people, English literacy, healthcare, religious or community groups, computer skills and hobbies" (p. 112). General information needs as reported by her participants include "employment, housing, job applications, transportation, local lifestyle, driving and parking, and finding out how to navigate a new environment" (p. 112). Official information needs include information related to "citizenship and immigration services, education, employment rights, the banking system, tax return or tax assistance, communication with children's school and legal matters" (p. 112). The Internet, and family and friends were the core settlement information sources for Asian immigrants in Khoir's (2016) study.

In Ireland, a study by Komito and Bates (2011) reports the heavy dependency on the Internet among Polish and Filipino nationals as an information source and as a way to communicate with friends and relatives in their home countries. The core information needs of migrants include tax, employment, social welfare, obtaining a government registration number, accommodation, and health (p. 291). Before their arrival in Ireland, participants heavily relied on friends and family members to meet their various information needs.

In a study in New Zealand, Machel and Govender (2012) examine the information behaviour of new Chinese immigrants in Auckland. Their respondents reported the need for employment information, education information, and other survival information. Heavy use of information materials in Mandarin by the respondents, particularly for recreational purposes, is evident in the study. The information sources used by new Chinese immigrants include friends, radio, newspapers, television, and the Internet. Another study in New

Zealand by Mason and Lamain (2007) explores the information-seeking behaviour of 78 immigrants. The study reveals the need for pre-arrival information related to employment, finance, and settlement. Though the Internet was the most utilized settlement information source, also important were books and other media, as well as family and friends. Low English language proficiency is identified as a significant problem for accessing information by immigrants.

In Israel, a study by Shoham and Strauss (2008) shows that North Americans who plan to immigrate to Israel mostly begin gathering information as soon as they decide to move, sometimes even earlier. Their general information needs include how the medical system and banking system works, how to obtain information regarding schools, housing and personal needs, such as starting up a business, special education, and alternative medicine.

There have been several studies on the information behaviour of immigrants in the U.S. A recent study by Suh and Hsieh (2019) on 16 South Korean immigrants' information behavior and ICT usage reports participants needing information related to housing, work, banking, transportation, law, school, health, and language. The study also reports the significant use of ICT-mediated resources to satisfy their information needs in the new country context. Lingel (2011) looks at the information practices of twelve migrants in New York to report various information sources utilized by the participants to meet their everyday life information needs. Friends and the Internet were most frequently reported. The usefulness of ethnic online information resources is evident in Lingel's study. Koo (2013) investigates how isolated Korean immigrant adolescents seek and use necessary information in everyday life contexts. The researcher reports three everyday information needs: English language skills, social skills, and study skills. High dependency on family members, particularly parents, to fulfill various everyday life information needs are evident among the participants. A study by Rho (2002) explores the information behavior and the use of community public libraries among first-generation adult Korean immigrants living in Dallas, Texas. The author reports the following twelve categories of information needs as mentioned by the participants: children's education, educational opportunities for career development, survival information, family relation matters, mainstream community information, business-related concerns, general legal aid, health insurance, housing information, necessary

computer skills, tax assistance, and English literacy improvement (pp. 88-89). The primary information source for these Korean immigrants is informal interpersonal Korean social networks. In an earlier study, Su (1993) examines the information-seeking behaviour of elderly Chinese immigrants in the US. The primary information needs of the elderly Chinese immigrants who participated in the study include news and information about health issues, hobbies or interests, and cultural or religious activities. The most frequently used information sources by the participants were newspapers, television, and family/friends.

Contexts for the information behaviour of refugees is fundamentally different from skilled immigrants and the contexts of their migration may be characterized by an urgency born of state violence or natural disasters that affects their capacity to research and access either pre- or post-arrival information sources. However, some of the settlement information needs (such as employment, housing) and sources (e, g., personal networks) of refugees may be very similar to that of immigrants. In the following, I describe some of the core findings of some recent studies on refugees' information needs and seeking behaviour studies conducted globally.

In the UK contexts, a recent study by Oduntan and Ruthven (2019) on 20 refugees and asylum seekers reports participants needing information related to housing, financial, legal and social support, mobility, health, education, employment and state benefits for their integration in the UK. In Australia, a study by Lloyd and Wilkinson (2019) reports young refugees (16–25 years of age) using various information sources such as community people, church, libraries, and social networking tools such as Facebook in order to gather information about local society and culture, employment, career, maintaining transnational ties, and to learn about home country affairs. A recent study by Mansour (2018) on Syrian refugees displaced to Egypt reveals that they need information related to their everyday life, information to educate their children, and information on Syria. Some participants without employment reported looking for employment-related information. Syrian refugees' heavy dependence and preferences for information sources such as friends and family are evident in this study. In Scotland, a study by Martzoukou and Burnett (2018) on Syrian refugees reports English language learning as the primary information need as it was connected to issues such as health, employment, and community participants in the host country.

Another newcomers' group, international students, may not always have settlement information needs similar to skilled immigrants because of their focus on pursuing education. A significant number of international students especially in Canadian contexts become immigrants eventually through various immigration streams such as provincial nomination for international students. Similar to any immigrant groups, international students face various challenges settling in a new country (Zhang & Brunton, 2007). Recent studies such as Oh and Butler (2019); Oh, Butler, and Lee (2014); Sin (2015); Sin and Kim (2018); report on the information behaviour of international students. A study on the information behaviour of international students in the U.S. by Oh et al. (2014) reports international students with various information needs during their settlement including information related to housing, school-related places, grocery stores, transportation, and banks. A significant dependency and use of the Internet and its resources such as web searches, online/mobile maps, and online community in meeting the settlement information needs are evident among the participants of this study. A very recent study by Oh and Butler (2019) on 149 newcomer students (both international and domestic) at the University of Maryland, College Park (UMD), reports newcomer students requiring various information in their everyday life contexts including information related to housing, transportation, grocery/retail stores, and new student essentials. The study highlighted some student groups (such as students from China, India, and Korea) receiving numerous benefits (such as gathering local information) because of their access to local co-nationals (students from the same country) over other international student groups from various countries of Africa, Europe, and the Middle East. Earlier a study by Sin and Kim (2018) highlights the significant role social networking sites such as Facebook play in international students' everyday life information seeking (ELIS). This study also reports international students' significant use of social networking sites to gather various information in everyday life contexts including information related to finance, health, news of one's home country, housing, and entertainment. Sin (2015) studying 112 international students in a U.S. public university highlights the role the Internet and its resources (such as web search engines, social networking tools) play in international students' everyday life information seeking. The participants ranked six everyday information domains as more difficult to find over academic information in everyday life contexts: legal, financial, and personal development information, building and maintaining interpersonal relationships, housing information, and information about culture and norms (p.

469).

Overall, as evident in the literature review on immigrants' information behaviour, immigrants need information related to their settlement and their everyday life. They consult various formal and informal information sources to meet their information needs. Despite several studies from around the world that examine the information behaviour of newcomers, most of the studies focus on the information needs and seeking behaviour of immigrants including refugees in post-arrival contexts. There is a lack of empirical knowledge of how immigrants seek information before arrival in their host country, what sources they use to meet their pre-arrival information needs, what expectations they construct about their host country and how, as well as what role pre-arrival information behaviour plays in helping them make informed decisions about their immigration and their settlement in a new country. Also, the majority of the studies on immigrants' information behaviour report the information sources newcomers consult rather than the effect of using particular sources in immigrants' settlement. In the following section I briefly discuss the employment aspects of newcomers' settlement as evident in the existing literature.

### 2.1.1 Employment as one of the core settlement information needs

A major concern for newcomers to Canada is employment as it affects overall settlement and social inclusion after arrival (Esses et al., 2013b; George & Chaze, 2009; Kaushik & Drolet, 2018; Murphy, 2010; Rayes et al., 2016; Rudenko, 2012). In LIS, various studies report the employment-related concerns among various immigrant groups (e.g., Allard, 2015; Caidi et al., 2014; Khoir 2016; Khoir, Du, & Koronios, 2015; Mason & Lamain, 2007; Rayes et al., 2016).

In Canadian contexts, the majority of the recent newcomers to Canada are skilled immigrants with university levels of education and before arrival many expect to be able to work in their professions when they arrive in Canada. Several studies report employment related challenges citing the lack of recognition of foreign credentials (e.g., George et al., 2012; Li, 2001); employment discrimination (e.g., Creese & Wiebe, 2012; Dietz et al., 2015; Esses et al., 2006); and language barriers (Esses & Medianu, 2012; Stampino, 2007). The need for employment-related services in both pre- and post-arrival periods to better prepare

newcomers for Canadian job markets are evident in studies such as Esses et al. (2013b) and Wilkinson and Bucklaschuk (2014). Esses et al. (2013b) conducted a large-scale study on the settlement outcomes of immigrants in the four provinces of the Western region of Canada. When participants were asked to identify the one type of service that they would need most if they were to use only one service, most reported employment-related services. Wilkinson and Bucklaschuk (2014) also highlight the preferences of immigrants for employment-related pre-arrival information that better prepares them for the Canadian job market.

Despite studies in LIS by Caidi et al. (2014), Khoir (2016), Khoir et al. (2015) and Mason and Lamain, (2007) that report the need for employment related information among immigrants, the centrality of employment aspects in newcomers' settlement in a new country has not yet received much attention in LIS studies on immigrants, especially in Canada. Only a handful of recent studies on newcomers focused on the employment-related information seeking and the concerns newcomers have settling in Canada, most with a small number of participants. In North American contexts, a recent study by Rayes et al. (2016) on 20 international medical graduates (IMGs) in Canada and the U.S. highlights occupational status and employment-related integration as the central concerns for their participants. IMGs in this study reported using various strategies to navigate through new information environments to gather information related to getting employed in the health sector. The authors conclude by highlighting the importance of information literacy skills in newcomers' employment-related settlement. Similar to Rayes et al. (2016), a study on foreign trained health professionals' labour market integration in North American contexts by Caidi et al. (2014) also highlights the centrality of career related information needs among the participants of five online forums. Using content analysis, the authors describe the significant role online discussion forums play in forum participants' integration in the local health care system. Earlier, a study by Allard (2015) although focused on the transnational information behaviour in the everyday life contexts and the role of social networks in the lives of newcomers from the Philippines to Winnipeg, reported employment and employment seeking related concerns among its participants.

LIS studies on immigrants outside of North America such as Khoir (2016); Mason and Lamain (2007) also highlight employment as one of the major concerns for their participants. Khoir's (2016) study on the information behaviour of Asian immigrants in Australia reported

employment as one of the core settlement information needs. Mason and Lamain's study (2007) on information seeking behaviour of New Zealand immigrants indicates employment as the core concern among the participants. Participants of this study experienced a mismatch between their employment related expectations and the reality after arrival and they complained about not receiving timely, accurate information about employment in New Zealand.

Despite these studies in LIS reporting employment as one of the core settlement concerns and information needs for various newcomers, we do not have a comprehensive understanding of employment-related expectations, challenges newcomers face, nor employment information seeking. We need to know more about what it means to be informed or not informed about employment situations in the host country pre-arrival, employment-related expectations and information experience among newcomers, what information sources are useful over others in settlement contexts, and the role of active, comprehensive information seeking in newcomers' settlement in a new country. Next, I briefly discuss the literature on immigrants' core information sources in the context of settlement and everyday life information seeking.

### **2.1.2 Informal networks and the Internet and its resources as core settlement and everyday life information sources**

It appears to be a near universal finding that humans prefer to consult family and friends and other informal information sources over formal information sources in meeting various information needs. After reviewing studies on information needs and seeking, Harris and Dewdney (1994) report people's preferences of using interpersonal sources such as friends and relatives over institutional information sources. Similarly, after reviewing studies on information behaviour within the context of roles, Case and Given (2016) also report the preferences of human information sources among various groups such as consumers, farmers, and patients. The authors confirm that in information behaviour studies "a frequent finding is that people still turn to other people for information, and that online networks have made it easier than ever to share information with others" (Case & Given, 2016, p. 346).

Significant dependency on family, friends, and personal networks are also evident in studies on immigrants' information needs and seeking (see for example, Allard, 2015; Fisher et al.,



2004b; Khoir, 2016; Esses et al., 2013b; Komito & Bates, 2011; Lingel, 2011; Rayes et al., 2016). Allard (2015) found a heavy dependence on family and friends' networks among Filipino immigrants in Winnipeg in meeting their various information needs in pre- and post-arrival contexts. Likewise, Quirke's (2011) study on information practices of Afghan immigrants and refugee youth in Toronto reports that family and friends are primary information sources. In the US context, a study by Flythe (2001) shows that the Hispanic/Latino population in Durham County, North Carolina resolves many basic information needs through friends and family, community centers, and churches. In their study of migrant Hispanic farmworkers in the US, Fisher et al. (2004b) report migrant workers consult personal networks more frequently than any other type of information source. In Australia, a recent study by Khoir (2016) shows that one of the chief sources of information for Asian immigrants in Southern Australia is their personal networks including friends and family in Australia.

Esses and her colleagues (2013b) show in their large-scale study on newcomers' settlement and integration in Alberta, British Columbia, Manitoba, and Saskatchewan that family and friends are the top information source for settlement information. Similarly, Caidi (2008) reports that, in almost every case, family and friends are the number one information source consulted by all immigrants (p. 4). Participants of my doctoral pilot study with Bangladeshi women (2015) also indicated a heavy dependence on family and friends, especially their husbands, for meeting their everyday life information needs. A pioneering study by Chu (1999) features immigrant children as information mediators in meeting the cultural, linguistic, and informational needs of their parents. The author reports immigrant children mediators doing various activities such as interpretation, filling out forms, translations, and getting information on behalf of their parents, relatives, and friends (p. 89). Similar to Chu's findings, some of my pilot study (2015) participants (mostly sponsored family immigrants) with limited language proficiency also reported dependence on their children to meet their various day to day information needs including those related to health. A very recent collaborative study on the information experiences of older Chinese migrants to Australia and Canada by Caidi et al. (2019) reports participants consulting their children for meeting various information needs in pre- and post-arrival contexts.

More recent studies on immigrants' information needs and seeking see a shift in preferred information sources among newcomers. Family and friends, newspapers, TV, and radio were the major sources of information before the widespread availability of the Internet. However, recent studies, especially those published after 2005 (e.g., Esses et al., 2013a; Khoir 2016; Komito & Bates, 2011; Lingel 2011; Mason & Laiman, 2007) reveal that the Internet and its resources (such as websites, blogs, online communities) are emerging as core information sources among newcomers. In Australia Khoir et al. (2015) report the Internet and its resources as core to the everyday life information habits of their participants. They claim Asian immigrants are able to meet most of their information needs using online resources. A previous study by Komito and Bates (2011) in Ireland confirms the increasing dependency of migrants on the Internet as an information source. They reported significant use of technologies and social networking tools (such as Skype) among the participants to maintain transnational social networks.

Lingel's (2011) study on information tactics of immigrants in urban environments in New York describes study participants heavily utilizing the Internet for everyday life information such as locational and residential information. The large-scale studies by Esses et al. (2013a, 2013b) report the significant use of Internet resources among newcomers to Canada. The study on the Alberta settlement outcomes (Esses et al., 2013a) shows a strong preference for obtaining information about government services via the Internet. The participants of the study also reported the ease with which they located information on the Internet in both pre- and post-arrival contexts. Findings are similar in the Western settlement outcomes survey (Esses et al., 2013b). Caidi et al. (2014) report foreign trained health professionals utilizing various immigration related online discussion forums (e.g., AllNurses) to meet their varied settlement related information needs including those related to employment. The use of the Internet to meet various settlement information needs (such as residency-related information) among international medical graduates in Canada and the US is also evident in a recent study by Rayes et al. (2016).

In studies of refugee populations such as Kaufmann (2018), and Gough and Gough (2019), smartphones play a strong informational role by allowing mobile access to various online resources. Kaufmann's study (2018) on Syrian refugees in Vienna reports participants

utilizing mobile technology for a variety of day to day activities in their receiving country including for geographical orientation, language learning, information access, and maintaining transnational ties. The participants of Kaufmann's study used resources such as Google maps and YouTube to cope with everyday life challenges. Gough and Gough (2019) describe the central role played by smartphones for all stages of Syrian refugees' journeys to Denmark. They used phones to find online refugee communities to help with information about where to stay, and the cost of travel from one place to another. A study in Sweden by Lloyd, Pilerot, and Hultgren (2017) on Syrian refugees also reports on the informational role of smartphones, online sites, and social media in meeting various information needs of the participants in their host country. A recent study by Mansour (2017) on Syrian refugees displaced to Egypt shows how Internet resources were used to gather information on various aspects such as local rules and regulations, information on Syria, as well as for maintaining transnational ties.

Despite the increased dependence on the Internet and its resources during settlement as evident by recent studies, studies on immigrants' information behaviour still emphasize family, friends, and personal networks as a prominent information sources for newcomers. However, very little is known about the information newcomers receive from their personal networks on various aspects of their settlement and the effects of such information. We also do not have a comprehensive understanding of various Internet resources including the use and benefits of emerging ethnic online forums utilized by newcomers from diverse backgrounds.

## 2.2 Information access barriers

Access to information is one of the keys to newcomers' social inclusion in a new country (Caidi & Allard, 2005; Kennan, Lloyd, Qayyum, & Thompson, 2011; Lloyd et al., 2016). Caidi and Allard (2005), Khoir (2016), and Lloyd et al. (2016) investigate the link between newcomers' access to information, their information literacy skills, and their social inclusion in a new country. One of the major barriers for access to information in a new country environment is the lack of host country language proficiency. Several studies report language problems among immigrants as one of the major barriers of access to information and to available services including health services (see for example, Khoir 2016; Mason & Lamain,

2007; Kalich, Heinemann, & Ghahari, 2016; Stampino, 2007). For Mason and Lamain (2007) who studied immigrants in New Zealand, the major barrier for accessing information for their participants was the lack of English language proficiency. Some Bangladeshi women in my pilot study (2015) also reported their lack of English language skills as one of the major barriers to accessing needed information and to their ability to access services offered by various organizations. In Australia, although most of the participants (87%) of Khoir's (2016) study reported facing no challenges obtaining the required information in Australia, some participants reported language as a barrier to access to the information. Esses et al. (2013a, 2013b) reported language difficulties as one of core barriers for newcomers' access to settlement services in Canada. Given the language issues various immigrant groups face, some studies also emphasize the importance of providing information services in immigrants' first languages to better serve various immigrant groups (Esses & Medianu, 2012; Caidi & Allard, 2005; Kaushik & Drolet, 2018).

In LIS literature, in addition to the lack language proficiency as a significant barrier to access to information, lack of information literacy skills is also reported as a barrier to one's ability to access information in a new information environment affecting one's successful integration into the new society. Khoir et al. (2015) propose a conceptual framework based on Asian immigrants' information behaviour relating to settlement in Australia. The authors claim there is a link between immigrants' information literacy skills and their social inclusion in a new country. In a similar vein, a study by Rayes et al. (2016) on international medical graduates in Canada and the US also highlights positive settlement outcomes, especially employment related settlement, when having information literacy skills and competencies for navigating through new information environments for newcomers. The authors show participants with strong professional information literacy skills and competencies employing various strategies (such as building professional networks) to integrate into the labour market.

Another Australian study, this one by Lloyd, Kennan, Thompson, and Qayyum (2013), highlights the importance of information literacy for newcomers' transition and settlement. The authors confirm that despite refugees lacking necessary English language proficiencies to communicate and interact with the new society and the information environment, through

various activities (such as information sharing, observation) of information literacy practices, refugees learn about the new society, culture, and information environments. A recent study on refugee youth (16-25 years) in Australia (Lloyd, & Wilkinson, 2016) describes the information literacy practices of youth in everyday spaces (including churches, online space such as Facebook). The study highlights the importance of offering information literacy training to this group to help them develop their informational skills and make informed decisions on various aspects of their lives in a new country.

Lloyd (2015) claims refugees gain “information resilience” through information literacy practices and information strategies to orient and support themselves in the new country’s information environment. Lloyd calls for LIS researchers to explore the information literacy practices and strategies newcomers use to navigate through new information environment. In another paper Lloyd and her colleagues (2016) argue that the lack of strong information literacy skills may result in information poverty among newcomers, further leading to marginalization in the host country. The authors report strong links between information literacy, information poverty, and social exclusion. In health literacy contexts, Lloyd (2014) reports the role of social and situated information literacy practices and information strategies in refugees’ lives in Australia to build information resilience in their receiving countries. She argues despite refugees having limited language and functional literacy issues, through various strategies such collective coping strategies, they learn to access and utilize health information and health systems in the host country resulting in higher levels of health information literacy.

Reviewing studies in Information Studies, Communications, Immigration and Settlement Studies and other relevant areas, Caidi (2008) provides a comprehensive list of barriers to access to information for newcomers. The information access barriers include “language (including fear of speaking in English); suspicion or mistrust of authority (including government and other institutions); isolation and the sense of being an outsider; using children to find information (who may have poor information finding skills); lack of familiarity with many Canadian information sources; cultural differences; and, not knowing how to ask for services” (p. 4).

Although a dominant theme in LIS research with immigrants and newcomers concerns the level of language proficiency as an information barrier, more recent immigrants, especially those moving through the Express Entry system in Canada (required for the Federal Skilled Worker category), may face fewer language-related challenges because of the requirement of a high degree of English language proficiency. However, provincial nominees, sponsored family immigrants, and refugees may still face language-related challenges. Also, recent newcomers may have better informational skills to navigate through the new information environment in their host country and may face fewer challenges gathering information about the new country in pre- and post-arrival contexts. It is important to explore the information seeking behaviour of these kinds of immigrants as well as those who are more vulnerable.

## 2.3 Settlement services for newcomers including public library settlement services

Canada offers a great deal of pre- and post-arrival settlement services to newcomers, including targeted services for women, youth, and refugees. Settlement services offered by various agencies range from helping newcomers find employment in Canada to language training to help them with day to day settlement needs like applying for a social insurance card. Settlement services are important for newcomers' integration into Canadian society (Esses et al., 2013b; Omidvar & Richmond, 2003; Rural Development Institute, Brandon University, 2015). These kinds of services are designed to provide information and support to newcomers, including refugees, as they adjust and settle into their lives in Canada. In my review, I focus on studies of settlement service usage and its role on newcomers' social inclusion and integration in Canadian contexts.

Esses et al. (2013a), in their study of 1006 immigrants in Alberta, show that a significant number (about 53%) of participants reported not using settlement services at all after their arrival. Among those who used settlement services, employment and language-related services were popular. The top three reasons behind the non-use of settlement services were: i) no need for help to settle in Alberta; ii) lack of information or awareness of services; and iii) confusion about whom to go to in order to get help. The study reports a significant relationship between the use of employment services and full-time employment. Immigrants

using employment-related settlement services were significantly more like to find a full-time position (about 62%) than those who did not (53%).

Utilizing the survey instruments adopted for the Alberta settlement survey, Esses et al. (2013b) conducted a telephone survey with 2,936 immigrants in Alberta, British Columbia, Saskatchewan, and Manitoba. The results related to settlement services again indicate a low use of settlement services among immigrants in Western Canada (Alberta 30%, British Columbia 30%, Manitoba 41%, Saskatchewan 30%). However, in response to a question-related to the usefulness of the settlement services, a significant number of participants across the provinces reported settlement services were extremely useful (Alberta 35%, British Columbia 21%, Manitoba 32%, Saskatchewan 41%). Although most of the participants reported getting settlement services from immigrant-serving agencies, the library was not a popular place for receiving settlement services. Less than twenty percent of the participants reported receiving settlement services in public libraries in Alberta (16%) and British Columbia (12%). The role of settlement services in immigrants' settlement and integration is also evident in the results of the survey. In response to the question whether settlement services played any role in participants' decisions to stay in the province to which they had moved, over 20% of participants who utilized settlement services in Alberta, Manitoba, and Saskatchewan claimed that such services were extremely influential in deciding to stay. When asked to identify just one type of service, participants (including those who did not use settlement services) indicated employment services as the most needed for newcomers. One of the reasons for newcomers not using settlement services is the lack of information about their availability (Alberta 34%, British Columbia 13%, Manitoba 12%, and Saskatchewan 33%).

In 2012, the Ontario Council of Agencies Serving Immigrants (OCASI) conducted a study on the use of settlement services in Ontario by immigrants and refugees, and how the services supported social inclusion and integration. Non-service users mentioned the lack of information about the availability of settlement services as one of the core reasons for not using various settlement services available for newcomers (p. 67). Allard (2015), Sethi (2013), Islam (2014), also report the low use of settlement services among various immigrants. My pilot study participants reported dissatisfaction with the settlement services

because they were unable to get the kind of information that they felt they needed, when they needed it.

A recent study by Zuberi, Ivemark, and Ptashnick (2018) reports newcomers face various settlement challenges, including those related to employment when settling in urban and suburban Vancouver. Interestingly, suburban newcomers face challenges due to the lack of customized employment-related settlement compared to urban newcomers. The authors highlight the importance of tailor-made employment-related settlement services in suburban areas. Thomas (2017) examines the experiences of newcomers with settlement services in Edmonton and Winnipeg. Despite participants indicating the benefit of using generalized settlement services, many participants highlighted the need for tailor-made services, in particular, employment-related services to better integrate into Canadian society. A report prepared by Wilkinson and Bucklaschuk (2014) on the settlement experiences of newly settled immigrants to Western Canada indicates the importance of employment-related services among the participants. Nearly half of the participants agreed that services related to employment, educational credential and experience assessment, and connections with potential employers would have been useful before arrival. A recent study by Kosny et al. (2019) highlights the lack of awareness about safe employment environments among newcomers using various settlement services and calls for offering comprehensive pre-arrival employment-related information and guidance to help newcomers understand the employment system, workplace safety, and related issues.

In addition to settlement services offered by mainstream settlement agencies mostly funded by Citizenship and Immigration Canada (CIC) and local government, ethnic community organizations also play a significant role in helping newcomers settle in their adopted countries. Couton (2014), and Bucklaschuk, Garang, and Gobin (2018) report on the role played by ethnic community organizations to help newcomers and highlight the necessity of providing support to such agencies so that they can better serve their communities. The authors report various challenges ethnic community organizations face in supporting newcomers, including a lack of collaboration with established settlement agencies.

As evident in the literature, most of the studies on settlement services and their role in immigrants' settlement and integration into Canadian society occur outside of LIS, focusing



more on the services offered by mainstream settlement agencies. Public libraries are not always recognized as settlement institutions. Studies outside of LIS, like Esses et al. (2013b); and Ontario Council of Agencies Serving Immigrants (OCASI) (2012), show that some newcomers use public library services to meet their various settlement-related needs (e.g., language, employment). Despite the absence of formal settlement services similar to those offered by settlement agencies in many public libraries in Canada and abroad, recent studies in LIS show that public libraries can play a significant role in immigrants' settlement by offering places to study, resources to help with the search for employment, and places to learn about new cultures of the adopted countries (Audunson et al., 2011; Johnston, 2016, 2018; van der Linden et al., 2014). Many public libraries in Canada offer English learning classes and other language programs (such as one-on-one English conversation and conversational circles for newcomers to Canada).

In Ontario contexts, in addition to language programs, many public libraries in Ontario also offer access to other settlement services through Library Settlement Partnerships (LSP). Launched in 2008, through partnerships among public libraries, settlement agencies and Immigration, Refugees and Citizenship Canada (IRCC), Library Settlement Partnerships (LSP) offer a wide range of settlement information services in a variety of languages at different public library locations throughout Ontario including Brampton, Hamilton, Kitchener, London, Markham, Ottawa, Richmond Hill, and Toronto to help newcomers settle into Canadian society (Government of Canada, 2013; see, for example, settlement services offered through LSP at various locations of Toronto Public Library (TPL) <https://www.torontopubliclibrary.ca/new-to-canada/toronto.jsp>). About 50 public libraries in Ontario offer settlement services including one-on-one settlement information and referral and information sessions in various areas of settlement including housing and employment.

A significant number of studies have been conducted on different aspects of public libraries and immigrant populations. These include analysis of the role of libraries in immigrants' settlement and everyday lives (e.g., Audunson et al., 2011; Caidi et al., 2007; Picco, 2008; Vårheim, 2014); library collection and service development for immigrant groups (e.g., Atlestam, Brunnstrom, & Myhre, 2011; Williment & Jones-Grant, 2012); targeted library services for immigrant populations (such as Adkins & Burns, 2013; Cichanowicz & Chen,

2004); perceptions of library services held by immigrants (for example, Branyon, 2017; van der Linden et al., 2014); and the use of public libraries by immigrant groups (e.g., Burke, 2008; van der Linden et al., 2014; Shepherd et al., 2018; Shoham & Rabinovich, 2008; Yoo-Lee, Rhodes, & Peterson, 2016).

A recent study in a Canadian context by Shepherd et al. (2018) shows a heavy use of public libraries among the newcomers of Surrey public libraries. About half of the participants report discovering the libraries by themselves, whereas a significant number of participants indicated referrals from friends and family networks. Newcomers used a variety of services at the Surrey Libraries compared to the general population of users. The study highlighted various settlement functions played by Surrey Libraries, including providing a space to study, services to improve English or to learn about Canadian culture, and building social capital.

A qualitative study by van der Linden et al. (2014) investigates the awareness, perception, and use of public library services by immigrants to Canada from Africa, Asia, or Latin America. The authors conducted three focus groups, with a total of 14 participants. The findings clearly highlight the lack of orientation with library services among newcomers and the challenges newcomers face accessing and using various library services in Canada. Despite the lack of awareness of services and resources offered by public libraries, the findings show the vital role public libraries play as an essential source of information and support to immigrants throughout the various stages of settlement to Canada. The findings also highlight the importance of building a multilingual collection in order to attract and retain various immigrant groups.

Caidi et al. (2007) emphasize the importance of public libraries for social integration and inclusion of newcomers into Canadian society. Utilizing Geographical Information System (GIS) software, the authors report the potential lack of access to library services for newcomers living in Toronto suburban areas that may be due to location. The authors argue that “valuable and necessary library services can become available to newcomers if only the problem of where suburban libraries are located is recognized and adequately addressed by locating libraries in the “right” places and providing the “right services” to the “right” people.” (p. 5).

Picco (2008) highlights the importance of public libraries in Montreal in helping immigrants' social integration. Based on a case study at Halifax public libraries, Williment and Jones-Grant (2012) discuss the importance of asset mapping in identifying community services and programs and how public libraries can use this method to better serve immigrant populations. Dali (2004) illustrates the reading habits and the use of public libraries and bookstores by Russian immigrants in Toronto. The author reports the heavy use of public library services among Russian Canadians (68%). The use of ethnic and English-language bookstores, purchasing materials in both Russian and English for leisure reading among the participants are also evident in the study. The author highlights the importance of expanding multilingual collections in public libraries that are responsive to the needs of the local immigrant community. The findings from my pilot study with Bangladeshi women immigrants in Toronto cast light on their public library use and readings habits. The participants used public libraries in Toronto to borrow books for themselves and for their children, to prepare for course assignments, to print, to prepare for job interviews, and to use study rooms and the Internet.

There have been several studies conducted in the U.S. Adkins and Burns (2013), based on survey results of 1999 and 2009, compare public library services for Spanish-speaking populations in Arizona. The authors highlight the importance of increasing library services for Spanish-speaking immigrants and recruitment of Spanish-speaking LIS professionals to ensure quality services and to serve a broader Spanish community in Arizona.

In one of the early studies on the role of public libraries in immigrants' settlement lives, Fisher et al. (2004a) examine the use of Queens Borough Public Library (QBPL) programs among immigrants and how these programs benefit their lives. They identified four building blocks in immigrants' constructs of the public library: (1) discovery of the library and experience of it as a safe and accommodating environment; (2) awareness of the resources available and acquisition of library skills; (3) telling family and friends about how libraries can help them; and (4) learning to trust library staff (p. 760). Using the U.S. federal data from the Current Population Survey (CPS) 2002, Burke (2008) examines the library use of immigrants from many world regions to understand patterns of their use. The study highlights the heavy use of public libraries among South Asian compared to European

households and reports the underlying factors affecting public library use among immigrants.

Libraries also play a role in generating social trust and in helping immigrants' integration into their new society. Using unstructured interviews with U.S. library directors, Vårheim (2014) describes how social trust increases among immigrants through public library programs such as ESL classes, computer classes, and civics classes. The study reports that before library service usage, the participants had little trust outside of their family and friends. A recent study by Johnston (2018) highlights how the use of conversation-based programming in public libraries may support social integration for newcomers to Denmark, Iceland, Norway, and Sweden. Another recent study by Johnston and Audunson (2019) describes how conversation-based programming in public libraries for newcomers can play a significant role in supporting immigrants' political integration in the receiving country including empowering them to be part of the public sphere by helping them develop necessary language skills, build and expand social networks, and share and exchange everyday life matters. In a previous article, Johnston (2016) emphasizes the important role played by Malmö City Library to help newcomers with their integration in the new society by helping them improve Swedish language skills and competence, getting various types of everyday life information, and building social networks and capital.

In Norway, Audunson et al. (2011), through in-depth interviews with nine female immigrants to Norway from Iran, Afghanistan, and Kurdistan, describe the role of the public library for these women including support for building social capital, learning a new language, and learning about the culture in the adopted country. Atlestam et al. (2011) report the need for various books and resources among the immigrant population, including fiction, non-fiction, books on everyday life affairs. The authors highlighted the importance of recruiting library staff with minority backgrounds to better serve the targeted communities. The need for books in the mother tongue among the immigrants and their children to help them maintain connections with their home country culture and language are also evident in this study. An earlier study by Jönsson-Lanevska (2005) on the services of three libraries in Sweden for immigrants, emphasizes the importance of multicultural training for library professionals and the necessity of the knowledge of pedagogy and psychology among library professionals dealing with immigrant groups (p.139).

In Australia, Khoir, Du, Davison, and Koronios (2017) report more than half of their participants had no orientation nor experiences with public library services before moving to Australia. However, most of the participants reported using public libraries in Australia for a variety of reasons, including using their collections, English classes, and participating in cultural activities. A significant number of participants (67%) preferred to access English language materials. Over half of the survey participants also highlighted the importance of having multilingual collections. The participants also emphasize their expectations about getting employment-related services (such as job application support, interview preparation) for skilled immigrants in public libraries in Australia. Their comfort with online public library services and the need for additional online services for newcomers are also evident in the study.

In New Zealand, Hosoya-Neale's (2015) study on Japanese women's experience and expectations of Auckland libraries highlights the use of children's services, including story time among the participants. Many participants emphasized the place of Japanese books in their lives and the use of public libraries for borrowing books in Japanese.

In Israel, Shoham and Rabinovich (2008) compare the use of public library services by newcomers from the Former Soviet Union (FSU) and Ethiopian immigrants. Public library use among the participants is more frequent in Israel than compared to their home country. However, differences in the pattern of the use of public library services among these two groups are also clear (for example, immigrants from Ethiopia spend more time at the library premises over FSU immigrants who borrow more books).

Overall, there is a lack of studies in LIS on the use of settlement services and the role various settlement agencies play in newcomers' social inclusion in a new country. In particular, we know very little about what role public libraries in Ontario, Canada play in newcomers' settlement into Canadian society. As Ontario Public Libraries offer a great deal of settlement services through the LSP, it is important to know to what extent public libraries and their services are utilized by newcomers in Ontario.

## 2.4 Gaps in information behaviour research on immigrants in Canada

As evident in this study, despite the rich breadth of literature on the information behaviour of newcomers including immigrants, refugees, and international students globally, there are still significant gaps in our understanding of immigrants' settlement information behaviour. We do not have a comprehensive understanding of how newcomers, especially, skilled immigrants and their dependents seek settlement information, their experiences with various information sources, their perceptions/expectations about life in Canada before arrival, their employment-related information seeking and their use of settlement services including those offered at various public library locations in Ontario. In the following, I briefly discuss three significant gaps in immigrants' information seeking research and how my study address some of those gaps.

There have been a number of studies on various areas of research on immigrants, such as vulnerability of women immigrants (e.g., Merali, 2009; Guruge & Humphreys, 2009), health (e.g., Salami et al., 2017; Vang, Sigouin, Flenon, & Gagnon, 2015) and employment issues (Frank, 2013; Lightman & Gingrich, 2018). However, there are very few empirical studies in Canada that look at various areas of information seeking of diverse immigrant groups (see, for example, Allard, 2015; Caidi et al., 2019; Quirke, 2014). We still lack a picture of the comprehensive role of information in immigrants' settlement into Canadian society. The role of information in the transitional stages between pre- and post-arrival contexts is still understudied. Questions can still be asked about the information experiences of newcomers utilizing various settlement information sources and their effect on newcomers' settlement, and the role information seeking plays in making informed decisions about immigration to a new country, and making various settlement decisions such as those related to employment or pursuing post-secondary education in Canada.

There are also gaps in our understanding of the expectations/perceptions newcomers possess about Canadian life in informational terms, their sources of expectations/perceptions, and how information in pre-arrival contexts help newcomers construct reasonable expectations about life in Canada. Knowing more about the role of information in these processes and decisions may lead to less of a mismatch between pre-arrival expectations and the reality

after arrival. Although studies in LIS globally report friends and family and other personal networks as core information sources for immigrants, we could still gather a more holistic understanding of what types of information newcomers receive from their personal networks including ethnic community people and what role (if any) these sources play in newcomers' settlement.

Compared to the number of newcomers moving to Canada as permanent residents, the amount of research on immigrants in LIS is scant, particularly research on immigrants' settlement information behaviour. It is necessary to understand the information behaviour of newcomers coming from across the globe with diverse socio-economic and cultural backgrounds in order to design need-based information services for immigrants with various settlement needs. My doctoral study fills some gaps in our understanding of the information seeking behaviour of newcomers in pre- and post-arrival contexts including expectations they have about the life in Canada before arrival, their post-arrival settlement experience, culturally situated information seeking and sharing among newcomers, and the role of information in immigrants' settlement in a new country.

As also evident in this literature review, employment-related settlement aspects have been the core concern for migrants across the globe. However, there are very few comprehensive studies in LIS that inform our understanding of the employment-related information seeking behaviour among various immigrant groups. The majority of the studies in LIS mostly report the *need* for employment related information among newcomers but do not focus on capturing the actual in-depth employment-related information seeking. This information seeking might encompass employment-related expectations immigrants have about their host country before arrival, the challenges they face, the role information plays in helping newcomers settle in their professional job in a new country, and the place of information in constructing reasonable employment-related expectations. As the majority of the recent newcomers and their dependents to Canada are skilled immigrants, they would naturally expect to be able to utilize their skill, education, and work experience in Canada after arrival. My doctoral study informs our understanding of employment-related information seeking of Bangladeshi immigrants in Southern Ontario including their employment-related expectations pre-arrival and the actual experience after arrival, sources that constructed their

expectations, challenges they face in settling in a professional job in Canada, and the role information plays in their employment-related settlement in Canada after arrival.

Several studies report the benefits of settlement services in newcomers' integration into Canadian society. However, there is a lack of studies on how settlement services are used by newcomers and their roles in the information contexts of newcomers' settlement. Moreover, although many public libraries in Canada offer settlement services, we do not know the extent to which public library settlement services are utilized, and the effect of this use on the post-arrival lives of immigrants. My doctoral study attempts to fill some of these gaps by looking directly at the role of settlement services offered through public libraries in helping newcomers make informed decisions about their lives in Canada.

## 2.5 Conclusion

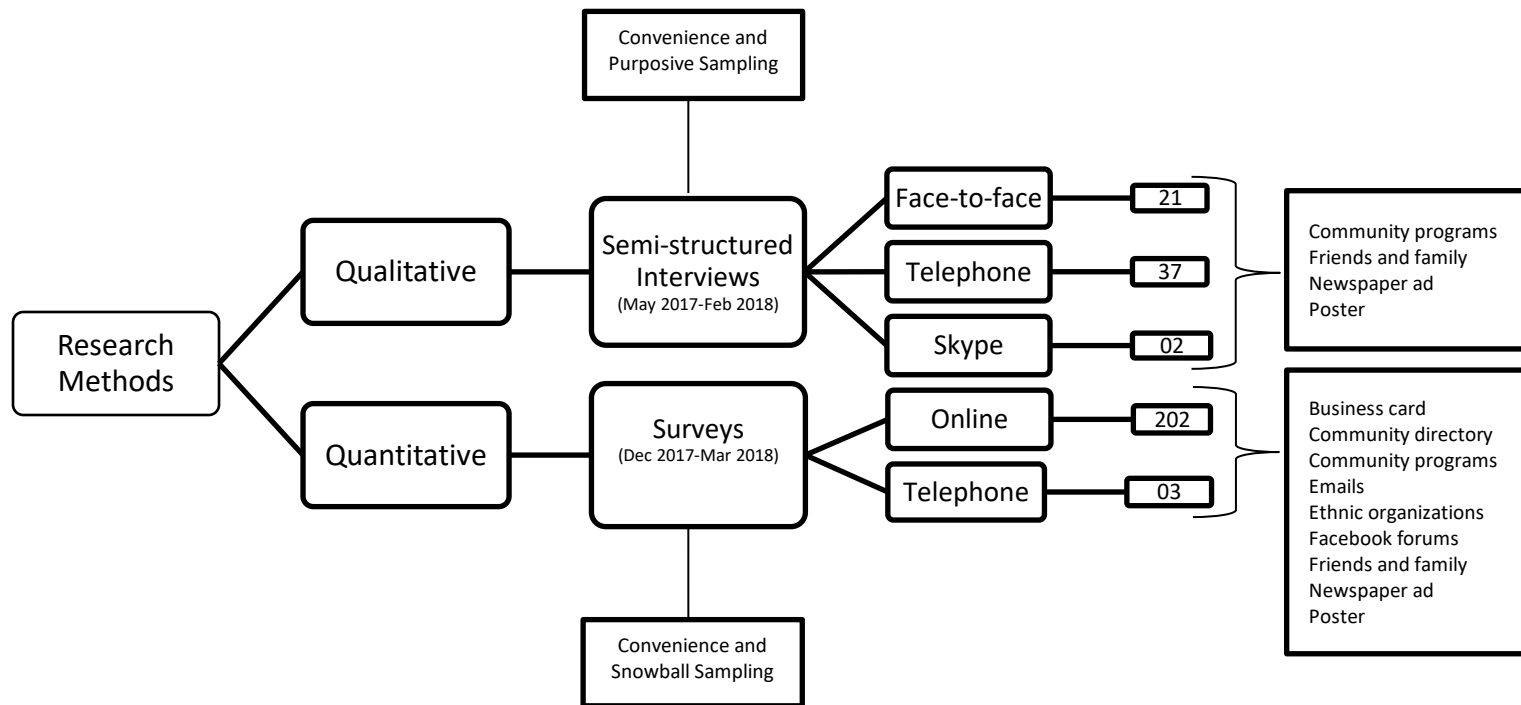
In this chapter, I reviewed the studies on immigrants' information behaviour globally. I reported the findings on the information needs and sources of various immigrants' groups as evident in the existing literature. After that, I briefly discussed the core settlement and everyday life information sources used by various immigrant groups. I also report the importance of employment aspects among immigrants. Further, I reviewed studies on immigrants' use of settlement services including studies on public library usage among newcomers and the role settlement institutions including public libraries play in newcomers' settlement in their host country. Finally, I briefly outlined three core gaps in immigrants' information behaviour and how my study addresses those gaps. In the next chapter, Chapter 3, I describe the methodology of my study, including the rationale for sampling selection, recruitment activities, research processes, ethics protocols, and how I maintained reliability and validity in this study.



## Chapter 3 : Research Methods

In this chapter, I discuss the research methods of my study, including research design, various methods used, data analysis, and ethics. In order to gain an in-depth understanding of the transitional information behaviour of Bangladeshi immigrants and the role of information in immigrants' settlement in Canada, an exploratory, mixed method study was deemed suitable. This chapter describes the rationale for this choice of methods, including various recruitment strategies I employed to gather a wider perspective of newcomers' settlement-related information behaviour. I also describe my role as an insider and outsider in the research and how my status as a Bangladeshi faculty member helped me collect a large number of responses for this study. I also outline the qualitative and quantitative data analysis, including transcription, coding strategies, and translation processes. The chapter concludes by outlining the methodological limitations of this study.

A visual overview of the methods of this study is given below:



**Figure 3.1** A visual representation of the research methods of this study

### 3.1 Research design: An exploratory, mixed method study

In order to gain a comprehensive perspective on newcomers' settlement information behaviour as well as the role information plays in their settlement, this study uses an exploratory, mixed method approach. While defining exploratory research in social science, Stebbins (2001) writes:

Social science exploration is a broad-ranging, purposive, systematic, prearranged undertaking designed to maximize the discovery of generalizations leading to description and understanding of an area of social or psychological life. Such exploration is, depending on the standpoint taken, a distinctive way of conducting science—a scientific process—a special methodological approach (as contrasted with confirmation), and a pervasive personal orientation of the explorer. (p.3).

Colman (2008) defined exploratory research as “research that is not explicitly intended to test hypotheses (as in basic research) nor to solve practical problems (as in applied research) but is used to make initial forays into unfamiliar territory when studying new or poorly understood phenomena.”

An exploratory research approach was considered appropriate as there is a lack of empirical understanding of newcomers', especially skilled immigrants' settlement information needs and seeking as well as of their experience with various information sources. Moreover, studies, especially in the Canadian context, have not comprehensively explored the role of information in helping newcomers make an informed decision about their immigration nor how settlement information needs and seeking may affect their post-arrival settlement.

Mixed method research, on the other hand, as defined by Johnson, Onwuegbuzie, and Turner (2007), is research that “combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration” (p. 123). Tashakkori and Creswell (2007) defined mixed methods as “research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study” (p. 4).

Numerous benefits (such as to identify connections or contradictions between qualitative and quantitative data) and rationale for mixed method research are documented in many studies (see, for example, Andrew & Halcomb, 2007; Doyle, Brady, & Byrne, 2009; Molina-Azorín, 2016; Johnson & Onwuegbuzie, 2004; Klassen, Creswell, Clark, Smith, & Meissner, 2012). Mixed method research, although less popular in LIS (Fidel, 2008; Togia & Malliari, 2017), can bring many benefits to LIS researchers. I used a mixed method study approach for this study to obtain a greater understanding of the connections and contradictions of qualitative and quantitative data, to address the research questions comprehensively in addition to giving participants a strong voice and sharing their settlement experience (Shorten & Smith, 2017).

I used a sequential exploratory design (also known as “exploratory sequential design”) approach for this study. According to Creswell, Plano Clark, Gutmann, and Hanson (2003), sequential exploratory design:

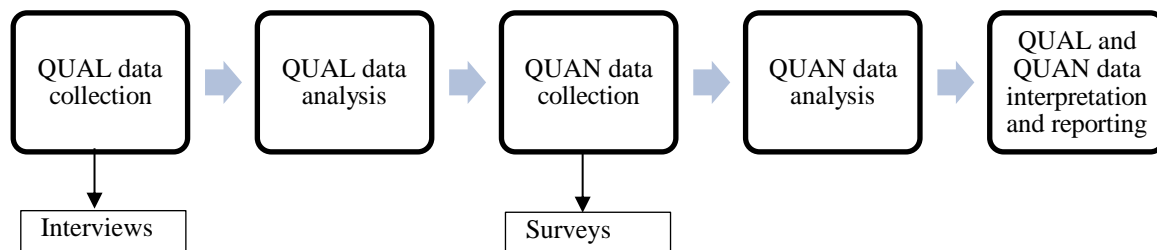
is characterized by an initial phase of qualitative data collection and analysis followed by a phase of quantitative data collection and analysis. Therefore, the priority is given to the qualitative aspect of the study. The findings of these two phases are then integrated during the interpretation phase (p. 180).

On the other hand, according to Hanson, Creswell, Clark, Petska, and Creswell (2005) in sequential exploratory designs:

qualitative data are collected and analyzed first, followed by quantitative data. Priority is usually unequal and given to the qualitative data. Quantitative data are used primarily to augment qualitative data. Data analysis is usually connected, and integration usually occurs at the data interpretation stage and in the discussion (p.229).

I first collected qualitative data through semi-structured interviews, and then based on the initial findings of the qualitative data, I developed a survey instrument and collected quantitative data. I analyzed both qualitative and quantitative data and integrated and reported findings together. Figure 3.2 presents the sequential exploratory design process followed in this study. The rationale behind choosing and prioritizing the qualitative data collection first was to comprehensively understand the settlement information behaviour phenomenon and the role of information behaviour in immigrants’ settlement. As nothing much has been investigated in this area of inquiry, especially in Canada in LIS contexts,

prioritizing a qualitative approach to explore the phenomenon seemed appropriate. Also, qualitative interviews helped to identify possible options and answers for my surveys.



**Figure 3.2 Sequential exploratory design process used in this study**

As mentioned earlier, I used interviews for qualitative data collection and surveys for quantitative data collection. In the following sections, I briefly describe the rationales for using interviews and surveys in this study.

### 3.1.1 Interviews

Interviews have been one of the most commonly used research techniques in exploring human information behaviour (Case & Given, 2016; Julien, Pecoskie, & Reed, 2011; Julien & O’Brien, 2014; McKechnie, Baker, Greenwood, & Julien, 2002). A recent study by McKechnie, Chabot, Dalmer, Julien, and Mabbott (2016) reports “interviewing” as the most frequently used method of conducting information behaviour research among the authors of papers presented at Information Seeking in Context (ISIC) conferences from 1996-2014. Studies on immigrants’ information behaviour such as those by Allard, 2015 and Quirke, 2014 also utilized interviews as a core research method. Allard (2015) interviewed 14 participants to explore the transnational information behaviour of new immigrants from the Philippines to Winnipeg, arriving through the Manitoba Provincial Nominee Program (MPNP). For another study in Canada, Quirke (2014) interviewed seven Afghan youth in Toronto and five key informant interviews in addition to participant observation in order to understand the post-arrival settlement experiences and information behaviour of the participants in leisure contexts.

I used semi-structured interviews in this study. According to DeJonckheere and Vaughn (2019):

semistructured interviews are an effective method for data collection when the researcher wants: (1) to collect qualitative, open-ended data; (2) to explore participant thoughts, feelings and beliefs about a particular topic; and (3) to delve deeply into personal and sometimes sensitive issues (p. 2-3).

Qualitative semi-structured interviews are suitable to gather an in-depth understanding of human information behaviour. Semi-structured interviews are one of the most commonly used methods in qualitative research to gather data on people's experiences, attitudes, perceptions, opinions, and beliefs and to understand the phenomenon under study holistically (Brinkmann, 2014; DeJonckheere & Vaughn, 2019).

For this study, I choose semi-structured interviewing as a primary, qualitative research method as it allowed me to explore my interview participants' settlement experiences including various challenges they faced, their transitional information behaviour and their use of various settlement services. Also, semi-structured interviews, because of their flexible structure, helped me add/modify questions depending on the interview context. It also encouraged my participants to share their unique settlement experiences more freely and in their own language.

### 3.1.2 Surveys

Surveys are also one of the most widely used research methods in LIS (Burkell, 2003; Starr, 2012; Ullah & Ameen, 2018). In fact, in information behaviour research, surveys are one of the very frequently used methods (Case & Given, 2016; Julien et al., 2011; McKechnie et al., 2002; McKechnie et al., 2016).

According to Bhattacharjee (2012):

surveys are an excellent vehicle for measuring a wide variety of unobservable data, such as people's preferences (e.g., political orientation), traits (e.g., self-esteem), attitudes (e.g., toward immigrants), beliefs (e.g., about a new law), behaviors (e.g., smoking or drinking behavior), or factual information (e.g., income). Second, survey research is also ideally suited for remotely collecting data about a population (p.73).

I used the survey to complement the qualitative data to understand the settlement experiences of my participants to be better able to identify the connections and contradictions of qualitative and quantitative data. Surveys also allowed me to reach a large number of participants for my study. Next, I describe the semi-structured interview and survey data collection processes, including various recruitment strategies I employed to reach potential participants of this study.

## 3.2 Data collection

### 3.2.1 Semi-structured interview processes

I conducted semi-structured interviews with 60 participants (21 face-to-face; 37 by telephone; and 2 via Skype) from May 2017 to February 2018. I created a semi-structured interview guide to gather responses from my participants.

To begin recruitment, I stayed in Toronto for several days to network and to meet Bangladeshi people to talk about my study, and to conduct some face-to-face interviews. In addition to conducting face-to-face interviews in Toronto, I also went to Barrie and Hamilton to conduct two face-to-face interviews and meet with some Bangladeshi families there.

During the interview phase of the study I was living with my family in Guelph (in November 2017 I moved to London, Ontario). Thus, I was able to conduct some face-to-face interviews in Guelph. I met several Bangladeshi families at various cultural programs and family gatherings in Brampton, Guelph, Hamilton, Ottawa, and Toronto (some pictures are attached in Appendix A). Some people spontaneously participated in my semi-structured interviews and online surveys and then helped me reach additional interview participants by sharing the information about my doctoral study with their family and friends.

In the following sections, I describe semi-structured interview processes, including the interview guide I used, sampling strategies, participants' inclusion criteria, and recruitment activities.

### 3.2.1.1 Interview schedule

The semi-structured interview schedule was divided into several topics in order to gain a comprehensive understanding of newcomers' information behaviour related to their migration to Canada (see Appendix B). The guide begins with open-ended questions about participants' perceptions about Canadian life before their arrival to Canada and then moves on to their actual settlement experiences including employment and health. Next are questions related to participants' settlement information needs and seeking, including the information sources they consulted before and after arrival to Canada.

In order to see the differences in ICT (Information and Communication Technologies) and media use (which has a great impact on one's everyday life information practices), I added some questions related to these. Questions related to post-secondary education (PSE) in Canada follow. As some studies (such as Mata, 2008; Rollin, 2011) indicate having post-secondary education in Canada helps newcomers find a suitable job in their area of interest, I added questions on the kinds of PSE participants pursue and how they make decisions on PSE in Canada. The next section on the semi-structured guide included questions related to participants' employment status in Canada, including the challenges they faced while maneuvering through the employment system in Canada. It also collects data on the employment-related information sources they consult while looking for jobs in Canada.

After employment, the questions relate to settlement service usage, including public library use. Finally, I included some questions related to life satisfaction in Canada as well as any suggestions or advice the participants may have for the Canadian government and/or those who are planning to migrate to Canada. The interview schedule was prepared in Bengali and English (see Appendix B & C). However, in many cases, I had to explain various terminologies such as information needs and seeking, pre-arrival, and post-arrival information needs with proper examples in Bengali and English (for interviews in English) to my participants.



### 3.2.1.2 Pilot interviews

The semi-structured interview schedule was piloted with some members of the Bangladeshi community in Southern Ontario to identify issues with the wording of the questionnaire, to evaluate the overall interview design including length of the interview guide, patterns of the questions, understandability of the questions in the guide, and time required to complete the interviews. The pilot interviews were not recorded nor included in the formal data analysis of the study. The questions in the schedule did not require any change after the pilot testing.

### 3.2.1.1 Sampling strategies

I used both convenience and purposive sampling approaches in order to locate and recruit potential interview participants for my study. In my convenience sample, I decided to limit my participant recruitment to Southern Ontario and opened recruitment for anyone who met the inclusion criteria to participate in this study.

According to Bryman (2016), “a convenience sample is one that is simply available to the researcher by virtue of its accessibility” (p. 187). Palys and Atchison (2008) claim that “the simplest type of non-probabilistic procedure, known variously as haphazard, convenience, or accidental sampling, involves little more than “getting whomever you can” (p. 124). On the other hand, according to Patton (1990):

The logic and power of purposeful sampling lies in selecting *information-rich* cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term *purposeful sampling* (p. 169).

Maxwell (1997) defined purposeful sampling in which “particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices” (p. 87).

After conducting about 40 interviews, I noticed that many of my participants had been in Canada for over five years, and I needed to understand the settlement information behaviour of recent immigrants, especially those who moved between 2014 and 2017. As significant changes have occurred in Canadian immigrant policies in recent years (e.g.,

the introduction of the Express Entry system) as well as the emergence of various ethnic community Facebook forums to support Bangladeshi newcomers with their settlement into Canadian society, I wanted to interview more recent immigrants to understand the effects of such changes. Therefore, using purposive sampling, I purposefully recruited eight participants who moved to Canada between 2014 and 2017.

This strategy turned out to be very beneficial as I learned about the settlement information behaviour of some very recent (moved in 2016 onwards) newcomers, including the benefits of pre-arrival settlement services and community Facebook forums. I also learned about the advantages of active, comprehensive settlement information seeking and how that significantly affected some of my participants' settlement in Canada. After interviewing 60 participants, I realized I had enough to understand the settlement information needs and seeking behaviour of my participants moving to Canada at different times (e.g., before and after the introduction of Express Entry in 2015). I stopped interviewing potential participants once I reached 60 participants. There were people who still wanted to participate in the interviews, and I was able to later invite them to participate in the surveys.

In order to gain a distinct perspective on the settlement information behaviour of Bangladeshi immigrants and the role of information in their settlement process, I made every attempt to recruit interviewees with diverse immigration backgrounds (such as skilled immigrants, dependents, provincial nominees). In the following, I briefly discuss the study participant inclusion criteria for my study.

### 3.2.1.2 Study participant inclusion criteria

In this study, people were eligible to participate if they met the following criteria:

- had lived for at least 12 years in Bangladesh before coming to Canada
- are at least 18 years of age
- reside in Southern Ontario
- are proficient in either Bengali or English
- are either citizens or permanent residents of Canada (including business immigrants, skilled immigrants, family caregivers, refugees).

The study excluded individuals who have been in Canada from their earlier ages. Children of immigrants including those who were born outside of Canada but moved to Canada with their family at an early age may tend to adopt Canadian cultural practices. Such experiences may not represent the settlement information behaviour of immigrants and the challenges (such as language barrier) they face landing in a professional job. Next, I describe the recruitment activities I used to reach potential participants for interviews.

### 3.2.1.3 Recruitment strategies

I employed various recruitment strategies to spread the word about my doctoral study among Bangladeshi communities in Ontario. I mainly recruited the participants for the semi-structured interviews with the help of members of my personal network (families, friends and their extended networks), and through attending various Bangladeshi community programs organized in Toronto, Guelph, London, Mississauga, and Hamilton. As many Bangladeshi immigrants living in the Greater Toronto Areas (GTA) read Bangladeshi newspapers published in Toronto (mostly available for free at various Bangladeshi grocery stores), I advertised my recruitment poster in Bengali in *Bangla Mail* (<http://thebanglamail.com/>)—one of the most widely circulated weekly Bangladeshi newspapers published in Toronto (see Appendix D).

I also made every effort to contact leaders of the Bangladeshi community and cultural organizations in Southern Ontario (e.g., Bangladeshi Canadian - Canadian Bangladeshi (BCCB), Bengali Information and Employment Services (BIES), the University of Dhaka alumni association in Canada-Dhaka University Forum Canada). Though a lot of the members of these organizations expressed interest in helping me out with the semi-structured interviews, some of them preferred participating in surveys over interviews.

I also hung posters at various places mostly in Toronto and Guelph (some pictures attached in Appendix E). Moreover, I regularly participated in various family events (such as birthdays, get-togethers) organized by my family and friends' networks and had the opportunity to talk to many Bangladeshi immigrants about my doctoral study.

### 3.2.1.4 Modes of interviews

I used different interview modes in order to reach a large number of participants and to allow my participants to choose their preferred mode for participating. Participants of my study were given the option of participating in a face-to-face interview, telephone, or skype interviews. Table 3.1 presents the mode of interviews with the corresponding number of participants place of residence.

**Table 3.1 Mode of interviews and participants' place of residence**

Mode of interview	Place of residence		
	Toronto	Guelph	Other
Face-to-face (21)	13	5	3*
Telephone (37)	23	-	14**
Skype (2)	-	-	2***

\*Barrie (1), Hamilton (1), Mississauga (1), \*\*Ajax (3), Brampton (1), Hamilton (2), Kitchener (1), London (1), Milton (1), Ottawa (3), Pickering (1), Waterloo (1), \*\*\* London (1), Ottawa (1)

In my study, over half of the participants participated in telephone interviews. Out of 60 interview participants, 36 participants were from Toronto.

### 3.2.1.5 Technology

I recorded face-to-face semi-structured interviews using a digital audio recorder, whereas interviews conducted through Skype were recorded using iFree Skype Recorder (<http://ifree-recorder.com/index.htm>), which saves the files locally instead of on their server. Interviews conducted over the phone were recorded using TapeACall, a subscription-based call recording app (does not embed any identifying information in the recordings). All the audio files were encrypted and preserved on a USB hard drive and will be kept in the principal investigator's office for five years. I deleted audio files on the TapeACall server after downloading them to my laptop for analysis.

### 3.2.1.6 Demographics of interview participants

The majority of my interview participants were skilled immigrants and principal applicants (63%, see Appendix F [frequency and percentage] and Appendix G [for

interviewee characteristics]). While over half the participants moved to Canada in 2011 onwards, the majority were living in Toronto at the time of the interview. About 56% of participants indicated they were citizens. In terms of age, most of them were between the ages of 30 and 49 years. Ninety percent of participants reported they were married at the time of the interview. Over 95 percent of participants moved to Canada with university degrees. While over half of the participants claimed using both Bengali and English at home, most of them did not attend English as Second Language (ESL) courses.

### 3.2.1.7 Interview language

I gave my participants the option to be interviewed in Bengali (the mother tongue of Bangladeshi people except some for indigenous groups) or English. Of 60 interviews, only nine were conducted in English, the rest were conducted in Bengali with frequent use of common English words (for example, “challenge”, “information”, “immigration”, “international student”, “job”, “news”, “permanent residence”). Allowing Bangladeshi immigrants to participate in Bengali helped them clearly express the experience, emotions, sentiments, anger, dissatisfactions, and other factors with their settlement in Canada without struggling to find the appropriate English words and phrases. Quite a few participants highly appreciated the option of being interviewed in Bengali. Although some of the interviews were conducted in English, it is evident in some interview transcripts that some participants struggled to find appropriate words to express and share their experiences, feelings, opinions, and beliefs. In many cases, some participants did not complete the sentences, or their interviews did not always make any sense. The option of interviewing in Bengali also allowed my participants to use various Bengali phrases and metaphors to express their sentiments. Even some of the participants who were interviewed in English also used some Bengali phrases and informal, local words throughout their interviews. Without offering this option I would have missed some participants who were not comfortable in English and had very limited English language proficiency. For example, Chitra (pseudonym), a sponsored family member with very, very limited English language proficiency, would not be able to participate in my study without the option of being interviewed in Bengali. This is one of the strengths of this study.

### 3.2.2 Survey processes

As mentioned earlier, in order to more deeply understand the qualitative findings and to reach a large number of participants, I used surveys in this study. Unlike semi-structured interviews, which require a significant amount of time to conduct interviews, code, and analyze the data, online surveys were quite manageable with the help of Qualtrics. Online surveys despite the core issues related to sampling and low response rates (Evans & Mathur, 2005; Fricker, 2017) offer numerous benefits to researchers in terms of survey administration time, reaching unique and/or new populations, cost, convenience, and reporting of data (Evans & Mathur, 2005; Toepoel, 2017; Wright, 2005). In this study, the online survey system was open for participation from December 2017 to March 2018.

#### 3.2.2.1 Survey questionnaire

I prepared a questionnaire (see Appendix H) based on the initial findings of the semi-structured interviews for the survey to explore the emergent themes and findings with a larger group. It is to be noted here that due to the limitation of time and resources, I was not able to thoroughly analyze the interview scripts before I administered surveys. After conducting over 40 interviews and their initial analysis, I had to begin the survey around the same time I was purposefully recruiting some recent immigrants (seven participants out of 60). Therefore, some of the important interview findings, such as information intelligence, did not emerge until after I launched the survey. Thus, in some cases, my survey questionnaire did not include questions related to some concepts that emerged after the in-depth analysis of the interview data.

I initially planned to translate the English questionnaire to Bengali. However, considering limited resources and time as well as possible compatibility issues (such as Bengali font not displaying on some devices), I later cancelled my plan. Therefore, the survey questionnaire was only available in English. However, participants were informed of the opportunity to ask for any clarification on the questionnaire at any time. I included my cell number and email address in the questionnaire as well as in all recruitment materials. For easy integration and reporting of qualitative and quantitative data, I divided the sections of the survey questionnaire to correspond to the interview schedule.

### 3.2.2.2 Pilot pretests

Several pilot pretests for the survey were conducted with five Bangladeshi immigrants in Guelph, Ottawa, and Toronto. The pretest participants included a graduate student, a social science researcher, a life science researcher, and two retired Government of Canada employees. The pretests were conducted to identify ambiguous and difficult questions, to record the time taken to complete the questionnaire, to include or omit new questions, and to revise the questionnaire if necessary as well as to test the online questionnaire. After the pre-test, I corrected some of the technical errors in the online system (such as allowing multiple answers, adding a text box to “other” option) and did some minor editing (such as reducing the income categories) on the online questionnaire. The question “Did you look for jobs in Canada before your arrival?” was also added to the online questionnaire after the pilot tests.

### 3.2.2.3 Sampling strategies

As there exists no sampling frame for Bangladeshi immigrants in Canada, I could not use a probability sampling technique (such as simple random sampling) in recruiting survey participants. Although Immigration, Refugees, and Citizenship Canada (IRCC, previously Citizenship and Immigration Canada (CIC)) may have information on all immigrants, due to privacy issues, this information is not usually accessible to individual researchers working on immigration.

As evident in various research studies on immigrants (such as Caidi & MacDonald 2008; Fisher et al., 2004a), immigrants comprise a hard to reach population for research. Given the difficulties in reaching diverse immigrant groups, limitation of time and resources as well as the lack of a sampling frame on Bangladeshi immigrants, I chose “convenience” and “snow-ball” sampling techniques for recruiting survey participants. In contrast to convenience sampling (defined earlier), snowball sampling is a form of convenience sampling where “the researcher makes initial contact with a small group of people who are relevant to the research topic and then uses these to establish contact with others” (Bryman, 2016, p. 188). Atkinson and Flint (2001) defined snowball sampling as “[i]n its

simplest formulation, snowball sampling consists of identifying respondents who are then used to refer researchers on to other respondents.”

As I participated in various community events, I was able to meet many Bangladeshi immigrants in Southern Ontario and gather responses from them. Some of the people I met also helped spread the word about my study and asked their friends and families to participate in my study by forwarding my email (see Appendix I). Some of them also forwarded Facebook messages (see Appendix J) or shared my business cards (see Appendix K).

#### 3.2.2.4 Study participant inclusion criteria for surveys

In this study, similar to the inclusion criteria for interviews, people were eligible to participate in the survey if they met the following criteria:

- had lived for at least 12 years in Bangladesh before coming to Canada
- are at least 18 years of age
- reside in Southern Ontario
- are proficient in either Bengali or English
- are either citizens or permanent residents of Canada (including business immigrants, skilled immigrants, family caregivers, refugees).

As with the interviews, surveys excluded individuals who have been in Canada from their earlier ages. Next, I will describe the recruitment activities I employed to reach potential participants for surveys.

#### 3.2.2.5 Recruitment strategies for survey participants

As mentioned earlier, I regularly attended Bangladeshi events and made important contacts with various Bangladeshi community organizations (e.g., Bangladeshi Community of Guelph, <https://www.bdcomguelph.com>) and with Bangladeshi immigrants with diverse socioeconomic backgrounds. By the time I started recruitment for my surveys, I was connected with a lot of Bangladeshi community people in Canada, in particular, in Ontario.



In addition to recruiting survey participants through my friends and family as well as their networks, I recruited participants through emails sent to the Bangladeshi immigrants who were listed in the Directory of Community of Bangladeshi Community of Guelph (see Appendix L). I also recruited survey participants with the assistance of the various community and religious organizations (such as mosques) and through my participation in various Bangladeshi cultural and religious programs (such as Pohela Boishakh, in Bengali পহেলা বৈশাখ, the breaking of the daily fast at Ramadan, or Iftar, parties).

I also utilized various Bangladeshi Facebook forums (such as Bangladeshi Canadian-Canadian Bangladeshi (BCCB), Dhaka University Forum Canada) to spread the word about my survey and to recruit potential participants. I maintained close contacts with the moderators of these forums and received many responses immediately after posting my recruitment notice (see Appendix J) on those forums. The moderators of Bangladesh Canadian-Canadian Bangladeshi (BCCB), Dhaka University Forum, Canada, and Sharing Information, Improving Lives (SIIL), spontaneously created customized Bengali and English posts with the survey link and requested the members of their groups to take part in my survey. I received many Facebook messages and phone calls after the moderators posted my recruitment advertisement with inquiries about the study and entreaties to submit the survey questionnaires soon. Some of the very active members of BCCB also shared the forum posts with their friends, relatives, and asked them to fill out the survey at their convenience. With permission from the then President and General Secretary of the Dhaka University forum, Canada, I also sent personalized Facebook messages to some of the forum members living in Toronto.

I published the recruitment advertisement in English (published on January 20, 2018) for the online survey with a survey link in one of the popular Bangladeshi online newspapers, CBN24 (<https://www.cbn24.ca/>) published in Toronto (see Appendix M). CBN24 has both print and online versions, however, I preferred the online version as potential participants could access the survey link with just one click instead of typing the URL. The CBN24 also shared the recruitment advertisement on various Bangladeshi community platforms on Facebook.

With the help of some Bangladeshi friends in Toronto, I hung the recruitment poster at various places in Toronto, especially along Danforth Avenue (popularly known as Little Bangladesh). The recruitment posters were hung on notice boards in some grocery stores or outside of the grocery stores on Danforth with permission (see Appendix E). I also hung the posters on notice boards of some of the mosques in Toronto, where many Bangladeshi pray Jumu'ah (a congregational prayer held every Friday). I also prayed Jumu'ah at different mosques in Toronto, Guelph, and London and met many Bangladeshi and shared the information about my doctoral study with them.

I created a separate website (<http://www.immigrantresearch.ca>) containing detailed information about the study (for example, letters of information, link to the survey site, updates on research progress, and my research profile) to offer more information about me and my research. The link for the website was included in the letter of information and in all recruitment materials, including Facebook posts, newspaper advertisements, and business cards.

### 3.2.2.6 Modes of surveys

To make participation comfortable for the potential participants of the study and to ensure the study reached an optimal number of respondents, I offered multiple modes of participation: email, online (through Qualtrics) and by telephone. A detailed description of the online and telephone surveys with its related recruitment processes are given below:

#### 3.2.2.6.1 Online surveys

Despite their infrequent use in information behaviour research on immigrants in Canadian contexts, in recent years online surveys have become one of the most popular methods in studying information behaviour of diverse groups globally. Recent studies on information behaviour and related areas, such as those by Vilar, Juznic, and Bartol, 2015 and Lee, 2018, used online surveys in studying their populations. In Australia, a study by Khoir (2016) on the everyday information behaviour of Asian immigrants also used online surveys as one of their preferred methods of data collection.

I designed and administered the online survey using Qualtrics, which was available to me as a graduate student at The University of Western Ontario (<https://uwo.qualtrics.com/>). The use of online surveys gave me greater access to my potential participants and allowed my participants to participate without needing to meet at a specific time and location for face-to-face surveys. It also allowed my participants to fill out the questionnaire at their convenience.

All the survey participants were asked to read the letter of information (see Appendix H) before beginning the questionnaire. They were reminded that responses to this survey would be completely anonymous, and no personally identifying information would be collected. By clicking the next button, the participants were understood to have given their consent to participate.

The online survey system was designed in a way to ensure it was accessible to everyone based on their preferences. The survey system was accessible through mobile phones, desktops or laptops, and iPads. The participants could complete the survey immediately or could submit it through multiple sessions via a cookie placed on the participant's device by the Qualtrics system. The cookie was automatically deleted once the survey was submitted. The survey submissions were completely anonymous, (i.e., Qualtrics did not record any identifying information of the participants, including their IP addresses).

#### 3.2.2.6.2 Telephone surveys

Telephone surveys, one of the most commonly used methods in market research and public health research (Boland, Sweeney, Scallan, Harrington, & Staines, 2006; De Leeuw, 2005), are now used infrequently in information behaviour research in LIS. Some recent large scale studies funded by Citizenship and Immigration Canada (CIC) (e.g., Esses et al., 2013a; Esses et al., 2013b) on immigrants settlement in Canada utilized Computer-Assisted Telephone Interviewing (CATI) to gather large number of responses from a geographically dispersed sample.

The telephone survey option for my research allowed me to recruit some participants who otherwise would not participate in my study. Moreover, it gave me and my participants a near similar experience of face-to-face interviews without worrying too much about the meeting time and location and other limitations (such as financial constraints). I conducted three telephone surveys, one each in Ajax, Brampton, and Toronto. Two of these participants indicated they were not comfortable filling out the online survey and would prefer to participate in telephone surveys. The telephone participant from Toronto also expressed his discomfort with the online survey and claimed a telephone survey is much better and similar to the face-to-face survey (as you can ask for immediate clarification of some questions) and decided to participate in the telephone survey. All the telephone surveys were conducted in the evenings on weekends.

To participate in the telephone surveys, the participants had to provide a phone number and email address. I sent them the letter of information (LOI) prepared for the telephone survey (see Appendix N) before the actual survey. Before the telephone survey began, I again informed the participants about the purpose, outcome, and potential risks in participating in the survey and reminded them that they would not be asked for any personally identifying information. The telephone survey participants were asked to give their informed consent over the phone with the assurance that nothing was recorded. I read the telephone survey consent form (see Appendix N) and recorded their consent on the printed form before the telephone survey began. I read the survey questions with answer options to the telephone respondents. I wrote the answer to the questions and repeated what I wrote to the respondents for confirmation and accuracy.

The telephone survey took on an average of 90 minutes to complete. After the completion of the telephone surveys, the participants asked me several questions about my future plan, my career back home, my family in Canada as well as about Bangladesh. The telephone surveys were not recorded, and no personally identifying information was added to the questionnaire. I submitted it on behalf of the participants. Instead of recording the answer on a separately printed questionnaire, I immediately inputted the data into the online survey system.

### 3.2.2.7 Demographics of survey participants

The majority of the survey participants were skilled immigrants (61%, see Appendix O). About 43% of respondents moved to Canada in 2011 onwards. For most of the participants, Bangladesh was their last place of residence. Nearly half of the participants were living in Toronto at the time of the survey. In terms of participant age, about 71% of the respondents were in the age range of 30 to 49 years. Most of the survey participants had university degrees. Most were married, and about 85% of survey participants reported they had children. While about 72% of the participants indicated they speak both Bengali and English at home, about 78% of participants did not take any English language course after arrival to Canada. Not surprisingly, as most of my participants were skilled immigrants and their dependents who obtained university degrees before arrival, they possessed sufficient English language proficiency and did not need to attend the general ESL courses in Canada that target mainly newcomers (such as refugees) with limited English language proficiency.

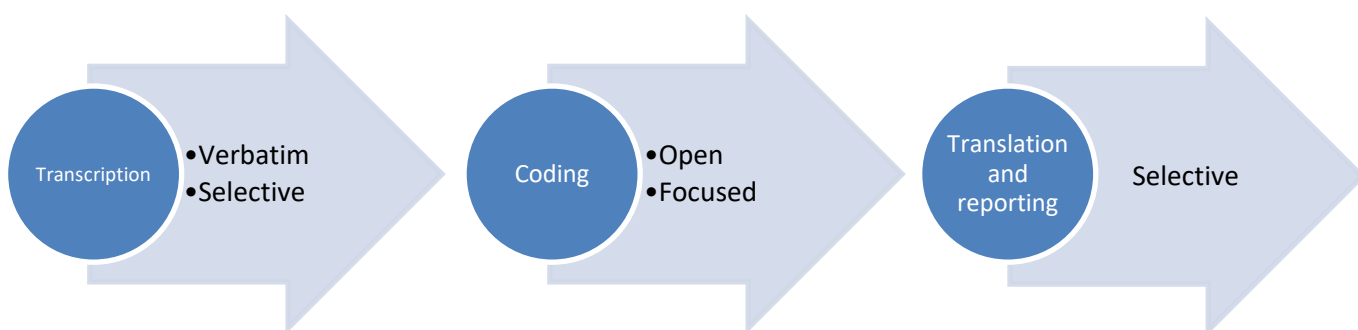
## 3.3 Data analysis

### 3.3.1 Semi-structured interview data analysis

Researchers conducting cross-language qualitative studies may face significant methodological challenges, including data gathering, transcription, and analysis as a consequence of language issues (Squires, 2009; Van Nes, Abma, Jonsson, & Deeg, 2010). As I am originally from Bangladesh, and Bengali is my primary language, I was privileged to conduct interviews in Bengali and to be able to clarify interview questions with examples in Bengali, and to transcribe and translate the interview findings. Moreover, as an international student, I have been through various settlement challenges (looking for housing, family physicians) similar to those Bangladeshi newcomers initially face. Thus, I understand the various settlement challenges newcomers face initially. Being a Bangladeshi, I also have a personal understanding of many phenomena such as the strong cultural expectations that women will be dependent on their husbands, socio-economic and political reasons behind migration to developed countries, and the

significance of pre-conceived notions such as “living in a developed country is always heavenly” and “Canada is full of opportunities.”

The qualitative data analysis process in this study includes transcription, coding, and translation. Figure 3.3 presents the data analysis process for semi-structured interviews.



**Figure 3.3 Qualitative data analysis process**

Each of the data analysis processes for semi-structured interviews is briefly described below.

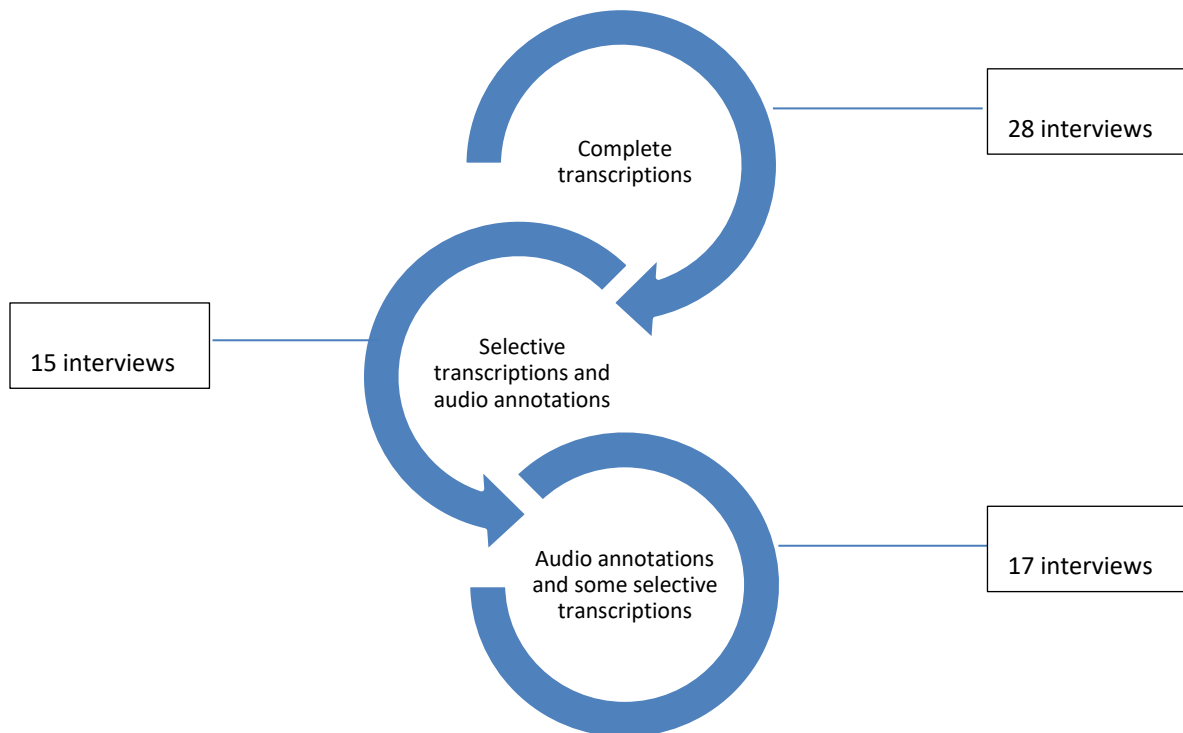
### 3.3.1.1 Transcription

I transcribed, coded, and performed the analysis of the semi-structured interview data with the help of various tools such as ELAN and NVivo 12 (<http://www.qsrinternational.com>). The reason I used different transcription software was to ensure my transcriptions and audio annotations were efficient and less time-consuming. I transcribed my interviews in three different stages. After randomly doing complete (verbatim) transcriptions of a few interview audio files, I realized I was losing my focus, and it would take a significant amount of time to do the complete transcriptions of 60 interviews. Therefore, I decided to do some selective transcription.

Recommending selectivity in transcriptions, in 1979, Ochs writes, “A transcript that is too detailed is difficult to follow and assess. A more useful transcript is a more selective one. Selectivity, then, is to be encouraged” (p. 44). Duranti (2006) also suggests selective transcriptions:

By being selective, transcription conforms to the classic definition of a scientific method precisely because it helps us deal with the problem that all scientists face, namely, that the universe is too big for us to observe and make sense of everything. By being inherently, or, rather, constitutively selective, transcription helps us develop partial theories, which is a reasonable goal in any scientific enterprise (p. 303).

I gathered data on many aspects of my participants' settlement experiences to gain a comprehensive understanding of them, including various challenges they faced settling into Canadian society (see Appendix B). As I interviewed 60 participants, some of them moved as early as 1971. I decided to divide the interview transcriptions into three phases to allow me to focus most on the information behaviour of recent newcomers and then to selectively report data that would give a more historical understanding of informational challenges newcomers faced. Figure 3.4 illustrates the transcription phases in this study.



**Figure 3.4 Transcription phases for semi-structured interviews**

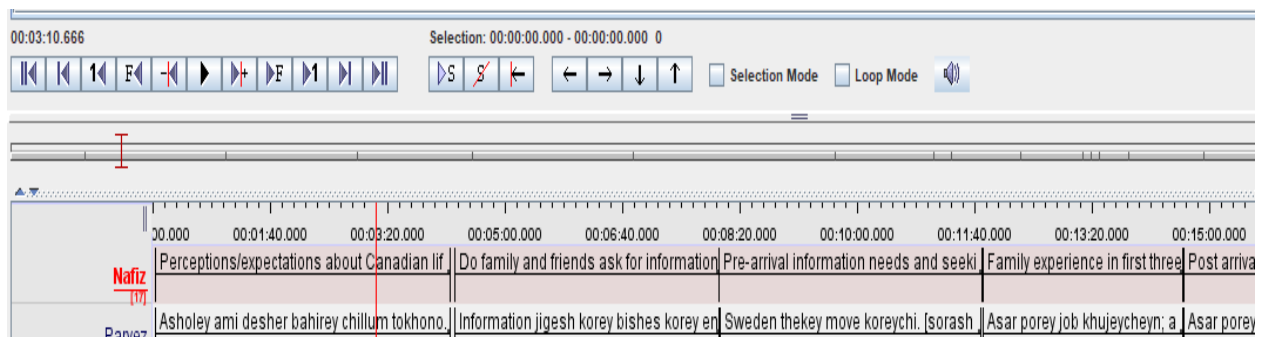
I briefly describe each of the phases of transcriptions below.

- i) Phase 1: Complete transcriptions of interviews of recent participants (2013-2017)

I completely transcribed the interviews of 24 recent newcomers in addition to four randomly selected. I used Transcribe (<https://transcribe.wreally.com/>), a web transcription tool to transcribe the first phase of interview data, (i.e., 28 interviews). In the first phase of transcription, I transcribed interviews word by word. After reading through various online transcription tool reviews, I chose Transcribe as it auto-saves every keystroke, does not require a software download, and can work without an Internet connection. After each transcription I completed on Transcribe, I saved the text in Microsoft Word and formatted it depending on my need. After complete transcriptions, I imported the files to NVivo12 for coding and analysis.

- ii) Phase 2: Selective transcription and audio annotations of interviews who moved from 2008 to 2012

During the second phase, I transcribed interviews of my participants who moved to Canada in 2008 to 2012 using ELAN (<https://tla.mpi.nl/tools/tla-tools/elan/>), a free open source transcription and audio/video annotation software. In this phase, I transcribed 15 interviews. However, during the second phase, I did not transcribe everything. I transcribed nearly everything for migrational stories (i.e., expectations of Canadian life) and settlement information behaviour sections of my interview schedule. For the rest I created audio annotations in English with important quotes in Bengali for Bengali interviews and in English for English interviews. Figure 3.5 shows an example of audio annotation in ELAN.



**Figure 3.5 Audio annotation in ELAN**



- iii) Phase 3: Audio annotations and very selective transcriptions of participants who moved before 2008

For the final phase, I did audio annotations using ELAN for 17 interviews with transcriptions of relevant quotes and sections when I felt it was important to understand the settlement information behaviour of Bangladeshi immigrants. In this stage, I transcribed important quotes and personal stories of the participants. In a few cases, I completely transcribed some of the sections—mostly migrational stories and settlement information needs and seeking sections as they helped me understand people’s expectations about Canadian life and understand the information-related settlement challenges people face.

### 3.3.1.2 Coding

I coded my interview data using NVivo12. I used Braun and Clarke’s six-phase “thematic analysis” (Braun & Clarke 2006) approach for interview data coding and analysis. According to Braun and Clarke (2006), thematic analysis “is a method for identifying, analyzing, and reporting patterns (themes) within data” (p. 79). Table 3.2 illustrates Braun and Clarke’s (2006) six phases of thematic analysis and how they structured my data processes.

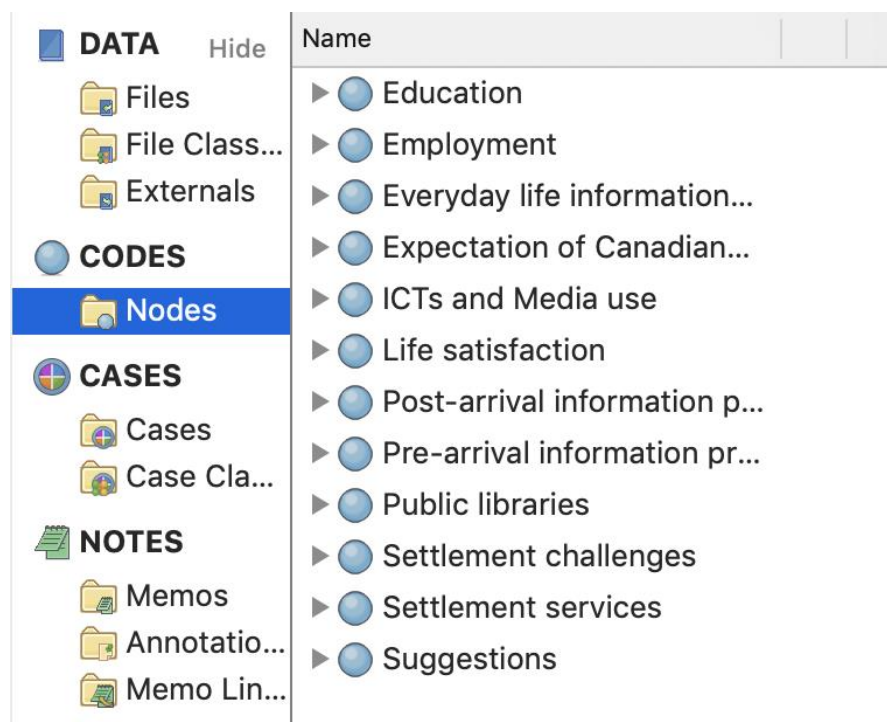
**Table 3.2 Thematic analysis phases**

Braun and Clarke’s (2006) Suggested phases of thematic analysis (p. 87)	My data analysis processes
1. Familiarizing yourself with your data	Transcribed data, reading and re-reading the data, and noted down initial ideas in a diary and sometimes in Microsoft OneNote [mostly English keywords]
2. Generating initial codes	I used open coding of interviews including life satisfaction section and generated initial codes that emerged from the open coding using NVivo 12 Plus [focus was given to address research questions]
3. Searching for themes	Combined codes into potential themes (nodes in NVivo 12 Plus)
4. Reviewing themes	Checking, rechecking potential themes and their relevancy with the coded extracts

5. Defining and naming themes	Creating, revising, modifying potential themes that emerged and name and renaming potential themes
6. Producing the report	Reporting and presenting some of the themes that emerged with quantitative data when appropriate

A brief description of each of the phases of the thematic analysis followed in this study is given below. It is important I mention here that the coding phases were not necessarily linear. I had to move back and forth for coding and analyzing the interview transcriptions.

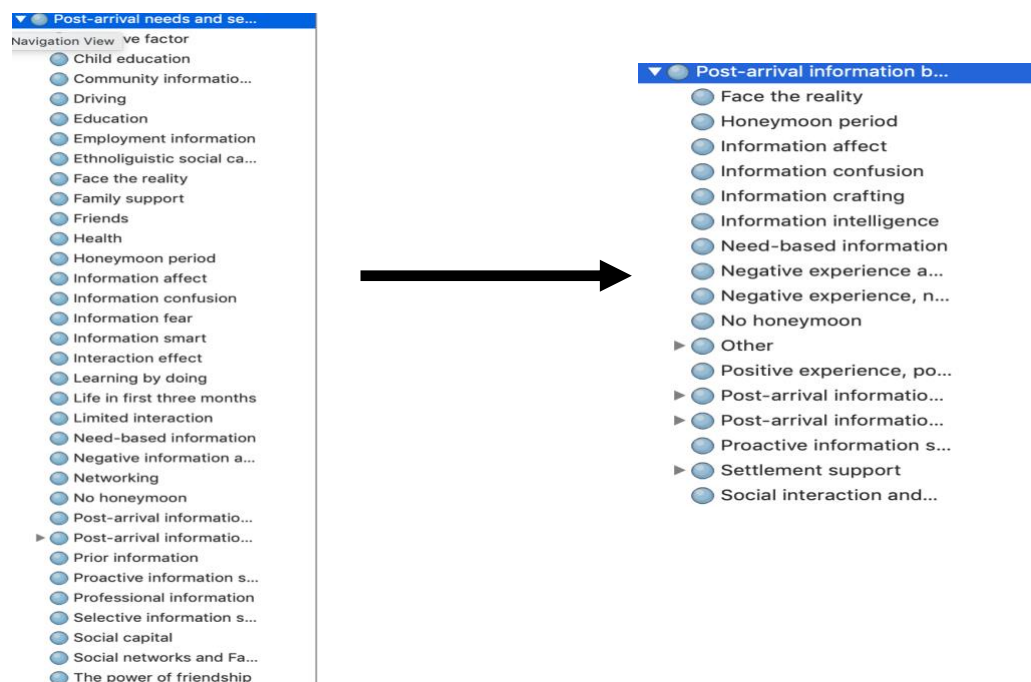
Phase 1: As I did the interview transcriptions myself, I had a clear idea about my dataset. Before I began my coding, I read through the transcription several times to have a general idea about what is in there. For better organization, integration with quantitative data, and reporting, I organized the interview data mostly according to the interview schedule (see Figure 3.6).



**Figure 3.6 Organization of interview data (organized alphabetically)**

Given the number and the length of interviews, the large qualitative dataset, for coding, I focused on addressing the research questions. Therefore, I did not do line-by-line coding, as a result, my coding was a theoretical thematic analysis rather than an inductive one. My participants talked about many aspects of their settlement experience, including their employment and educational experiences in Canada. However, I focused on the data relevant to the core purpose of my study, that is, to explore the role of information behaviour in their settlement in Canada.

Phase 2: In the second phase of the thematic analysis, similar to Maguire and Delahunt (2017), I also used open coding for developing and modifying the codes for my doctoral study. Preliminary coding included a large number of nodes (concepts/themes). I continued to focus on looking for themes and concepts useful for addressing my research questions. I moved various nodes that emerged during the preliminary coding to the category “others” to better organize the themes relevant to address my research questions. Figure 3.7 illustrates an example of preliminary coding to focused coding.



**Figure 3.7** An example of coding from preliminary to focused

Phase 3: After I completed open coding and had a clear idea about potential themes, I combined quotes into potential themes.

Phase 4: I checked, rechecked potential themes, and their relevancy with the coded extracts in this phase.

Phase 5: In this phase, I created, revised, and modified (if needed) potential themes that emerged and named and renamed potential themes. I recoded (if needed) and organized the themes and sub-themes emerged from the interview data. Table 3.3 presents some examples of initial coding to revised coding/recoding.

**Table 3.3 Initial coding to revised coding/recoding (some examples)**

<b>Initial coding</b>	<b>Revised coding/recoding</b>
<b>The expectation of Canadian life</b>	
Get away Lack of information about immigration	Reasons for immigration [Moved under] Pre-arrival information challenges
Negative information, negative relationship	Information sharing fear
Misconception conception/perception about life in Canada	Lack of information about reality
<b>Pre-arrival information behaviour</b>	
Child education, Driving, and Weather Pre-arrival information lacking	[Moved under] Pre-arrival information needs Pre-arrival information lacking and post-arrival stress
<b>Post-arrival information behaviour</b>	
Health, Education, Things to do after arrival, Employment information, Driving, Child education	[Moved under] Post-arrival information needs
Ethnolinguistic social capital	Professional information network and social capital
Social capital	Professional information network and social capital

Phase 6: I report and present some of the themes that emerged (such as information sharing fear, positive, negative information experience) with survey data in the findings chapters.

### 3.3.1.3 Translations of interview data

Although I initially planned to translate the quotes by using a recognized translating agency, in consultation with my committee, I translated all the quotes from Bengali to English. I translated the interview excerpts and made every effort not to lose my participants' voices. For example, I kept the English words mentioned by my participants even though, in some cases, they were not grammatically correct. In many cases, instead of translating lengthy quotes, I summarized participants' quotes in English to report what they said on a particular topic. For English to Bengali translations, I also gathered some feedback on the translation from some of my Bangladeshi family and friends in Canada and sometimes sought their help translating informal Bengali phrases.

For interview data reporting, I deleted the name of the settlement agencies, community people, post-secondary educational institutions, and other names mentioned by my participants to make sure the names mentioned by my participants do not create a negative impression about the organization or people mentioned. Moreover, as my study is not generalizable, based on interview data, I cannot claim, for example, some organizations are better than others.

### 3.3.2 Survey data analysis

I downloaded the survey data files from the Qualtrics server and cleaned the data for analysis. I received 313 responses, including three telephone survey responses. Only 205 responses were complete and met all the inclusion criteria to participate in the study. I deleted 13 responses from the analysis as the participants were residing outside Southern Ontario, Canada. I did not include the 95 partial responses (ranging from 10% to 60% of completion) for analysis. For this study, I considered only completed responses for analysis.

Before the survey data analysis, I removed the date and time stamp, records of the time it took to complete the survey, some automatically generated identification numbers as well as removed the invalid (submitted by someone living outside of Ontario) and incomplete (blank or did not submit) survey responses.

I performed the survey data analysis with the help of SPSS software. Survey data are mostly presented using frequency tables and Chi-squares. Chi-square tests were used to identify whether there exists any significant association between variables such as use of post-arrival information sources and settlement challenges. When appropriate, I created bar charts, other relevant graphs, and tables to report my findings.

### 3.3.3 Mixed method design integration

Fetters, Curry, and Creswell (2013) suggested three integration levels for mixed method designs: i) design, ii) methods, iii) integration and reporting. Table 3.4 illustrates the integration level and approaches suggested by Fetters et al. (2013) and approaches taken in this study to achieve various levels of integration.

**Table 3.4 Integration level and approaches as suggested by Fetters et al. (2013), p. 2136**

Integration level	Approaches	Integration in this study achieved through
Design	3 Basic designs Exploratory sequential Explanatory sequential Convergent	Exploratory sequential (also known as sequential exploratory)
	4 Advanced frameworks Multistage Intervention Case study Participatory—Community-based participatory research, and transformative	
Methods	Connecting Building Merging Embedding	Building
Interpretation and Reporting	Narrative—Weaving, contiguous and staged Data transformation Joint display	Narrative

In this study, integration at the study design level is achieved through the exploratory sequential approach (QUAL→Quan). As mentioned earlier, I collected qualitative data

first and developed the quantitative research instrument (survey questionnaire) based on the initial findings of my interviews and collected quantitative data. Integration at the methods level is achieved through the building approach which is, according to Fetters et al. (2013) “when results from one data collection procedure informs the data collection approach of the other procedure, the latter building on the former” (p. 2140). In this study, I developed the survey questionnaire based on the initial findings of my semi-structured interview findings and collected survey data. Finally, integration at the interpretation and reporting level is achieved through narrative whereby “researchers describe the qualitative and quantitative findings in a single or series of reports” (Fetters, et al., p. 2142). In the majority of the cases, I write both qualitative and quantitative findings together. However, in some cases, for example, describing emerging concepts such as “information experience” I present and report qualitative findings separately (see Chapter 6).

I also present the findings together when findings are contradictory to each other: qualitative and quantitative data reports different findings, for example, for post-arrival information sources and settlement challenges aspects. According to Bryman (2007):

the matter of how to present mixed methods findings in such a way that the quantitative and the qualitative findings are genuinely integrated, rather than standing as separate spheres or barely referring to each other, has not been touched upon to any significant extent in the burgeoning literature in this field. In genuinely integrated studies, the quantitative and the qualitative findings will be mutually informative. They will talk to each other, much like a conversation or debate, and the idea is then to construct a negotiated account of what they mean together (p. 21-22).

My direct engagement with data collection and analysis also facilitated the qualitative and quantitative data integration in this study (Maxwell, Chmiel, & Rogers, 2015).

### 3.4 Ethical considerations

This study was approved by Western’s Non-Medical Human Research Ethics Board and conforms to the guidelines stated in the Tri-council Policy Statement: Ethical Conduct for Research Involving Humans (2014) document

([http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS\\_2\\_FINAL\\_Web.pdf](http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS_2_FINAL_Web.pdf)). I used a

two-stage ethics application, one for the semi-structured interviews (approved on May 24, 2017, approval letter attached as Appendix P), and one for the surveys (approved on December 13, 2017, approval letter attached as Appendix Q). The ethical considerations for interviews and surveys are described below.

### 3.4.1 Interview

Irrespective of interview modes (e.g., face-to-face, telephone), all participants must have agreed to have the interviews audio-recorded to participate in this study. The participants of face-to-face interviews were given a printed letter of information (see Appendix S, English & Appendix T, Bengali) so that they were informed about the objectives, study procedures, risks, benefits, potential outcomes, and contact information for the study before they agreed to participate in the study. For Skype interviews, before the interview, the letter of information was sent to potential participants' email addresses. I also prepared a Bengali version of the letter of information in order to make sure my participants (especially those with limited language proficiency) correctly understood the purpose of the study, their role in my study, and related matters. The translation of the English letter into Bengali was verified by a Bangladeshi research associate working at an Ontario University at the time of my ethics application submissions.

Prior to the Skype interviews, participants were briefed about the research purposes, potential outcomes before the recording of the interviews began. Video calls were made to the interviewees, though only the audio portion of the Skype interviews was recorded. The reason behind the video in Skype calls was to observe interviewees' reactions to any questions and build rapport with them, which otherwise would not be possible through audio interviews.

Participation in the semi-structured interview was entirely voluntary. The participants of this study could refuse to participate, refuse to answer any questions, or withdraw from the study at any time. Mutually convenient times and locations were scheduled for face-to-face interviews, and mutually convenient times were scheduled for Skype interviews and telephone interviews.



During the semi-structured interviews, no identifying information was collected. However, participants had to sign a consent form and write their name and email address or phone number on a separate sheet so that I could conduct follow-up interviews if necessary (participants could choose their pseudonym, or I assigned them). However, no follow-up interviews were required with any participants in my study. In the majority of the cases, I assigned pseudonyms to participants.

In most of the cases, after the interview, I spent some time chatting with people who participated in my study, including answering their questions regarding my future plans, my career back home, my family, and related things. For most of the face-to-face interviews conducted in participants' homes, I was offered tea, snacks, and in some cases, Bangladeshi lunch after the interview.

### 3.4.2 Surveys

I created a separate letter of information for face-to-face (although in the end, I did not conduct any face-to-face surveys), telephone, and online surveys (see Appendix R). Respondents were able to end the survey anytime and were allowed to leave any questions they were not interested in answering. I made every effort to make sure participants were not identified in any case and used pseudonyms. The survey system did not record and store Internet Protocol (IP) addresses once the questionnaire was submitted. For participating in the telephone survey, the respondent had to give consent verbally (over the phone) and I recorded the consent on the paper (see Appendix N for telephone survey letter of information and consent form)

I gave my contact information (including my cell phone number) if participants wished to contact me for any clarification or wished to withdraw their participation from any aspect of the study. Withdrawal from surveys (online and telephone) after completion was not possible as the responses were not linked to respondents' identity.

### 3.4.3 Data management

The data collected are stored in encrypted files on my, and my supervisor's password-protected laptops and are accessible only to my thesis committee and me. A backup of all data was encrypted and stored on an external hard drive, stored in a locked cabinet drawer in my supervisor's office. The printed consent forms for semi-structured interviews are also stored in a locked cabinet drawer in my supervisor's office. I will keep the data for five years after data collection.

## 3.5 Evaluation

In this evaluation section, I describe how I maintained validity, reliability, and trustworthiness for qualitative and quantitative data collection and analysis. I also discuss my role as an insider and outsider and the access benefits I received conducting this study as a Bangladeshi faculty.

### 3.5.1 Validity, reliability, and trustworthiness

To enhance the validity of the research findings and to obtain diverse, comprehensive perspectives of the phenomenon being investigated (such as settlement information experiences of immigrants), I used methodological triangulation (Bekhet & Zauszniewski, 2012; Bryman, 2004; Mathison, 1988; Rothbauer, 2008). I employed semi-structured interviews, and surveys, and applied many strategies to recruit Bangladesh immigrants (e.g., attending community events, newspaper advertisement, Facebook posts) living in Southern Ontario cities of Canada.

In the following, I describe the strategies and criteria used in maintaining the validity, reliability, and trustworthiness of my qualitative and quantitative research processes.

#### 3.5.1.1 Rigour in qualitative research

One of the most widely used frameworks to ensure rigour in qualitative research is proposed by Lincoln and Guba (1985). They describe various strategies to increase the credibility, dependability, confirmability, and transferability of qualitative research. In

the following, I briefly describe various strategies I used to maintain rigour in my qualitative study.

### Credibility

- I spent several months creating and maintaining contact, conducting interviews, and engaging with my potential participants.
- I also attended and engaged with various community programs, including Bengali New Year's event (see Appendix A for some pictures on my involvement with community events).
- I piloted the interview schedule with some Bangladeshi immigrants to make sure the language in the schedule is understandable to my participants.
- I possessed sufficient knowledge and skill to conduct qualitative interviews. In addition to research studies I conducted in Bangladesh, I conducted a qualitative doctoral pilot study in 2015 with Bangladeshi women immigrants in Canada.
- I met with my supervisor in-person quite regularly and frequently updated her on the qualitative data collection via emails.

### Transferability

- Transferability (generalizability) of this study is evident in the findings of the quantitative data, where survey data confirms many aspects of the qualitative data. For example, pre- and post-arrival information needs and sources, employment-related challenges. I also believe some of the findings of the semi-structured interviews on Bangladeshi immigrants would be transferable to other skilled immigrant groups coming mostly from developing countries.
- In order to help future researchers on immigrants' information behaviour, I also provided thick descriptions of my research methods, including various strategies I used to recruit my participants, modes of interviews and surveys, software used to code, and analyze the data. I also attached the letter of information, interview guide, and recruitment materials in the Appendices.

### Dependability

- I prepared detailed study protocols and tracked the data collection. I created a data collection information file on Microsoft Word with participants' pseudonyms and other demographic information (such as gender, place of residence, immigration category) and I updated the file as soon as finished an interview.
- I developed coding strategies and consulted my supervisor and committee members when I required help with coding.

### Confirmability

- I met with my supervisor at a regular interval throughout my doctoral research to gather feedback on various aspects of my doctoral research.
- I applied methodological triangulation. As mentioned earlier, I used semi-structured interviews, and surveys, and applied many strategies (e.g., attending community events, newspaper advertisement, Facebook posts) and technology (such as Skype and telephone interviews) to recruit Bangladesh immigrants living in Southern Ontario cities of Canada.
- I documented interview data in NVivo creating a rich audit trail for this study. I transcribed interviews with various transcription software and transferred the transcription files into NVivo for coding and analysis.

### 3.5.1.2 Validity and reliability in quantitative research

The reliability and validity of the quantitative method in this study were ensured through the following strategies:

#### Validity

I took various steps to ensure validity in the survey research. The survey questionnaire was designed as accurately and efficiently as possible in order to make sure it will measure what it was supposed to measure. The face validity of the questionnaires (both print and online) was obtained from pilot-testing, and through the feedback on the questionnaire by some Bangladeshi immigrants in Southern Ontario who were not

included in the study. After the pilot test, I made necessary changes in the survey questionnaire based on the suggestions I received from pilot test participants. In order to achieve content validity, in addition to the reviews by my dissertation committee members, two retired statisticians of two government agencies in Canada, and one policy researcher at a research agency in Toronto checked the phrasing, the answering options available for each question, and the efficiency of the online survey system.

### Reliability

In this study, internal consistency was reached through pilot-testing of the questionnaire and review by supervisory committee members, statistical experts, and a social science researcher to ensure that questions were easy to understand and clear, and that the questions elicit consistent responses across all participants. In order to increase the efficiency, reliability, and consistency of the survey questionnaire, most of the questions were close-ended, including dichotomous items (yes/no). The use of close-ended questions with pre-defined responses was appropriate as the survey questionnaire was designed based on the initial findings of the interviews. Extensive use of open-ended questions where participants answer with sentences, terms, local phrases, and stories, would have made the survey results difficult to organize and interpret. Also, as I was interested to gather information on the frequency of the issues through my survey data, close-ended questions were appropriate for obtaining consistent survey data on various aspects of the study such as employment challenges newcomers face in post-arrival contexts. Although reliability of the survey design was achieved mainly through pilot testing, as I was not able to follow-up with survey participants, I am not in a position to comprehensively address the reliability issues for this survey data. However, given the length of the survey questionnaire and the sincerity of my Bangladeshi immigrants who participated in my semi-structured interviews, I believe survey participants of this study answered all the questions sincerely and honestly. I am confident that if I had conducted the same study after some interval, I would have received similar survey results.

Shorten and Smith (2017), based on McMaster University Mixed Methods Appraisal Tool, list six-questions that the authors think should be considered when evaluating

mixed methods research. Table 3.5 presents the questions with corresponding sections where I addressed some of the questions.

**Table 3.5 Mixed methods research evaluation guide (Shorten & Smith, 2017, p. 75)**

Evaluation questions	Addressed in section# of this chapter/another chapter
1. Does the research question justify the use of mixed methods?	Section 1.2 of Chapter 1 & Section 3.1 of this chapter
2. Is the method sequence clearly described, logical in flow and well aligned with study aims?	Section 3.1 of this chapter
3. Is data collection and analysis clearly described and well aligned with study aims?	Section 3.2 and 3.3 of this chapter
4. Does one method dominate the other or are they equally important?	Section 3.1 and 3.3.3 of this chapter
5. Did the use of one method limit or confound the other method?	Section 3.1 and 3.3.3 of this chapter
6. When, how and by whom is data integration (mixing) achieved?	3.3.3 of this chapter

Overall, the trustworthiness, reliability, and validity of this study have been enhanced through the utilization of mixed methods. The use of a mixed method study approach allowed me to use multiple approaches to data collection, identify the connections and contradictions of qualitative and quantitative data, address the research questions with sufficient details and allowed me to be extensively engaged with data collection and analysis leading to increased reliability and validity of this study. I tried my best to make sure I ensure research quality throughout various phases of my data collection and analysis. Also, because of my connections in Canada, in addition to continued research support received from my supervisory committee, I was able to get feedback on various aspects of my data collection and analysis from Bangladeshi social science and statistical researchers in Canada which significantly contributed to the reliability, validity, and rigour of this study.

### 3.5.2 Insider vs. outsider and access benefits

Being a Bangladeshi international student, an assistant professor at the largest and oldest public university in Bangladesh at the time of the interviews and surveys, and speaking

the same language of my interview participants, I took up an insider position with many of my participants. I was quickly able to reach a large number of participants for my study, which I would not be able to achieve without my insider status. During the semi-structured interviews, I was able to build rapport with my participants quickly and gather rich insights on the settlement experiences of my participants. Rapport building is an essential component of rich qualitative interviews (McGrath, Palmgren, & Liljedahl, 2019; Sivell et al., 2019) and gathering in-depth perspectives on the phenomenon being investigated. Also, gaining trust among participants is crucial to gain the complete picture of people's settlement experiences, including challenges they face settling in a new country. For me, both rapport building and gaining trust among my participants were mostly not an issue. I was able to quickly build rapport with my participants mainly because of our shared language, sociocultural and religious orientation, and my social status as a faculty member in Bangladesh.

In many cases, before the interview began, I chatted with my participants regarding various sociopolitical issues in Bangladesh, life in Canada compared to Bangladesh, and my career plans. After describing the interview process, especially related to maintaining the anonymity of the interview participants as well as ensuring them I am not collecting personally identifying information, I was able to gain trust among most of my interview participants.

Because of my lived experiences, my orientation with Bangladeshi systems, culture, and politics, I was privileged to understand respondents' answers to my questions quite quickly and was able to ask relevant questions to get further insights into the problem. For example, when some participants mentioned immigration counsellors as one of their core pre-arrival information sources, I was immediately able to ask them about their experience with the information received from the immigration counsellors because of my awareness of fraud and deception in this sector in Bangladesh. Similarly, I was aware of the negative experiences related to consulting ethnic community networks and was able to go deep into the information experience phenomenon of my participants when appropriate.

I was able to understand the context and meaning of various Bengali local phrases (such as “নর্দমার কীট” (sewage pest)) used by my participants. It would be challenging for someone without sufficient Bengali language skills to understand the meaning of local phrases used to describe a situation. Many participants in my study also appreciated conducting interviews in Bengali and were more comfortable speaking in their mother tongue. Therefore, the interactions with my participants in most of the cases were amiable and pleasant. Some participants, at the end of the interview, said they did not feel like they had talked for over an hour.

Many Bangladeshi immigrants who moved to Canada are alumni of the University of Dhaka and accepted me warmly. Some of them spent hours discussing the current political situation in Bangladesh, the education system, corruption, and development. These types of discussions really helped me build meaningful rapport with my participants and made their interview experience easy, comfortable, informal, and enjoyable. If I were not an insider, I would not be able to continue with these types of discussions. Quite a few of my participants felt very connected during my interviews and shared a lot of personal stories they would not share with everyone.

Because of my Bangladeshi background, I was also able to easily connect with many Bangladeshi ethnic community organizations and forums such as the Bangladeshi Community of Guelph (BCG). These ethnic community organizations and forums significantly help me reach a large number of participants by inviting me to attend various cultural and religious programs organized by these organizations and by sharing the recruitment poster and message with their members. In some cases, I volunteered to help them organize some of their programs. Because of my extended community network connections, I regularly meet with Bangladeshi people and learn about various settlement challenges they go through as newcomers. These connections helped me more deeply understand the challenges newcomers face with their settlement. I would not be able to make this strong tie with members from this ethnic community if I was not from Bangladesh.



I have had some great experiences conducting interviews for my doctoral study as an insider. I sincerely acknowledge the access benefits I received because of my Bangladeshi status. I am very lucky to have some Bangladeshi community people who considered my study as their own and wholeheartedly helped me achieve a richer perspective of people's settlement information behaviour. For example, two of my semi-structured interview participants in Guelph were interviewed at midnight, which would not usually happen in the North American context. Both of them were interviewed at a Tim Hortons in Guelph. One of them called me after he finished the Taraweeh prayer during Ramadan (ended at around 12:00 am), and I agreed to interview him. And, the other one called me around the same time on a different day during Ramadan, and we sat in a Tim Hortons near my home in Guelph in 2017. These are just some examples of some Bangladeshi people's deep interest and commitment to helping me with my research and considering my project as their own. Also, many Bangladeshi community leaders in Ontario regularly called me and asked me about the progress of my study and whether I need any sort of help from them. I would not get this access benefit if I was not from their own community, and if I did not create close rapport with them.

However, in some cases, I felt I was an outsider for some of my potential participants, especially those who moved as family-sponsored immigrants. Some of them did not complete high school and had no orientation to the research process. Because of my status as a Ph.D. student in Canada and a faculty member at the University of Dhaka at the time of the interview, some potential participants were not comfortable speaking with me due to the fear of making any mistake or telling something that may lead to troubles in future. Some of them were very much suspicious of the questions contained in the interview guide and were worried about me disclosing their immigration processes. Some thought I will interview them and publish their interview as is with their names and other personally identifying information, and they will be in immigration-related trouble in Canada. As in Bangladesh there is not any Research Ethics Board (REB) to make researchers accountable to ensure research with human subjects is done ethically, in many cases, researchers in Bangladesh ask for personally-identifying information. Some of my participants asked various questions regarding how their data is going to be treated, even after giving them the letter of information in Bengali and English. I did not

interview those who were very stressed about participating in my interview.

A very important realization for me conducting the study was the importance of insider status and how speaking the same language makes a significant difference in reaching a large number of participants. South Asians are often considered as homogenous due to many similarities in culture, politics, and socioeconomic status. However, research with South Asians may not be that easy partly due to language differences. Initially, I was interested in exploring the settlement information behaviour of South Asian immigrants in Canada as I myself a South Asian, however, given the limitation of time and resources, I focused on my community, that is, Bangladeshi immigrants in Canada. After conducting some interviews with Bangladeshi participants having English language proficiency issues, I realized I would not be easily able to reach and interview participants having similar English language issues from other South Asian countries such as India (except West Bengal), Sri Lanka, and Pakistan as I do not speak their language. The interview experiences I had with my participants may not be replicated for interviews with people from other countries with different language backgrounds. Without the access benefits I received due to my insider status, I would not be able to reach such a large number of participants for interviews and surveys to understand the settlement information behaviour of my participants. Therefore, I am very privileged to conduct the study on my community as an insider, and the decision to focus on the Bangladeshi community was very appropriate.

### 3.6 Limitations of the study methods

One of the major limitations of the study is related to its sample selection. The study, as mentioned earlier, used non-probabilistic sampling techniques meaning that the results of the study are not generalizable to the larger population of all Bangladeshi living in Southern Ontario, Canada. Therefore, although I gathered a larger number of responses from Bangladeshi immigrants living in Southern Ontario, I cannot claim that my results represent the perceptions, opinions, and beliefs related to transitional information behaviour and settlement of all Bangladeshi living in Southern Ontario, Canada.

Another limitation is that of the modes of surveys employed. As mentioned earlier, due to the limitation of time and resources, I cancelled my plan to conduct face-to-face surveys resulting in selective participation (i.e., mostly those who were comfortable with online system participated) for my surveys. It would have been better if I could have conducted some face-to-face surveys during an extended stay in the “Little Bangladesh” area in Toronto. I would have received some responses from people with limited access to the Internet, limited English language proficiency, limited interactions with the mainstream society as well as very conservative religious people who usually do not meet outsiders. By doing so, I could obtain a richer understanding of the influence of culture, economic status, religion, and other factors in immigrants’ information behaviour.

One of the core strengths of the study is offering the participants the option to be interviewed in Bengali, yet it has some limitations too. To make the transcriptions of 60 interviews manageable, I transcribed everything in Bengali for interviews conducted in Bengali. Therefore, my dissertation committee was not able to look at all my transcriptions and suggest coding. However, I made every possible attempt to share the key findings of the interviews with my dissertation committee members, especially my supervisor. If all the interviews were conducted in English, I would not have needed to translate the quotes and transcription files, and they would have been readily available to my dissertation committees. However, by not offering the option to participate in interviews in Bengali, some members of the Bangladeshi immigrant community would not be able to participate in this study and share their stories about their settlement into Canadian society due to language proficiency issues.

Despite the limitations mentioned here, my study is one of the largest mixed method doctoral studies on immigrants’ information behaviour in North America. This study is also one of the few studies in the information behaviour area of LIS that employed multiple methods, recruitment strategies, and modes to draw a holistic picture of immigrants’ settlement information needs and seeking. I believe this research will give some directions for future research on immigrants and could lead to some time-sensitive, need-based services for newcomers to Canada. Because of the utilization of the mixed method approach, the interview and survey findings offer the reader of this study a

greater understanding of the information behaviour of immigrants and the challenges they face settling into Canadian society.

### 3.7 Chapter summary

In this chapter, I described various research methods and strategies I employed, including sampling strategies, recruitment activities, and participant inclusion criteria. I also discussed data analysis and reporting for interviews and surveys, including methodological limitations of the study. I also illustrated the strategies used in this study to maintain the reliability, validity, and trustworthiness of this study. In Chapter 4, 5, and 6, I present the findings of the study. In Chapter 4, I present the findings mainly related to pre-arrival information behaviour, and in Chapter 5, I report the findings related to the post-arrival information behaviour of my participants. Finally, in Chapter 6, I describe the findings that emerged mainly from semi-structured interviews with relevant references to better understand the concepts.

## Chapter 4 : Pre-arrival Information Behaviour

I present the findings of my doctoral study in three chapters. In chapter 4, I report the findings related to the pre-arrival information behaviour of my participants, while chapter 5 deals with post-arrival information behaviour. In chapter 6, I present some additional important findings that emerged from interview data that do not pertain to either pre- or post-arrival contexts. As I mention earlier in the research methods chapter, I wanted to gather a comprehensive understanding of newcomers' settlement information behaviour including various settlement challenges they face settling into Canadian society. I gathered data from interviews and surveys on various aspects of settlement of my participants such as pre-arrival and post-arrival information needs and seeking, ICT usage, as well as on employment, education, and life satisfaction. Also, as mentioned earlier in the research methods chapter, for reporting, in the majority of the cases, I report semi-structured interview data before the survey data. It is worth mentioning here again that when I present excerpts from the interviews, I include my participants' pseudonyms along with their place of residence and year of arrival to Canada. For interviews conducted in English, I added "English" in the bracket next to participants' name.

In this chapter, I present the findings on the expectations of Canadian life and the associated pre-arrival information behaviour of the participants. I divided the findings into three main categories: i) expectations of Canadian life, ii) pre-arrival information behaviour, and iii) pre-arrival settlement services. In the section on expectations of Canadian life, I present data that describe what my participants' imagined life in Canada to be like including their ideas about employment, especially the mismatch between their pre-arrival expectations and actual life experience after arrival. In the second section, I report the pre-arrival information sources my participants used, and I discuss findings related to the negative consequences of the lack of information and misinformation, the benefits of informed decision making and of being mentally prepared to face initial challenges after arrival. Based on the interview data, I also show the effects of proactive pre-arrival information seeking in immigrants' post-arrival settlement. Finally, in the third section, I present findings related to my participants' use of pre-arrival settlement services.

## 4.1 Expectations of Canadian life

Both interview participants and survey respondents were asked about the expectations they held about Canadian life before they arrived as well as about the sources of information that might have influenced these expectations. I also asked them about their actual experience in Canada. I have consolidated the findings about expectations into two categories, the first related to Canadian life in general, and the second related to employment.

### 4.1.1 General expectations

Before arrival interview participants claimed to have various expectations about Canadian life in general that encompassed quality of life, better education for children, and human rights and freedoms. Many participants cited the quality of life and better education for kids as the prime reasons for their move to Canada.

A recent immigrant, Hasi (Toronto, 2013, English), a marketing professional from Bangladesh, moved to Canada in search of a better life and better employment opportunities. Similar to Hasi, Masum (Waterloo, 2011), a computer professional in Canada, a UN employee previously, also expressed having expectations of a better life in Canada:

Definitely if compared with Bangladesh lifestyle or life standard [in Canada] will be much better. I had such general idea [expectation].

Istiaq (Ajax, 2000), a mechanical engineer from Bangladesh, also expected to have a better life in Canada for himself and his family. Another engineer from Bangladesh, Hakim, (Toronto, 2007, English), describes his expectations about life in Canada in the following excerpt:

I will be [having] a very good life, you know, very decent life. Everything [in Canada], you know, better than Bangladesh. Like there are no corruption, everything is good. Whatever I expect [expected] from Bangladesh everything is good [in Canada].

Another participant, Fatima (2009) went through various settlement challenges (mostly employment-related) after arrival to Canada. She expected to have a better life in Canada compared to Bangladesh. In her words:

[I] thought life in Canada will be good [laughing]. Will be very good. Very relaxed. Imagined many things.

For Delaware (Hamilton, 1997, English), an electrical engineer, life expectations related to the quality of life, civil rights, and similar factors played an important role in his and his family's move to Canada. Although he was aware of the employment-related challenges newcomers face from information provided by his friends, Delaware moved to Canada from the Middle East (Kuwait) with his wife and children in search of a better life for himself and his family.

They [my friends] told me there are difficulties getting job and getting settled. But even though I decided to come because life of North America and the civil society, democracy, quality of life, living, and human aspects and civil society [are better compared to Kuwait], that's why I decided to come and take a chance.

Some participants with children said that access to a better education for their children was a key reason for their immigration to Canada. A recent immigrant, Keya (Toronto, 2013), moved to Canada primarily because of her expectations that her children would receive better educations which would in turn make them competitive in the international job market. Similar to Keya, Bristi (Toronto, 2014), also immigrated to Canada with her children to offer them better education and a more secure life. Another participant, Babu (Toronto, 2011), a doctor from Bangladesh, moved to Canada with hopes of getting a better education for his children. He imagined that they would gain security and also thought that life would be more comfortable in Canada compared to Bangladesh.

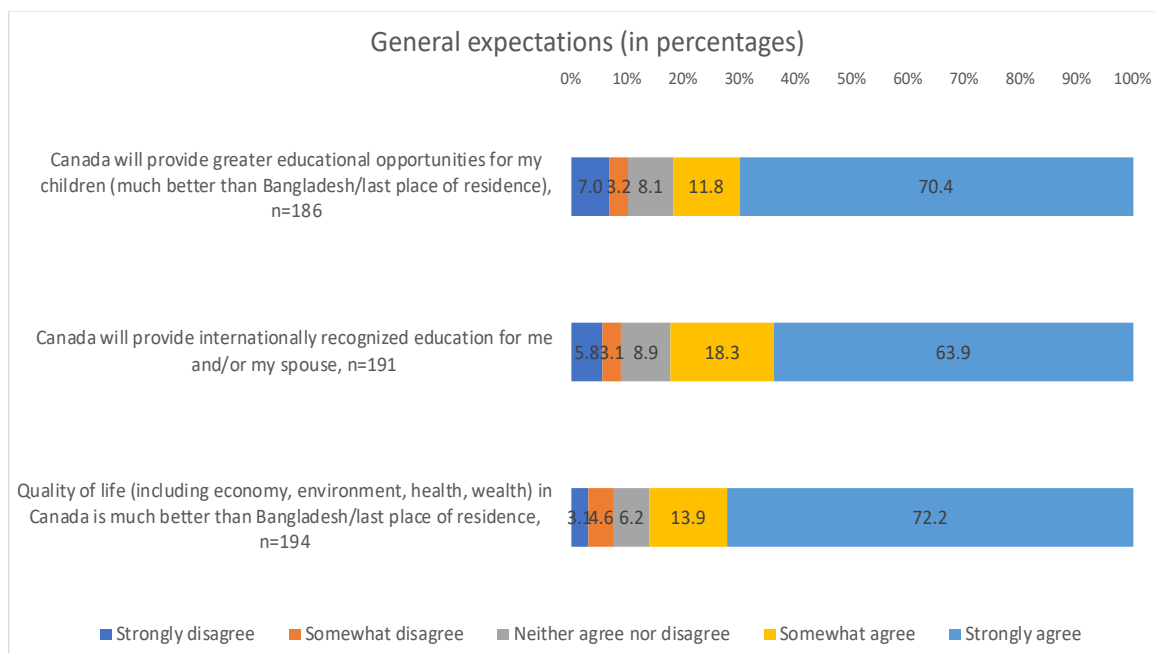
An early childhood educator in Canada, Shapla (Hamilton, 1997), and her husband moved to Canada from the Middle East with the expectations of getting a better education for their children in addition to obtaining better opportunities themselves and gaining Canadian citizenship. Compared to participants who mentioned better education for children and quality of life as their primary reasons for their move to Canada, Chameli (Toronto, 2002, English), had more varied expectations about Canadian life before arrival. Chameli had a bitter experience living in conservative society in Bangladesh,

where she did not get equal treatment from society, even as a highly educated woman. She wanted to move to a developed country with her family, where people respect each other and treat everyone equally regardless of race, gender, and socioeconomic status. She applied for Canadian immigration with the hope of being able to live her life independently. In her words:

There were a few things that I was very upset about the Bangladeshi society. I just wanted to get away from that. First of all, it was a Bangladeshi still a patriarchal society, not as it is here, and I felt that there are times when I wasn't treated as equal. So, there were a lot of social pressure I wanted to get away from. So, in the strict sense of term, I wanted to enjoy the Western freedom and independence... I did not have access to information, but I had this hallucination that Canada is a wonderful, wonderful land of opportunity that will give me that I don't know. I call it Western baptism. It will give me instant access to independence--feminism, equal, equity, equality and all those wonderful things.

Similar to the interviewees, survey participants tended to agree that prior to their arrival, they had positive expectations regarding quality of life and education for themselves and their spouses, and educational opportunities for their children in Canada (see Figure 4.1). About 82% of the participants expected that Canada would provide greater educational opportunities for their children. A similar percentage of respondents (82%) also expected better education to be available for them and their spouse. For the quality of life, about 86% of the participants agreed with the statement that "quality of life in Canada is much better than Bangladesh/last place of residence."





**Figure 4.1 General expectations**

#### 4.1.2 Employment-related expectations

Many interviewees discussed their high expectations for employment-related matters in Canada. They described scenarios in which they thought that the Canadian Government recognized their professional and educational experience and that they were invited as skilled immigrants, and would, therefore, undoubtedly, be able to use their skills in Canada and find employment in their own professions.

A recent immigrant, Liakot (Toronto, 2013), who worked in an international agency in Bangladesh before arrival to Canada, clearly indicated his expectation that as a “skilled immigrant,” he would work in a similar position in Canada. He thought that as he and his wife were moving as “skilled immigrants,” they would not be treated as “labour” (i.e., in Bangladesh people who are not well paid, mostly illiterate, who do not enjoy any social status, and mostly do physical labour are considered as “labour”). After arrival, he realized that the reality is different. They were not treated as “labour” but had to become like “labour” for their survival: Liakot had to modify his expectations in order to survive by doing low-paying, non-skilled jobs after arrival.

Similar to Liakot, Hasi (Toronto, 2013, English), a marketing professional from Bangladesh, also had huge expectations about getting a professional job in Canada after arrival. In the following excerpt she explains how her employment-related expectations developed:

Expectation was because when we applied there [Canada] they were looking for highly skilled, educated professionals. They were like...if I have an MBA, I have to assess my credentials, and they assessed me as like equivalent to Canada--my MBA. So, when we were applying...when we came to know our credentials are already assessed and I am equivalent to a Canadian MBA, my expectation was huge. Because MBA means a lot here. And, at that time when I came here, it was like totally disgusting, disappointing.

Another participant, Salam (Toronto, 2011), was trained in agricultural research and had worked in the development sector in Bangladesh. He expressed similar sentiments about getting a related professional job in Canada. He described how he and his wife were mentally prepared to work in their own professions because of the way their immigration applications were assessed and screened (i.e., newcomers have to prove their educational credentials through authorized institutions such as World Educational Services (WES) and Comparative Education Service of the University of Toronto). They carried several work-related documents (such as certificates, samples of work) with them, which turned out to be useless after their arrival.

Masud (London, 2012) moved to Canada as an international student and was successful in securing a professional job in Canada. He also found the concept of “skilled immigrant” to give a wrong message to potential immigrants because of the way their credentials are assessed, which in turn raises immigrants’ expectations about getting professional jobs in Canada. He gave an example of his school friend and his wife, both of whom were doctors back home and who had expected to be able to work in relevant professions as their credentials were assessed and accepted by the Canadian Federal government. Unfortunately, they struggled to find work in Canada as their previous education and skills were not recognized.

Some participants reported they were aware that they might initially face barriers settling in their professions after arrival but still believed that this would be possible at some point. For example, Noman (Milton, 2010), a computer professional in Canada, expected

to face some employment-related challenges initially but believed he would settle in his professional job eventually. Noman was an international student in computer science at an Ontario university before getting his permanent residency. He remarked:

More or less, yes, I knew that getting a job will not be like a piece of cake. Also, you know I knew that if I put the right effort or if I talk with the right people then I will get it. So, obviously, first job, first job will always be like a just to get your foot out of the door. Starting [at the beginning] I had minimum wage job at a call centre. But after having experience from there, then I went for something and better and bigger.

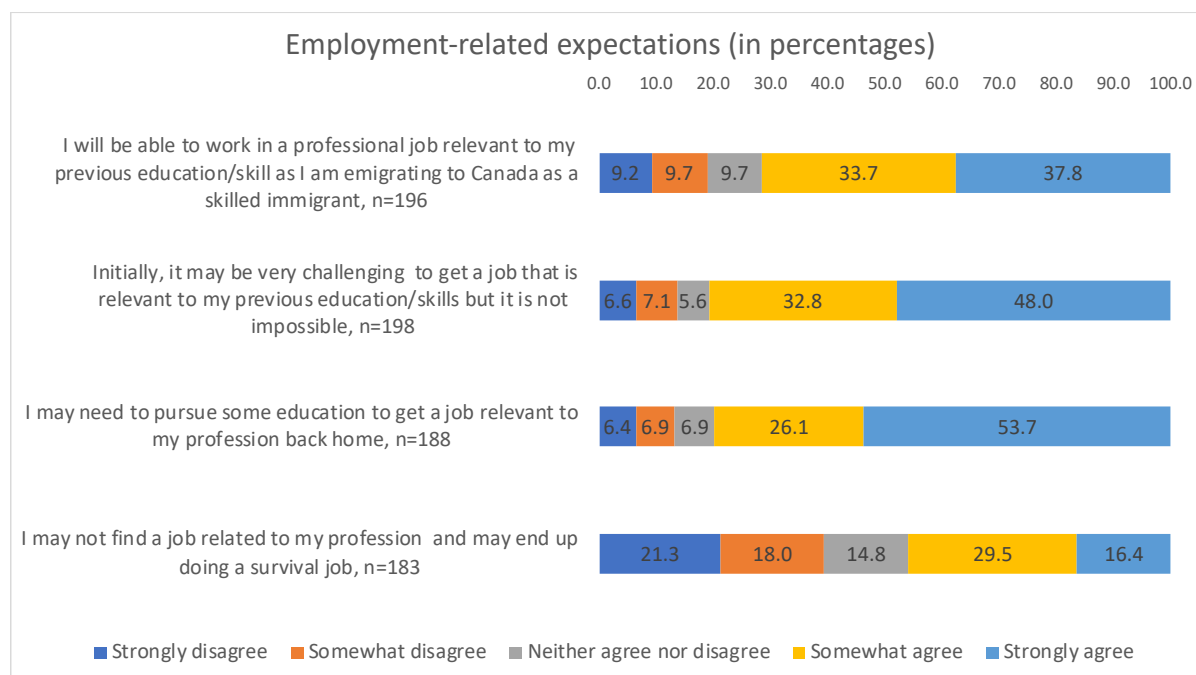
Some participants were aware that they would have to do some kind of education after arrival to Canada. They gained this awareness through their personal networks in Canada or via their own personal information gathering. For example, Ayana (Toronto, 2013) told me before arrival she had thought about pursuing some education after arrival to get recognition for her previous education and skills. Another participant, Liakot (Toronto, 2013), who pursued a diploma in Canada, described his realization that he would need to pursue some kind of education after arrival. He remarked:

I realized [before arrival] I have study, I have to update myself after arrival. I have to do something. After arrival, I did an advanced diploma in environmental technology as fast track.

Some participants such as Jahid (Barrie 2014) and Kushum (Toronto, 2010), also reported telling their friends and families interested in immigrating to Canada to be prepared for pursuing an education in Canada after arrival for better employment opportunities.

Survey participants reported their employment-related expectations before arrival to Canada by responding to four questions related to their ability to find work in Canada. Although over two-thirds of respondents felt that they would be able to find professional jobs that corresponded to their previous education or skills; almost three-quarters also felt that this would be a challenging task; and the same proportion felt that they might need to pursue further education to secure a job relevant to their previous profession (see Figure 4.2). Although many participants felt they would find work in their field, about 44% still somewhat agreed or strongly agreed that they may not find a similar job and might end up doing what they considered “survival” jobs. This suggests that some participants may

have had mixed perceptions of the possibility of getting a professional position after their arrival.



**Figure 4.2 Employment-related expectations**

As evident in Figure 4.2, about 80% of the survey participants thought they might need to pursue the challenge that Mahin described to get a position in their professional field. The majority of survey participants did pursue post-secondary education in Canada (70%). Of them, about 73% of survey participants claimed that their current job or previous job (if retired) was related to their education in Canada. In the following section, I describe the mismatch between their expectations of life before arrival and their actual experience after arrival.

#### 4.1.3 Mismatch due to employment-related expectations and the reality

Many interview participants identified a mismatch between their expectations about employment in Canada and their actual experience. The mismatch was largely due to the lack of pre-arrival information about employment prospects, including the inability to work immediately in positions similar to those they held at home, resulting in the need to

take “survival jobs” even when holding university degrees. Interviewees also discussed inaccurate assumptions regarding employment culture, indicating that they did not expect so many contractual jobs rather than full-time, permanent positions with benefits, and had not anticipated the importance of networking for some professions (i.e., especially in business fields). Significantly, nearly all of the interview participants who reported frustrations and disappointments about their employment in Canada had limited access to pre-arrival information. Indeed, many felt that they were not provided with information by strategic institutions such as CIC that would have helped them to get a job in their field.

Lopa (Toronto, 2011), an agricultural professional from Bangladesh, changed her profession completely after arrival to work in the pharmaceutical manufacturing industry. She described how her expectations of working in the agricultural field were not met, partly due to the lack of information about employment prospects for agriculturists in Toronto. After arrival, she learned that a move to Saskatchewan or Manitoba might have proved more beneficial, as prairie provinces offer more opportunities for being hired in the agricultural profession.

Another participant, Nipa (Toronto, 2013), a doctor from Bangladesh, described being shocked after learning how difficult it would be to practice here. She was satisfied with everything in Canada except for her employment status. Similar to Nipa, Hasi (Toronto, 2013, English) had similar frustration in Canada while trying to pursue a degree and a career related to her previous occupation as a director of marketing in Bangladesh. Speaking about the mismatch between her pre-immigration expectations and her post-immigration experience, she remarked:

The reality is completely different. Because the education sector – what we were thinking: that we can come here, we can get admitted to a PhD or something else because I had an MBA from back home, but when I came here, I knew right away I will not be admitted to a PhD. I have to have some Canadian degree whatever. I have some evaluations and credential assessment, still I need to have a Master’s degree because I am from a business background. After I communicated with three universities in the GTA and one university in Waterloo. They told me the same thing. And, the job sector is completely different. When I applied because I had a business background, I worked in a marketing agency, I was a head of marketing in a company but when I came here at that time, they told me that right away I cannot get the job in my sector. I have to have Canadian experience, so I joined a call centre. Because now I am

doing a Master program in Schulich School of Business, that's why I did not change my job. I couldn't change. I don't have time to do that. It's part-time. It's not a white-collar job [call centre job]. This is the perception [and the reality].

Other participants shared similar stories. Bristi (Toronto, 2014), a single mother, sought information from various people about employment before she arrived. Based on the information she received, she thought she would be able to send her children to daycare and begin work as a supply chain professional immediately upon arrival. She quickly realized that employment would not come so easily. Jahid (Barrie, 2014), a computer professional from Bangladesh, moved to Canada in 2014 as a provincial nominee. His perception of Canada as a place that actively recruited skilled workers led him to believe that he would land a professional job immediately. It took him about two years to realize that a Canadian education was necessary for him to work in his profession in Canada. Later, he pursued post-secondary education in Canada and was looking for a professional job at the time of the interview.

Another participant, Tomal (Toronto, 2010), reported a big gap between his expectations and his experience in Canada. Though he expected to work in the financial sector, he actually became a taxi driver after arrival. Like Jahid, he later learned he needs to pursue post-secondary education in Canada to be eligible for the kinds of professional jobs he wanted in his field. He obtained a diploma in accounting in 2017 and was looking for a relevant job at the time of the interview.

A recent immigrant, Liakot (Toronto, 2013), worked at an international agency in Bangladesh before immigrating to Canada with his wife. After arrival, he was very disappointed with his employment-related experience in Canada. In his words:

Mainly, my expectation was that I would get professional jobs. However, after arrival, life was completely different. The reality and the expectation did not match. Life is, otherwise, very smooth here. However, when I think about employment, I feel like returning to Bangladesh.

Some participants like Sonia (Toronto, 2013), describe the “shock” they experienced when they realized that their working lives would be very different in Canada. She arrived in Canada as a telecommunication professional, and she recounts the way her expectations were shattered:

Brother, I expected [life] would be hard [in Canada]. Because you do household work and outside work [in Bangladesh, a lot of the household work is done by my maids]. But my expectation was at least I will get a [professional] job. But I had to work at [name of the restaurant] after arrival. So, it was shocking. I did not expect that. I mean I have to work at [name of the restaurant]? It was shocking.

Similar to Sonia, Kushum (Toronto, 2010), a management graduate from Bangladesh, was also very disappointed with her actual life experience in Canada:

I did not open my suitcase [luggage] after arrival. I will return [to Bangladesh]. I won't open my suitcase. I will return. Nothing feels good. I was not happy with anything. I felt it's very hard. After arrival there was no relative, no job, no job satisfaction for my husband. My husband had no job for six months. It was very stressful.

A recent immigrant, Mahin (Toronto, 2015), termed his post-arrival experience as “unimaginable.” Mahin's father was in London, England, and in the United States for several years. He thought that it was only people with lower levels of education, lack of language proficiency, and formal skills who would face challenges. He never expected that educated immigrants like himself would face the kinds of challenges he experienced when settling in Canada.

A dependent immigrant, Lipi (Toronto, 2013), expressed the way her hopes about a better life were diminished after the arrival:

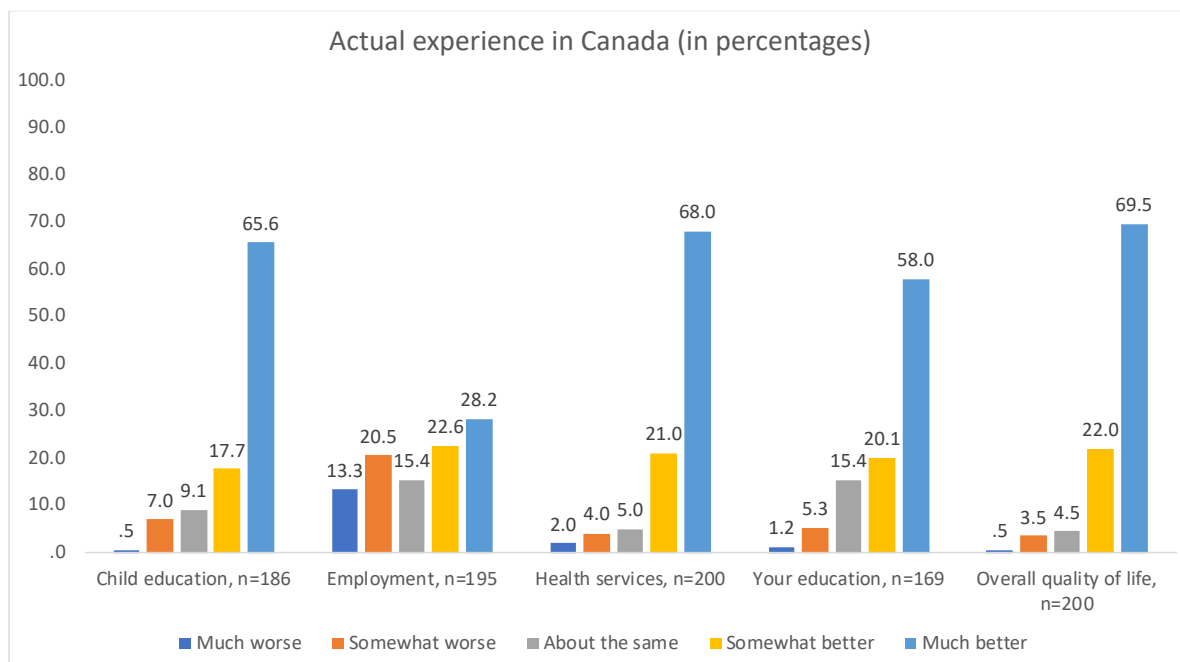
Before arrival, I expected I will be able to work in my professional job [similar to back home]. My husband will do so too. Life will be very smooth. Moreover, I thought this [Canadian life] will be more comfortable [compared to life back home], but it is now opposite of [what I expected].

Another participant, Chameli (Toronto, 2002, English), expected to easily settle into a professional career after arrival. However, immediately after arrival, she realized life in Canada is not exactly what she had imagined:

But my idea [expectation] has changed because it's not all rainbows and butterflies, there are lot of struggles for minorities immigrants in this country although immigrants are the building blocks of Canadian society. But you know I saw first-hand what people are going through. Anyway, that's my, that's the difference between my expectation and the reality.

Survey participants also report similar experiences. Most survey participants had much better actual experiences with education, health services, and overall quality of life than their pre-arrival expectations would suggest (see Figure 4.3). However, with

employment, about one-third of the survey participants indicated their experience in Canada was much worse or somewhat worse than they expected. (see Chapter 5, section 5.2 for a comprehensive discussion of post-arrival employment challenges among my interviewees).



**Figure 4.3 Actual experience in Canada**

Overall, the findings suggest that many of the participants held huge unmet expectations about settling in a professional job after arrival due to their lack of knowledge about Canadian employment systems, including the requirements for working in various professions. For example, doctors coming from Bangladesh cannot immediately practice in Canada without pursuing licensing exams and fulfilling other requirements. Similarly, for someone coming from Bangladesh interested in a banking career, it may be virtually impossible for the person to obtain a position in a bank without some kind of certification, such as a Canadian Securities Course (CSC) even if the person had several years of experience before arrival. Many certifications can be done online and there is evidence in my study (see section 4.2.5 Active pre-arrival information seeking and post-arrival settlement satisfaction of this chapter) that those who received information before emigrating about gaining necessary training for employment in Canada were able to



pursue such training before arrival or immediately after arrival instead of wasting time and money wondering what they need to do to find a suitable job.

So far, I have described some of the main themes of the pre-arrival expectations held by my participants and explored these against their actual experiences. Understanding these contexts allows me to examine the influence of various sources of information about life and work in Canada in the section that follows.

#### 4.1.4 Sources that inform expectations about life in Canada

The survey respondents were asked to report the sources of information that constructed their expectations about Canadian life before arrival. Later in this section, I show their pre-arrival information sources (i.e., the sources they utilized to gather information about Canada while they were in Bangladesh or their last place of residence). However, it is also evident in the interviews and surveys that not everyone searched for pre-arrival information (39 (20%) survey participants reported not searching for pre-arrival information). However, it is important to note that even people who do not make an effort to search for information related to life in Canada can still have strong expectations about their future lives in Canada. A number of sources played some role in constructing pre-arrival perceptions about life in Canada, including the assumption that because Canada is a developed country, life would be much better here (see Table 4.1).

**Table 4.1 Sources\* of Canadian life expectations**

	Frequency	Percent (%)
Canada is a developed country so you assumed things are much better in Canada	130	63.4
Information from friends and families living in Canada	112	54.6
Reading through online documents and searching various online forums	88	42.9
Documents received from Citizenship and Immigration Canada (CIC)	41	20
Information from friends and families living in Bangladesh	33	16.1
Information from immigration lawyers/consultancy firms in Bangladesh	15	7.3
At the immigration interview in Singapore or another place	9	4.4

\* Although I name these “sources” in the original survey, they encompass both assumptions and actual sources of information

I have divided my discussion of findings on sources that inform expectations about life in Canada into the following sub-sections: i) assumptions about a better life; ii) information from friends and family; iii) online documents and forums and iv) immigration agencies and documents.

#### 4.1.4.1 Assumptions about a better life

The topmost source of expectations about Canadian life for my survey participants was the assumption that because Canada is a developed country, things would be much better here (63.4%). This supports the findings from the interviews as well. My interview participants indicated that their high expectations were based on assumptions about what living in a developed country would be like. For example, interviewee Shapla (Hamilton, 1997), a dependent immigrant, said simply, that “Actually, [I] just knew [Canada] is a first world country. Life is better here.” Tomal (Toronto, 2010), said, “Okay, the answer to your question is like as far as I learned [before arrival] life standard in a developed country is very high. Quality of life is high, which is not available in our country.”

Some interviewees said that their high expectations about life in Canada came from observing the lifestyles of other Bangladeshi immigrants. For example, seeing things such as the use of an expensive car or regular visits to different places, gives a message to those who have never experienced life abroad. Chameli (Toronto, 2002, English) describes this skewed message:

Bangladeshi think all Bangladeshi are doing wonderfully. You live in a palace. You have access to Tesla. You are doing wonderful. But this is not the reality. A lot of people live in social housing. People live life like in a “নর্দমার কীট” [sewage pest]. সোজা কথা [frankly speaking]. If you go to their house, they have not changed.

Maruf (Toronto, 2011) also described this process, saying that Bangladeshi people “think this [Canada] is a heavenly kingdom. Because they just look at the outside gloss.”

#### 4.1.4.2 Information from friends and family

Not surprisingly, information from friends and families already living in Canada also influenced expectations about Canadian life. More than half of the survey participants said that their expectations were based on the information they received this way.

Interview participants also reported friends and family members as one of their primary sources of information about Canadian life. For example, Masum (Waterloo, 2011), a computer professional from Bangladesh expected life in Canada to be better than Bangladesh in terms of opportunities and quality of life standards. When asked about the sources of his Canadian life expectations, he replied:

Actually, where I worked before moving to Canada, I had some Bangladeshi-Canadian colleagues. They left Bangladesh quite a long ago, 15-20 years ago. They were settled in Canada but were working outside of Canada [in Sudan]. So, I used to hear some [stories] about life in Canada from them.

Rupom (Toronto, 2013) had huge expectations about life in Canada before arrival. He described how his life expectations were developed through the information he received from his friends and family. When Hasan (Toronto, 2017), a recent immigrant, was asked about where his expectations about better Canadian life came from, he replied,

“My main source [of Canadian life expectations] was family and friends and those who moved earlier”

Often spouses, especially husbands, were also cited as a chief source of information. For example, Luna (Hamilton, 1992), a dependent immigrant, said that she relied on her husband for information regarding life in Canada. In her words:

Information number one [source] my husband provided. I mean, he moved here first. So, I was not [worried about information].

For another dependent immigrant, Kabita (Toronto, 2010), her husband was also her primary source of information about life in Canada. Kabita further highlighted what she saw as the cultural context of Bangladeshi women’s dependence on their husbands for information, claiming that men in Bangladesh are aware of the outside world, while women are usually not. She believes that Bangladeshi culture does not permit women to know about the outside world which she considers a drawback for women in Bangladesh. Comments by Nipa (Toronto, 2013) and Fatima (Toronto, 2009), both dependent immigrants who relied on their husbands, exemplify this point when they say, “As my husband was a [principal] applicant, I did not ask for information (*Nipa*),” and, “I had no one in Canada. Did not talk [with anyone] Whatever husband said, that’s it (*Fatima*).”

#### 4.1.4.3 Online documents and forums

Many recent interview participants reported using online documents and forums before arrival to Canada. Online documents and forums include information available on immigration-related blogs, websites, and forums, including ethnic community Facebook forums such as Bangladeshi Canadian - Canadian Bangladeshi (BCCB). The use of online resources is most evident among recent Bangladeshi immigrants (see Pre-arrival information sources and year of arrival (cross-tabulations) results on section 4.2.2.1). About 43% of survey participants found out about life in Canada by reading online documents and searching online forums.

A recent immigrant, Iqbal (Brampton, 2017), collected a lot of information from a Bangladeshi Facebook group before he traveled to Canada, including general information about Canadian lifestyles, and practical information related to transit and documentation requirements at the point of landing. He posted questions to the forum whenever he needed to know anything. Iqbal expressed his satisfaction with the pre-arrival information he received from the forum. Similarly, Noman (Milton, 2008) and Maruf (Toronto, 2011) described how the recent emergence of ethnic online forums benefits immigrants, especially in terms of the information available to them.

Online forums that are dedicated to immigration to Canada were also mentioned by a number of interview participants, especially [Canadavisa.com](http://Canadavisa.com). This is a responsive online forum for immigrants to Canada that is managed by Campbell Cohen, a Canadian law firm. The forum contains various information threads on aspects of immigration to Canada, including express entry, Canadian experience class, and provincial nomination programs for immigration. Anyone can join the forum, and members can pose questions related to immigration to Canada even after they have submitted their immigration applications. Typically, senior members or those who have gone through similar situations, answer the questions.

A recent immigrant, Shomrat (Toronto, 2017), applied for immigration by himself without the help of an immigration firm in Bangladesh. He describes how useful [Canadavisa.com](http://Canadavisa.com) was for him preparing for his move to Canada:

There is a forum called Canadavisa.com. This Canadavisa.com is a very rich forum. I received a lot of help from this forum. I got some friends [who live in Canada] from this forum.

Similar to Shomrat, Shumi (Toronto, 2017), expressed how important this forum was for helping her to make connections:

I was active on Canadavisa...Everyone on Bangladeshi thread was very helpful. Everyone was very helpful if I asked for any information. And, on that forum, I had been introduced with different people who are also in Canada now. Whom I communicated [on that forum], I still have a relationship [connection] with them.

Another recent immigrant, Alam (Ajax, 2014), also found that Canadavisa.com provided helpful information about immigration and described it as being more diverse with connections to all kinds of immigrants from across the world, not just for a specific community. He also described how useful it was to hear from senior members of the forum who had faced various issues related to applications and who shared their experiences and offered advice on the forum to newcomers.

#### 4.1.4.4 Immigration agencies in Bangladesh

Some interview participants reported using immigration consultancy services in Bangladesh for their immigration applications to Canada. About seven percent of survey participants also noted immigration lawyers and/or consultancy firms in Bangladesh as sources for building up their expectations of Canadian life before arrival.

Some interview participants discussed their experience with immigration consultancy services in Bangladesh. For example, Salam (Toronto, 2011), who applied for Canadian immigration with the help of an immigration firm in Bangladesh, highlighted that the information he received from the firm did not match with actual life in Canada. In his words:

They [immigration consultancy agencies in Bangladesh] act like we are going to heaven. Move fast [to Canada]. I mean they hide a lot of things. They do not share. They do not say that you will be thrown into a sea. They hide this thing. All firms do the same thing. If they say this, they won't be able to run their business. If they inform you that you will be in trouble after arrival, you will do odd jobs, you will struggle, I believe 50 percent of people won't think of [immigration].

Two recent immigrants, Iqbal (Brampton, 2017) and Salma (Toronto, 2016), said their friends and families who applied through immigration agencies in Bangladesh were unaware of the pre-arrival services offered by the pre-arrival settlement agencies funded by the Federal Government of Canada. Iqbal and Salma both applied for immigration on their own. Iqbal said he heard from others who applied through agencies that they were not aware of the pre-arrival settlement services in Bangladesh and did not get any communication from Citizenship and Immigration Canada (CIC). Salma told me that her sister, who moved to Canada two months before Salma's own move, did not get the information about the pre-arrival settlement service since her sister applied through an immigration firm in Bangladesh.

The misinformation or informational deception by some immigration agencies in Bangladesh are also illustrated in Jahid's (Barrie, 2014) interview excerpt. Jahid told me that he noticed misleading advertising by immigration firms in Bangladesh designed to attract people to immigrate to Canada to at least apply through immigration agencies.

Jahid: A few days back, I noticed [in an advertisement] that Canada will invite 300,000 Bangladeshi. I do not know how they [immigration agencies] get such information.

Nafiz: Where did you see that?

Jahid: In a newspaper, they [immigration lawyers] advertised in a Bangladeshi newspaper. Many immigration lawyers advertised that 300,000 Bangladesh will be able to come to [Canada] under the professional category [skilled immigrants]. Seeing this, a lot of people [in Bangladesh] are inspired to apply for immigration [as they think] if Canada takes 300,000, I may be one of them.

The experiences of newcomers using immigration agencies in Bangladesh, as reported by Salam, Iqbal, Salma, and others, suggest an "informational gap" among the immigrants who use immigration agencies in Bangladesh over those who applied independently. People who applied through such agencies do not usually receive communications from CIC and they do not get the information related to various pre-arrival settlement services.

It is worth mentioning here that many immigration agencies and consultancy firms in Bangladesh do not work the same way as Canadian immigration agencies. In Canada, the Immigration Consultants of Canada Regulatory Council (ICCRC) oversees the immigration and citizenship consultants and international student advisors in Canada.

However, Bangladeshi immigration agencies are not always regulated. Although some agencies in Bangladesh claimed to be authorized by ICCRC, several work as commercial firms and help immigrants and international students with their applications without any oversight.

One might assume that the high expectations of life in Canada are reflected in the resources provided by CIC, but in reality, only 20% of survey participants indicated documents received from CIC as sources of their Canadian life expectations. However, when it comes to pre-arrival information sources, CIC is one of the top sources selected by survey participants (see section 4.2.2 Pre-arrival information sources section of this chapter). The results related to the low use of CIC as a source of constructing life expectations before arrival could be influenced by many factors. Historically, settlement information was provided mainly in post-arrival contexts, and people did not receive much information about Canada before landing at the airport in Canada. Therefore, for immigrants who moved to Canada 5-10 years ago from Bangladesh, they probably did not receive much information from CIC before arrival to Canada, and CIC did not help them construct reasonable expectations. Although CIC is mentioned as one of the core pre-arrival settlement sources as reported by Bangladeshi immigrants in Ontario, this contradiction could be due to the fact that many of my participants who moved 5-10 years ago had direct communications with CIC at the time of their immigration application—from submission of the application to receiving permanent residency. As a significant number of participants of this study moved to Canada 5-10 years ago, they may have considered CIC as a core information source in their pre-arrival contexts because of their direct communication, although they did not receive much information before arrival.

It is evident in my interview data that not everyone received comprehensive information about Canadian life from CIC before arrival. Many interview participants claimed that they received information from CIC at the airport, not when they were in Bangladesh. For example, Sonia (Toronto, 2013) said that she did not have a clear idea about Canadian life until she and her husband received some documents at the airport after arrival to Canada.

But mainly, we learned about [Canadian life and system] information after we entered [Toronto] airport. An immigration officer gave us some documents. From there, we got a clear view of [Canadian life and system]. Before that, we just knew little [about life in Canada].

Some participants also complained about not getting the complete picture of Canadian life before they arrived in Canada from agencies such as CIC. Furthermore, some of the participants who moved to Canada in early 2000 claimed that the information they received from such agencies did not match with actual life experiences after arrival.

A mechanical engineer from Bangladesh and a taxi driver in Canada, Istiaq (Ajax, 2000), expected to be able to settle in his career in the engineering profession in Canada. He had minimal access to pre-arrival information, especially, and had no access to Internet resources in Bangladesh. He described the importance of providing comprehensive information on various Canadian settlement aspects by government agencies. He also questioned the employment-related opportunities available for newcomers as showcased by the Federal Government. The information he received at the immigration interview conducted by the Canadian Visa Office in Singapore did not match with the actual experience after arrival. Istiaq ends up doing various survival jobs after arrival. In his words:

The main thing is the information [for newcomers]. If the government makes it [information] available to every country, it would be better for newcomers. Moreover, what is shown or highlighted [to newcomers] about the job market [in Canada] is it real is questionable. Because when I did my [immigration] interview, the immigration officer told me, 'you are a mechanical engineer, you will get a job immediately after arrival.' So, my expectation was like that. However, after arrival, where did I get my job? [Employers in Canada] They just ask for Canadian experience after arrival. How could one get Canadian experience not having a job here?

Similar to Istiaq, Liton (Toronto, 2001) told me that the way Canada highlights the employment prospects for newcomers is totally misleading, and the information does not represent the reality. Another early 2000 immigrant, Kabita (Toronto, 2000), also had limited access to pre-arrival information. She was also very confident about her professional career in Canada after the immigration interview in Singapore as she received very "positive information" about her prospects in Canada. However, after she moved to Canada, she realized she did not get a complete picture of the settlement challenges newcomers face in Canada by visa officials and was shattered by her own



experiences. Kabita describes the importance of being able to prepare mentally. In her words:

[My] final immigration interview was in Singapore. The person [Immigration officer] told me, 'you will do very good in Canada.' The way he said it, I felt like, wow, I am a special person from Bangladesh moving to Canada. After arrival, they will make me the Prime Minister. [Later] I felt very bad about it [not getting the real picture]. At that moment, I was very much [confident]. I was very hopeful. I had self-confidence. [I thought] everything is fine. However, after arrival, it felt like I was thrown from top to bottom. I thought it would have been better to move here with some concept [information] so that people would understand the level of the shock before they get shocked after arrival.

Another participant Chameli (Toronto, 2002, English), thinks the Canadian government should share the complete picture of settlement challenges Canadian immigrants face initially in order to prepare newcomers for those challenges. In her words:

There are a lot of struggles [for newcomers]. Nobody talks about struggles. Nobody talks about the challenges. It should come from the horse's mouth. I mean, the Canadian government should prepare potential immigrants that it's not as easy as you are thinking. We welcome you, but these are the challenges you have to go through. So, I think someone should step in to create the stories and share the stories.

In the following sections, I describe the pre-arrival information behaviour of my participants, including the information sources they used to meet some of their information needs.

## 4.2 Pre-arrival information behaviour

In this section, I report the findings on the pre-arrival information needs and sources of my interview and survey participants, including the cross-tabulations results on pre-arrival information sources, and the year of arrival as well as pre-arrival information sources and settlement challenges.

### 4.2.1 Pre-arrival information needs: Interview findings

Interview participants reported a variety of pre-arrival information needs, including information related to accommodation, education in Canada, employment, health, childcare, child education, driver's license, government benefits for newcomers, things to do after arrival (such as obtaining a social insurance number), and weather. However,

among the pre-arrival needs for information mentioned, employment, housing, and education dominated our conversations.

#### 4.2.1.1 Employment-related information needs

Several participants described the need for employment-related pre-arrival information. The employment-related concerns are evident in interview scripts of almost all participants who moved to Canada as skilled immigrants or dependents of skilled immigrants (see Chapter 5, section 5.2 for a better understanding of employment-related concern among my interview participants).

Tomal (Toronto, 2010) needed information related to his survival after his arrival, including how to build a second career:

I needed this pre-arrival information: number 1 after arrival is what would be my source of income? How I would survive. The job I am doing, I may not get it [after arrival]. So, in that case, what are the alternative jobs? How would I survive after I moved? As I am moving as a skilled immigrant, not as business category immigrant, I do not have enough money, I won't do business. I will do any job basically.

Another participant, Sonia (Toronto, 2013), had similar concerns about employment after arrival:

I wanted to know about the status of job [after arrival] as I was moving here leaving a good job back home. What will I do after I move? How will I [earn] income? I cannot depend on the money I am taking with me. Right?

Lopa (Toronto, 2011) also expressed her need for employment-related information before arrival wondering,

Actually, how is the job market? What job would I get? What will I do after arrival? I searched for these things on the Internet [before arrival].

A recent immigrant, Khokon (Kitchener, 2015), told me that he was looking at the prospect of survival jobs after arrival just to make ends meet initially. He needed information as well about which medical subjects to study to obtain in a similar job as his previous profession or at least a decent job after some time in Canada.

#### 4.2.1.2 Housing-related information needs

For some interview participants, especially those having no close friends or family, information about housing in Canada was their top pre-arrival need. Hasi (Toronto, 2013, English), a single immigrant having no relatives in Canada, described it as follows:

First of all, at that time, I was single. I wasn't married. So, first of all, I was looking for safe accommodation. Where I will stay, in which place? In which area of the city. These are the things I was looking for.

Ayana (Toronto, 2013) remarked: "Where it would be better to rent a house? What things I have to bring with me?" A recent immigrant, Shumi (Toronto, 2017), who was sharing a room with others at the time of the interview, had similar questions: "How I would I search for housing? What I should look for while searching for housing? How is the [rental] contract here [in Canada]?" For Farid (Toronto, 2015), information related to housing was a core pre-arrival information need. In his words: "Accommodation and work. I mean these two were permanent [main]. Then other [information needs]."

#### 4.2.1.3 Education-related information needs

Many participants reported the need for post-secondary education-related information before arrival. Raju (Toronto, 2010) told me that he was mainly looking for information about pursuing post-secondary education in Canada. He was looking, in particular, at whether he needed to do additional course work to settle in his profession in Canada, as well as information about the requirements of any legal documentation needed after arrival.

A recent immigrant, Sajal (Toronto, 2016), had no close friends and relatives in Canada before arrival, and he was mainly concerned about housing and his career:

As I had no relatives and close friends, one of my core queries was, how do I get settle? Settle means in terms of my home or my apartment. Another query [need] was as I told you when I had a one on one correspondence with many people, one important thing that came up is that to do better in North America, North American education/certificate is important. I mean it [North American education] may not need immediately after arrival, but if I want to hold a significant position in [North America] with the course of time, I will need a certificate. This means I have to study [after arrival]. Therefore, how I can begin study [after arrival], and which field is better now [related information].

#### 4.2.2 Pre-arrival information needs: Survey findings

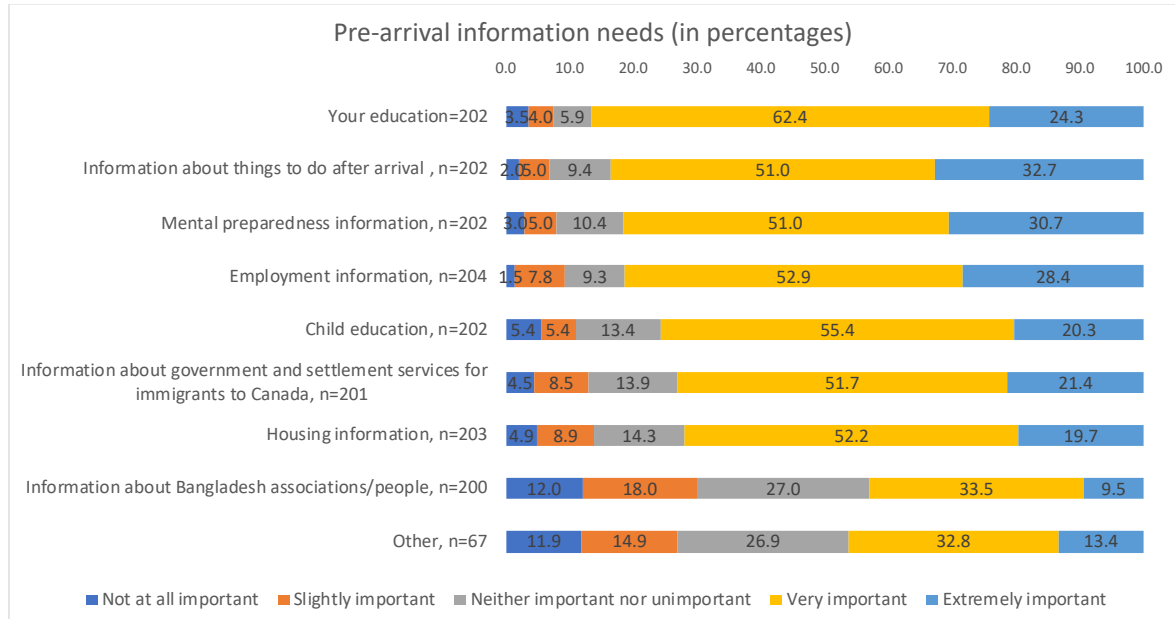
Survey participants were also asked to report the importance of pre-arrival needs for information based on their own experiences by using a five-point Likert scale where 1 = Not at all important to 5 = Extremely important (see Figure 4.4). As is clear in Figure 4.4, the top five pre-arrival information needs include those associated with:

- “Education” – for example,<sup>3</sup> how to get an equivalency credit for academic degrees, how to get admission to Canadian colleges and universities, information about the Ontario Student Assistance Program for immigrants. 86.7% said this was very important or extremely important.
- “Information about things to do after arrival” – for example, how to get permanent residency, a Social Insurance Number, health insurance, how to open a bank account. 83.7% ranked this kind of information as very important or extremely important.
- “Mental preparedness information” such as preparing for and overcoming struggles to succeed, information about preparing for work in areas different from one’s training. 81.7% ranked this as very important or extremely important.
- “Employment information” such as available jobs in Canada, how to get a job. 81.4% found this kind of information to be very important or extremely important.
- “Child education,” which is self-evident. 75.7% ranked this as very important or extremely important.

Perhaps, unsurprisingly, the only pre-arrival information needs that less than half of the participants considered very important is “information about Bangladesh associations and organizations and/or Bangladeshi people.” Though 67 survey participants ticked the “other” option, only a few specified it. These pre-arrival information needs were reported

<sup>3</sup> Examples of pre-arrival information needs were developed based on the initial findings of semi-structured interviews of this study and the pilot study I conducted in 2015.

as being related to weather, social benefits, cultural challenges, business information, healthcare facilities, networking, and income.



**Figure 4.4 Pre-arrival information needs (in percentages)**

### 4.2.3 Pre-arrival information sources

In order to comprehensively understand how people's expectations of life in Canada are constructed, I gathered information on the sources of Canadian life expectations that I reported earlier in section 4.1.4 of this chapter. Some of these sources may be similar to pre-arrival information sources; however, pre-arrival sources alone do not necessarily comprehensively capture how people construct their high expectations about life in Canada before arrival. For example, they do not highlight people's preconceived notion of Canada as a developed country, so things will be much better here. Similarly, assumptions held by many that because of the Canadian skilled immigration system they understood that they would be able to land in their professional job without much hassle and so, they did not worry much about searching information in pre-arrival contexts.

Interview participants used several pre-arrival information sources including the CIC, friends and professional colleagues in Canada, family members in Canada, the Internet

including online forums (such as Canadavisa.com), pre-arrival settlement agencies, and immigration agencies in Bangladesh to gather information about Canadian life and systems.

Among the pre-arrival information sources, friends, and professional colleagues in Canada are mentioned by many interview participants. Also, Internet sources were popular among recent immigrants, especially those who moved after 2010.

A recent immigrant, Farid (Toronto, 2015), who had no relatives in Canada, claimed that he consulted his childhood friend for his pre-arrival information needs and that he was his chief source of information. He remarked:

This was a close friend actually, I mean school [friend]. Because when I moved to [Canada], I actually had no one. So, I moved to his house first. He managed everything for me [after arrival].

For Raju (Toronto, 2010) and Rupom (Toronto, 2013) it was friends and Internet sources:

[For pre-arrival information] I mainly consulted my friends here [in Canada]...Mainly, the Internet and that friend I consulted for [pre-arrival information]. (*Raju*)

Basically, I received [pre-arrival information] from those [my friends in Canada] and moreover, there was [online] forum available. (*Rupom*)

For Sonia (Toronto, 2013), “some [pre-arrival] information from websites, some [I] learned from talking with my uncle. That’s all.” And, for Lipi (Toronto, 2013), “[our] friends were [our] main information source.” Hasi (Toronto, 2013, English), on the other hand, had no one in Toronto before her arrival. She described how she mostly relied on the Internet for gathering pre-arrival information:

I did not have any source to get information about Toronto. So, I was using the Internet and, like here, lots of sources, like there is a blog that is Canada visa, I signed up there. And, before coming, twelve months from when I plan to come here, before that, I was communicating with those blogs, and there are a lot of websites, immigration settlement organizations, YMCA. I communicated with them. I did everything by myself by the Internet, like, 95% the Internet.

Recent newcomers were able to differentiate among the variety of Internet sources that gave them information that helped them with their pre-arrival. Shomrat (Toronto, 2017) outlines many of the online pre-arrival sources available to recent newcomers:

There are some [online] Bangladeshi forums established recently. For example, BCCB is doing some work [for pre-arrival information support]. Then there is one website, forum, group called [immigrationandsettlement.org/](http://immigrationandsettlement.org/); they are there. They developed resources in Bengali. They also have YouTube videos. They are doing a lot of work [to help Bangladeshi newcomers].

On the other hand, Istiaq (Ajax, 2000) who came to Canada nineteen years ago claimed it was hard for him to gather pre-arrival information due to the lack of easy access to the Internet during his time of arrival. However, more recent newcomers get the benefit of the Internet and mobile accessibility.

When I arrived [in Canada] it was not easy [to gather pre-arrival information]. Right? Now the Internet and [cell]phones are available. You can take information with you, you can share.

Similar to Istiaq, Ayana (Toronto, 2013) also said recent newcomers have more access to various pre-arrival online information sources:

Nowadays making information connections have become very easy. For example, because of Facebook, LinkedIn, the Internet, people have more access to [pre-arrival information sources]. I can ask [information] of many. Then I can search online.

Survey participants also used a variety of sources to gather pre-arrival information related to their settlement in Canada. Not surprisingly, the highest ranked pre-arrival information source consulted by most of the participants is the Citizenship and Immigration Canada (CIC) website (61%) (see Table 4.2). Other significant pre-arrival information sources include other websites (43.4%), friends and professional colleagues in Canada (38.0%), and family members in Canada (36.1%). These sources are shown in relation to the others in the table below.

**Table 4.2 Pre-arrival information sources**

<b>Name of the Pre-arrival Information Source</b>	<b>Frequency n=205</b>	<b>Percent * (%)</b>
Citizenship and Immigration Canada (CIC, now IRCC) website	125	61.0
Web search (for example, Google search)	89	43.4
Friends and professional colleagues in Canada	78	38.0
Family members in Canada	74	36.1
Family and friends in Bangladesh/last place of residence	53	25.9
Online forums, groups (for example, Canada immigration forum at Canadavisa.com, BCCB)	48	23.4
News sources (including print and online newspapers and TV channels)	30	14.6
Immigration counsellor and lawyer in Bangladesh/last place of residence	26	12.7
Other	7	3.4

\* In order of highest to lowest percent

#### 4.2.3.1 Pre-arrival information sources and year of arrival (cross-tabulations)

As many interview participants who arrived in Canada after 2010 mentioned the importance of newer kinds of pre-arrival information sources, such as online ethnic community forums, I wanted to see whether there are any differences in the use of pre-arrival information sources among survey participants. In particular, were these kinds of pre-arrival information sources more popular among recent Bangladeshi immigrants? It is important to note here, that after the current government of Bangladesh, Awami League, assumed power in 2009, it pledged to make Bangladesh “Digital Bangladesh” by 2021. It has launched many initiatives to improve ICT access and services at both local and national scales. Also, many ethnic Facebook community forums were established after 2010.

I divided my participants into two cohorts based on their time of arrival – those who came in 2010 or before, and those who arrived 2011 onwards. The cross-tabulation results clearly show significant associations in the use of online forums/groups, friends, and professional colleagues in Canada, and web searching as pre-arrival information sources among the survey participants who moved to Canada after 2011 (see Table 4.3). The proportion of the use of online forums/groups (*p-value* 0.000), friends and



professional colleagues in Canada (*p-value* 0.003), and web searching (*p-value* 0.024) are significantly higher among the later cohort of Bangladeshi immigrants.

**Table 4.3 Pre-arrival information sources and year of arrival (cross-tabulations)**

<b>Type of pre-arrival information sources</b>	<b>Until 2010</b>	<b>2011 onwar ds</b>	<b><i>p- value</i></b>
Citizenship and Immigration Canada (CIC, now IRCC) website	58.1%	61.5%	0.639
Family and friends in Bangladesh/last place of residence	25.7%	24.4%	0.834
Family members in Canada	33.3%	38.5%	0.473
Friends and professional colleagues in Canada	28.6%	50.0%	<b>0.003</b>
Immigration counsellor and lawyer in Bangladesh/last place of residence	16.2%	10.3%	0.248
News sources (including print and online newspapers and TV channels)	10.5%	17.9%	0.146
Online forums, groups	14.3%	37.2%	<b>0.000</b>
Web search (for example, Google search)	37.1%	53.8%	<b>0.024</b>

#### 4.2.3.2 Pre-arrival information sources and settlement challenges (cross-tabulations)

To assess whether the selection of information sources in pre-arrival contexts has any relationship with immigrants' settlement challenges after arrival, I ran some cross-tabulations on the pre-arrival information sources and various aspects of settlement challenges. Table 4.4 presents the results (*p-values* only). The *p-value* here is used to measure the association between variables. A *p-value*  $\leq 0.05$  indicates strong evidence against the null hypothesis, and we reject it. The null hypothesis is that there is no association between the use of pre-arrival information sources and settlement challenges. Overall, in the majority of the cases, cross-tabulation findings suggest there is no significant association in the use of pre-arrival information sources and settlement challenges (see Table 4.4 and the discussion afterward).

**Table 4.4 Pre-arrival information sources and settlement challenges (cross-tabulations)**

Type of information source	Employment	Childcare	Child education	Education	Health services
Citizenship and Immigration Canada (CIC, now IRCC) website	0.187	0.579	0.095	0.228	0.153
Family and friends in Bangladesh/last place of residence	0.301	0.419	0.514	0.393	0.084
Family members in Canada	<b>0.046</b>	0.269	0.190	0.555	<b>0.005</b>
Friends and professional colleagues in Canada	<b>0.052</b>	0.376	0.436	0.347	0.063
Immigration counsellor and lawyer in Bangladesh/last place of residence	0.704	0.517	0.843	0.803	0.677
News sources (including print and online newspapers and TV channels)	0.480	0.412	0.553	0.929	0.205
Online forums, groups (for example, Canada immigration forum at Canadavisa.com, BCCB)	0.175	0.790	0.629	0.453	0.261
Web search (for example, Google search)	0.135	0.475	0.597	0.635	0.618

In the next section, I have divided the findings on the use of post-arrival information sources and settlement challenges into the following sub-sections: i) employment challenges, ii) childcare challenges, iii) child education challenges, iv) immigrants' education-related challenges, and v) health services challenges.

#### 4.2.3.2.1 Pre-arrival information sources and employment challenges

There is no significant association between the use of pre-arrival information sources and employment challenges except for two variables: family members in Canada (*p-value* 0.046), and friends and professional colleagues in Canada (*p-value* 0.052) (see Table 4.4). Survey data further indicates that the proportion of employment-related settlement challenges is high for those who utilized family members in Canada as a pre-arrival

information source (78%, very challenging or extremely challenging) as compared to those who did not (69%, very challenging or extremely challenging). Similarly, the proportion of employment-related settlement challenges is high for those who utilized friends and professional colleagues in Canada as a pre-arrival information source (76%, very challenging, or extremely challenging) as compared to those who did not (69%, very challenging or extremely challenging).

In some cases, the findings related to the use of friends and professional colleagues and employment-related settlement challenges are contradictory to interview findings. Although survey data on the use of friends and professional colleagues in pre-arrival contexts shows that people using friends and professional colleagues may face more challenges than those who do not, some of my interview participants expressed getting numerous benefits from these sources. Some interviewees reported knowing about initial employment challenges newcomers face, things they can do after arrival to land in a professional job, or similar jobs from their friends and family networks in pre-arrival contexts that helped them make informed decisions about their move (see section 4.2.4 of this chapter).

The survey results could actually point to the reality of newcomers' settlement in Canadian society. For example, we all know newcomers face structural barriers (such as the requirements of Canadian work experience and Canadian work references) trying to land in their professional job. Having information about the availability of jobs, does not actually give access to the job nor does it reduce settlement challenges (unless, as evident in my interview data, sometimes professional colleagues help to get interviews for newcomers). Similarly, having information about daycares does not necessarily ensure a spot in the daycare for newcomers' children. Furthermore, having information about the availability of family physicians does not necessarily help newcomers get a family physician after arrival. That being said, as evident in my interview data, getting access to information in pre-arrival contexts helps newcomers construct reasonable expectations about life in Canada, and to mentally prepare to face initial settlement challenges. It is also evident that getting access to employment-related information in pre-arrival contexts also helps immigrants make career decisions such as whether to pursue a similar career in

Canada or switch to an alternative profession. In short, access to information may not always help reduce settlement challenges in post-arrival contexts due to structural barriers; however, information helps newcomers mentally prepare to face initial settlement challenges, especially related to settling in a professional job.

#### 4.2.3.2.2 Pre-arrival information sources and childcare challenges

There is no significant association between the use of pre-arrival information sources and childcare challenges (see Table 4.4).

#### 4.2.3.2.3 Pre-arrival information sources and child education challenges

There is no significant association between the use of pre-arrival information sources and child education challenges (see Table 4.4).

#### 4.2.3.2.4 Pre-arrival information sources and education-related challenges

There is no significant association between the use of pre-arrival information sources and education-related challenges (see Table 4.4).

#### 4.2.3.2.5 Pre-arrival information sources and health services challenges

The chi-square test shows a significant association between health service-related settlement challenges and the use of post-arrival information source family members in Canada (*p-value* 0.005) (see Table 4.4). My survey data shows that the proportion of education-related settlement challenges is high for those who utilized family members in Canada (22%, very challenging, or extremely challenging) as compared to those who did not (7%, very challenging, or extremely challenging). Except for the pre-arrival information sources family members in Canada, there is no significant association between the use of pre-arrival information sources and health service-related challenges.

#### 4.2.4 The lack of pre-arrival information and post-arrival stress

Many of the interview participants reported how the lack of pre-arrival information significantly impacted their settlement in Canada and recounted the challenges they faced due to this. I divided the findings into four categories: i) Employment-related stress, ii) Health-related stress, iii) Education related stress, and iv) Other post-arrival stress.

##### 4.2.4.1 Employment-related stress

Participants described many stressful situations that they felt were caused by a lack of pre-arrival information about employment strategies and alternative career choices after they arrived in Canada. Below, I recount just a few examples of how participants talked about their employment-related stresses.

A physician from Bangladesh, Nipa (Toronto, 2013), was not aware of the requirements of a physician assistant program before arrival. It took her about three years after arrival to learn about this program. Because obtaining a license to practice medicine in Canada is a lengthy process, she decided to try to become a physician's assistant. She mentioned it would have been better if she had known about the physician assistant program earlier, as she could have then also completed the credential assessment process earlier.

Raju (Toronto, 2010), in response to the question, "is there any piece of information that, if you would have received it before arrival to Canada, would have helped you post-arrival?", also described how pre-arrival information and employment-related guidance would have helped him obtaining IT jobs rather trying to settle in the Human Resources sector.

Certainly. Actually, that is which direction I should take my career – that information – or which direction I should go, to tell you frankly. In Bangladesh, I worked in two departments – IT and HR. Because of my background, I worked in two departments. So lately, I had an interest in administration, human resources, this type of work. So, after arrival, I thought I should try for those areas [Human resources, administration]. Therefore, I initially tried for those areas. In reality, it is very difficult to get a job in those areas, I would say zero [chance]. Without a course, getting those jobs are very difficult. My perception was wrong. So, [after arrival] for about six months, I applied to various positions [Human resource and administration]. I put my concentration [focus] in the wrong place related to my employment.

Another participant, Babu (Toronto, 2011), a physician from Bangladesh, was unaware of the severe settlement challenges immigrant doctors face in entering the Canadian health system. He and his wife (who was also a physician in Bangladesh) were going through a lot of frustrations for not being able to obtain professional jobs. He told me that he would not have come if he knew beforehand how difficult it is for doctors to settle in their profession in Canada.

If I knew [before arrival], say, there are thousands of doctors who passed the exams [does not have residency]. Cannot enter into [the system] [...] If I had received just this simple information before arrival, I would not come.

Another skilled immigrant, Istiaq (Ajax, 2000), a mechanical engineer from Bangladesh, describes how his lack of information about jobs and employment negatively affected his post-arrival settlement because of how much stress was generated:

[Information related to] which city would be better for employment, in which city would it be better to live to get a job? It would have been better if I had this [information before arrival]. For example, many friends of ours moved to Calgary and Alberta first. At that time, the oil industry was booming. They immediately got jobs after arrival. Moreover, they bought houses there, and they were settled. When they were already settled, we were not even able to buy a house. Many also bought two to three houses. So, if I would have received that information and would have moved there, probably I would have done well.

Ayana (Toronto, 2013) did not know before arrival to Canada about the Canadian certifications she would require in obtaining a banking job. It took her some time to understand and prepare herself for this kind of work in Canada. If she knew in advance the requirements of having some Canadian certifications, she would have prepared herself before arrival for those certifications and felt she would have faced fewer stresses looking for information about what to do to settle in her professional job after arrival.

For example, I worked in the banking sector [before arrival]. Actually, [pre-arrival] information is very unavailable regarding the sector I work in, how I can match with the job here...Back home [in Bangladesh] we do not need certificates to work [in the banking sector], here even if you want to work in retail you need a thousand certificates. I did not know about these.

Another business graduate from Bangladesh, Maruf (Toronto, 2011), recounts how not knowing the requirements to pursue a banking career in Canada affected his settlement after arrival. Throughout his interview, he described his employment-related frustrations

and claimed that recent newcomers are in a better position in terms of getting the information related to landing in a professional job. He told me it took him about 3 years after arrival to know the information (such as the need for some kind of certifications) he needed to settle in his professional career in Canada. He claimed that he would not struggle that much if he had the information about the requirements of landing a banking career in Canada earlier.

#### 4.2.4.2 Health-care related stress

Some participants reported some stressful situations that they felt were caused because of the lack of pre-arrival information about how the health system works in Canada, including whether they are covered as soon as they arrive in Canada or not.

Kushum (Toronto, 2010), as a consequence of a serious gap in her information, took serious risks with her health by not visiting a hospital emergency department even when having severe health problems. In her words:

I just told you that I did not have a health card [after arrival]. I suffered a lot because of my chest pain [did not go to an emergency department at a nearby hospital]. But I learned later, it does not matter if I do not have a health card [after arrival], I could go to emergency with my landing paper.

A recent immigrant, Hasi (Toronto, 2013, English), describes how the lack of pre-arrival information created serious post-arrival stress related to the costs of health services in Canada:

At that time, it was like freezing rain and I was attacked with flu. And, I hadn't a health card. And, health card will arrive like two months later and I had a huge difficulty and I haven't had health issuance because [name of the pre-arrival information agency] did not tell me to get health insurance. And, when I went to a doctor, the doctor told me that I have to pay. I have to pay a lot of money. I have to get a flu shot, lots of things.

#### 4.2.4.3 Education-related stress

Many interview participants described how the lack of pre-arrival information on post-secondary education-related matters in Canada, including for simple things like deadlines for application cycles, generated a great deal of stress after arrival. This is illustrated by Khokon's story (Kitchener, 2015) of how he and his family, who were prepared to pursue

post-secondary education in Canada, suffered negative consequences of not knowing about admission application deadlines. They moved to Canada in March 2015. They were not aware that most of the admission deadlines are in February or early March. They were mentally prepared to pursue post-secondary education in Canada after arrival. Therefore, once they moved, they contacted different colleges and learned that most of the admission application deadlines had recently closed. Khokon said that that if they had known about the deadlines, they would have moved to Canada earlier and could have submitted their applications online from Bangladesh. Though Khokon managed to get admission to a college in Kitchener in the same year, his wife could not manage to get into the nursing program. Salma (Toronto, 2016) also faced similar problems due to the lack of information about admission deadlines.

Fatima (Toronto, 2009), a dependent immigrant who initially moved to a city outside of Ontario with her family, describes how her lack of information about education barred her pursuit of post-secondary education in Canada. At the time of the interview, she expressed her interest in pursuing post-secondary education in Canada and started exploring the educational choices she has now.

[I did not pursue any education in Canada], because of the lack of information, [I] did not get any information. And, in [City X] ... there are many opportunities; these were not available [City Y]. Moreover, there was a smaller Bangali community in [City X] compared to [City Y]. I did not know everything.

In response to a question about what, if any, pre-arrival information would have helped her settlement, Lipi (Toronto, 2013) said that if her husband had known he would have to write another IELTS after arrival (as the IELTS for immigration is not eligible for licensing) he would have been prepared, and would have done the proper IELTS before emigrating. After arrival, both she and her husband had to do credential assessments, which Lipi claimed they could have completed before their arrival if they had known they were required.

#### 4.2.4.4 Other post-arrival stresses

Other post-arrival stresses that could have been reduced by appropriate pre-arrival information emerged from my analysis of the interview data, such as the difficulty of



finding childcare and securing rental housing. Bristi (Toronto, 2014) expected to be able to place her children in daycare immediately upon arrival. She was surprised about how daycare systems work in Canada:

Before arrival, if I knew from my [information source] about daycare or babysitter things... This is not like I came here today; people are ready to serve me from tomorrow. So, if I at least knew that it is tough [getting a spot in a daycare], I would be at least mentally prepared. I wouldn't be shocked. As I am alone, these things put me in a very challenging situation.

Another recent immigrant, Iqbal (Brampton, 2017), gathered almost all types of information except information related to renting a house in Canada as he thought this aspect of his settlement will be taken care of by his relatives. Even after having an employment offer in Canada, he faced challenges renting a house in Brampton. If he knew about the rental requirements before arrival, he would have prepared himself before arrival:

There are some procedures or some difficulties in renting a house here. Initially, people were not interested in renting a house to me as I was a newcomer, and I had no employment history here. And, wherever you go, you have to go for a minimum of one to two-year contracts. I had gaps in this [kind of] information.

These are some of the interview findings that illustrate how a lack of pre-arrival information on various aspects of newcomers' settlement could create many settlement stresses after arrival. The lack of information related to employment before and immediately after arrival may severely damage prospects of settling in professional work in one's chosen field. In the following section, I describe interview findings on how access to information about various kinds of settlement information, including employment-related information before arrival, help newcomers make informed decisions and prepare them to face initial challenges after their arrival in Canada.

#### 4.2.5 Informed decision-making and mental preparedness

Many of the interview participants were informed about settlement challenges before arrival, and they seemed to be better mentally prepared to face them. There is some evidence from the interviews that this kind of informed decision-making was beneficial

in participants' post-arrival reality as they seemed to experience less upset, shock, and disappointment. This is illustrated with excerpts from the interviews below.

Delware (Hamilton, 1997, English) was an engineer in Kuwait before his arrival in Canada in 1997. He was informed by his friends and colleagues about the employment challenges that he would face. Though Delware faced a lot of challenges finding work in his field after arrival, he managed to get a professional job after about three years. He tells his story below:

Delware: I always wished to move to North America, and I know it is always better than the place I am originally from, which [is] Bangladesh. That's why I expected that, and I got that here.

Nafiz: Did you get any information about Canadian life or culture before you moved to Canada?

Delware: I did some, not too much, though. Because the time I came, at that time, there was no Internet as such, but I had some friends from whom I actually got some information about what life in Canada [would be like]. First thing I knew that getting a job was difficult in Canada, but I knew that was everybody's experience. It is very difficult to get a job. But nonetheless, I had my circumstances, so I decided to come and try my luck.

A recent immigrant, Ayana (Toronto, 2013) who was able to land in a banking career, was informed about the initial challenge newcomers face. She was also prepared to do odd jobs when she arrived in Canada:

Before arrival, I talked to everyone [in Canada], I knew. Everyone told me that it would be tough to get a [professional] job after arrival. Initially, you may have to begin with odd jobs, and, hopefully, you may get something, eventually. It will take time. But everyone talked about the odd job.

Unlike many immigrant physicians who end up doing survival jobs, Imran (London, 2013), a Bangladeshi physician, made informed decisions about his and his family's move to Canada and was able to immediately pursue a second career option because of the information he received before arrival. He felt that he was well informed about the challenges immigrants face and was not surprised to face some of them of himself:

I was well informed. It was a great advantage. They [his friends] told both the advantages and disadvantages of [immigration to Canada]. And, more or less, it matched after arrival. Therefore, I did not find anything unexpected for me. My colleagues from back home, my friend, I have some childhood friends here [in Canada] [...] They gave me very good

information. In my case, I am probably lucky. I actually moved here with good information. Therefore, I have never had a feeling like I would not come if I knew this.

Similar to Imran, Khokon (Kitchener, 2015), also a doctor from Bangladesh, was well informed about the challenges faced by his professional friends and colleagues before arrival. Khokon who already had an MBBS (Bachelor of Medicine and Bachelor of Surgery), pursued an undergraduate program in the health sector in Canada after arrival:

Before arrival, more or less, I inquired about many things in Canada, plus I communicated with a lot of people in Canada whom I knew. From Bangladesh, before arrival. No one said bad things [about Canada]. I was very interested to [immigrate] as everyone had positive things to say. So, I was very positive about emigrating to [Canada]. And, I think I moved here knowing details about here...As the profession, I had whether I would be able to settle in this profession at all or not? Or what will happen to me? I moved here knowing about those things. Therefore, I am still not frustrated that much, or I do not feel that bad. Because I was informed that these things would happen.

Overall, some interview participants shared their stories of the benefits of being informed about life in Canada and settlement challenges newcomers may initially face and how that prepared them for their post-arrival life. In the following section, I show the findings on more proactive pre-arrival information seeking and its positive effect on some of my participants' lives.

#### 4.2.6 Active pre-arrival information seeking and post-arrival settlement satisfaction

It is evident in the settlement life of some interview participants that active comprehensive information-seeking in pre-arrival contexts played an important role in better understanding what life in Canada might be like. Such strategies also generate information about employment situations and various settlement challenges newcomers face. Interview participants (such as Babu, Toronto, 2011) who were more passive information seekers, and who did not worry about gathering information about their lives in Canada before arrival, or who simply did not get pre-arrival information, faced many challenges including some that affected their mental health (such as anxiety, depression) after arrival as their unrealistic expectations did not correspond to reality. However, those interview participants who actively sought information before arrival and who consulted a range of information resources, including various settlement agencies were much better prepared to implement their settlement plans. They were informed of the actual life

experience in Canada and were able to make strategic decisions regarding their careers in Canada.

A very recent immigrant, Iqbal (Brampton, 2017), a supply chain professional from Bangladesh, proactively sought settlement information. He prepared himself for the Canadian employment market with the information he gathered from multiple sources. He contacted various settlement agencies (such as Access Employment) in Canada to prepare his résumé before arrival and gathered employment-related information from them. Iqbal was able to settle in his own profession shortly after arrival without pursuing any further education in Canada. Khokon (Kitchener, 2015), who moved with his wife and kids, also proactively sought pre-arrival information about life and careers in Canada from various sources, and before his move to Canada, he came to realize that he would not be able to practice his profession in Canada. When he arrived, he was able to begin post-secondary education immediately as planned and seemed to experience less stress compared to some Bangladeshi doctors (such as Babu (Toronto, 2011), Nipa (Toronto, 2013) who did not seek or get pre-arrival information about their career options in Canada.

Another recent immigrant, Alam (Ajax, 2014), consulted various information sources (such as online resources, friends, and professional colleagues) to gain insights about life in Canada. Alam and his family also visited Canada for a month before they made the final decision to move to Canada permanently. They wanted to verify and gather information related to employment and other settlement areas and to make necessary contacts in Canada. Alam was able to land in a similar position in Human Resources and his wife also managed to get a professional job after arrival to Canada.

An HR professional from Bangladesh, Shumi (Toronto, 2017), also took efforts to gather information about the employment situation in Canada, weather, general life, and culture. Based on the pre-arrival information she gathered, she decided to enroll in a relevant bridging program shortly after arrival, instead of immediately looking for work in Canada. She obtained a job quite relevant to her skills soon after she completed her program.

### 4.3 Pre-arrival settlement services

Out of 60 interview participants, 42 emigrated to Canada between 2008 and 2017. Only six interview participants who arrived between 2013 and 2017 reported that they used pre-arrival services such as those offered by the Canadian Immigrant Integration Program (CIIP, <https://www.newcomersuccess.ca/>). CIIP was launched in 2007 as a pilot project and became a full-fledged program in 2010. However, except for these six participants, no other interview participants indicated the use of any kind of pre-arrival settlement services. While I anticipated the use of settlement services *after* arrival among my participants, the details of the pre-arrival usage did not emerge until after I launched my survey questionnaire. Thus, I do not know how many survey participants utilized pre-arrival information services and to what extent these services were useful for post-arrival settlement. I describe the effects of pre-arrival access to settlement services among the interviewees below.

A recent immigrant, Shumi (Toronto, 2017) claimed that her use of settlement services offered by CIIP informed her of some of the challenges newcomers faced and helped to prepare her to face those challenges:

CIIP talked about the challenge. And what they told was right. For example, the clothes are very expensive here. Then you have to face challenges for the first job. Truly, it takes 4-5 months to get the first job. They told this, which is true. I was mentally prepared that way.

Later, Shumi further added:

They [CIIP] provided us with much information. I wasn't able to use everything I received...I did not get time [before arrival].

Shomrat (Toronto, 2017), also a recent immigrant, was successful in getting a professional job soon after arrival. He told me that he received useful information from CIIP's settlement services:

I came here [Canada] in April, and I participated in a job search workshop in May at [name of the settlement agency]. After completing that, I did a bridging program called Financial Services Connection also at [name of the settlement agency]. Before coming from Bangladesh, I learned about those programs from CIIP. I can attend these. And, these are free.

Shomrat also told me that by attending CIIP pre-arrival sessions, in addition to learning about life in Canada, he got an “action plan” which was developed on the basis of a one-on-one session with one of the CIIP representatives. He was also referred to settlement agencies and received many other useful resources (such as information on the bridging program) aimed at helping him with his settlement. The only issue he raised about the CIIP service was the lack of in-person sessions. During his time, the sessions were conducted online only.

A counsellor from Bangladesh, Salma (Toronto, 2016) learned about a bridging program relevant to her education and background before arrival through CIIP. She describes her positive experience with CIIP services:

CIIP contacted me very quickly [after registration]. Moreover, after attending their programs, I mean there was a detailed session for one-day, I told you. And, the second day they created a MAP (My Action Plan) there [information related to] my education, settlement, I mean housing [information] for settlement, open a bank account, then driver’s license, almost everything, adding various web links, they sent a large My Action Plan. So, I tried my best before arrival gather information checking all the websites [given by CIIP]. Even the bridging program I did [after arrival], you probably know about the bridging program? I actually learned about the availability of a bridging program for internationally trained mental health professionals when I was in Dhaka [Bangladesh] because CIIP sent me the information.

Although she complained about not knowing how the health system works in Canada before arrival, Hasi (Toronto, 2013, English), received some useful information about various settlement aspects by attending CIIP workshops. She remarked:

When I did my medical, and I submitted my medical, after one month, they returned my passport and one piece of paper. And, there was a, like there was written that I have to do registration to CIIP. It’s a kind of immigration settlement organization, and I had a day-long workshop with CIIP in a renowned hotel in Bangladesh, and they gave us a map of what I will do, like an activity map or something else like that. And, from there I came to know what is the wage rate and what is the job sector, what I have to do when I will arrive here, how to do the driving license. I have to take my SIN number, the PR card, if I get worst [sick], if I have been sick where I will go, these things at that time I got the information from CIIP.

While Salma, Shumi, Shomrat, and Hasi claimed they received informational benefits from attending CIIP pre-arrival sessions, Sajal (Toronto, 2016) and Rupom (Toronto, 2013) expressed their dissatisfaction with CIIP services. Sajal was unsatisfied with the lack of need-based pre-arrival employment related information provided by CIIP. He told

me that he considered attending those sessions a waste of time. Sajal recommends that people get help from professional networks as they will provide specific and tailored guidance on settling in professional jobs, unlike CIIP.

You are an engineer; you are talking to doctors; definitely, there is no common interest here. If you have senior brothers in your discipline, senior colleagues, please talk to them. Those would help you specifically. Because he may not give you a job, but he will share the road [to professional success]. But what was done in CIIP sessions, or in newcomers' session, some high-level talk, showing some Canadian maps, beautiful things in Canada, that does not help actually. I mean, in my case. I probably told this blatantly. But in my case, this happened actually.

Rupom in response to the question about whether the CIIP sessions were helpful or beneficial, told me that they were not that useful, although they did have value for increasing his confidence:

No. [CIIP] workshops were not that helpful, but it was slightly informative. What happened actually it helped grow confidence about the possibility of getting [a job] after we move.

The interview participants expressed mixed sentiments about the usefulness of pre-arrival settlement information services. As I was not able to include some questions on pre-arrival settlement services in the surveys, I do not know to what extent CIIP services were useful for newcomers coming from Bangladesh as well as whether utilizing CIIP services increases the chances of landing in professional jobs after arrival or not.

#### 4.4 Chapter summary

In this chapter, I presented various aspects of the expectations of Canadian life, outlined the pre-arrival information behaviour of Bangladeshi immigrants in Southern Ontario, as well as the role of pre-arrival settlement services. Overall, the findings on expectations of Canadian life and pre-arrival information practices clearly show the importance of pre-arrival information in helping newcomers construct reasonable expectations about life in Canada and to prepare them mentally to adjust to initial settlement challenges after arrival. The findings also highlight the role of active and proactive information seeking and how active and proactive pre-arrival information seeking can help newcomers make their settlement experiences less stressful and successful. In the next chapter, I present the data on the post-arrival information behaviour, including the post-arrival employment-

related challenges and information seeking to understand better the frustrations and disappointments expressed by my interview participants in this chapter. In the next chapter, I continue to look at the role of information in immigrants' lives in Canada.



## Chapter 5 : Post-arrival Information Behaviour

In this chapter, I present the findings on post-arrival information behaviour, settlement challenges, employment, and the use of settlement services among Bangladeshi immigrants who participated in my study. I divide the findings of this chapter into three main categories: i) post-arrival information behaviour, ii) post-arrival dissatisfaction regarding employment and employment prospects, and iii) the use of settlement services, including public library settlement services. Under post-arrival information behaviour, I report the findings related to my participants' after arrival information needs and seeking, including the results on the cross-tabulations of settlement challenges with post-arrival information sources. To better understand the employment-related mismatch between the expectations and the reality as described by my participants in Chapter 4, in this section I show the findings on the employment issues for my participants including their feelings about their employment status, challenges (such as the lack of recognition of previous education and skill) newcomers face, as well as the role of information seeking in their occupational status in Canada. Finally, I describe the findings on the use of settlement services, including those offered by public libraries.

### 5.1 Post-arrival information behaviour

In this section, I describe the findings related to the post-arrival information needs and sources including the cross-tabulations on the post-arrival information sources and the year of arrival as well as the post-arrival information sources and settlement challenges.

#### 5.1.1 Post-arrival information needs

Interview participants reported many needs for information that they acquired after arrival. These needs for information were dominated by domains of everyday life and employment and included information related to finding a job; how to get a SIN number; how to get credentials reliably assessed; how and where to get a bus pass, a driver's license, a health card, a mobile phone; how to open a bank account; issues of post-secondary education in Canada; questions about ethnic grocery stores, children's education; and settlement agencies. However, if one domain dominated the interviews it was the importance of obtaining information about employment.

Raju (Toronto, 2010), a computer professional in Canada, said, “Job and housing were main [post-arrival information needs]. Actually, basically, these two were major [post-arrival information needs].”

Mahin (Toronto, 2015), a recent immigrant, and Kabita (Toronto, 2000), an early 2000s immigrant, also reported looking for jobs and education-related information after arrival. Kabita said:

Job, study. What education can I pursue? You gather information on everything [after arrival].

At the time of our interview, Mahin was pursuing post-secondary education in Canada. He described an intense search for a job and education-related information: “I heavily [searched] for job and education [related information after arrival]. Job, education?” For Luna (Hamilton, 1992) and Niloy (Guelph, 2004) employment-related information was one of their core post-arrival information needs.

Another participant, Rupom (Toronto, 2013), told me job-related information was his main post-arrival concern. He was not worried about other settlement aspects such as accommodation as his wife was already studying at a Canadian institution, and he was joining his wife as a permanent resident. A retired Canadian government employee, and a very active Bangladeshi community member in Ottawa, Khalid (Ottawa, 1971, English), claimed employment-related information as the most important post-arrival information:

Getting a job is the most important thing. Unless you get a good job, getting settled in Canada is very difficult. That would be the most important thing. Whenever you go to university or colleges, shall I get a job for survival? That is the most important information.

He later said, “The most important information [after arrival] I was seeking at that time was how to get a permanent job.”

A recent immigrant, Farid (Toronto, 2015), spent a significant amount of time and effort after arrival looking for employment-related information and preparing himself for the Canadian job market. He also claimed employment as the center of immigrants’ settlement:

I would say once you get a job [after arrival], everything else pretty much [okay].

Similar to Farid, Sonia (Toronto, 2013), told me one of her core post-arrival information needs was employment-related information. She also highlighted the importance of employment aspects in newcomers' settlement in Canada:

My main post-arrival information needs were job-related; child-related... We all [skilled immigrants] moved here, leaving our good jobs [back home]. Job is really necessary after arrival to secure our future here. Once you get a job, then everything else is automatically [settled].

A physician from Bangladesh, Imran (London, 2013), was trying to enter the Canadian job market at the time of our interview. He reported continually looking for employment-related information. Another participant, Shomrat (Toronto, 2017), recounted attending various employment-related settlement services after arrival and was very much concerned about gathering information related to settling in his profession in Canada, similar to Bangladesh.

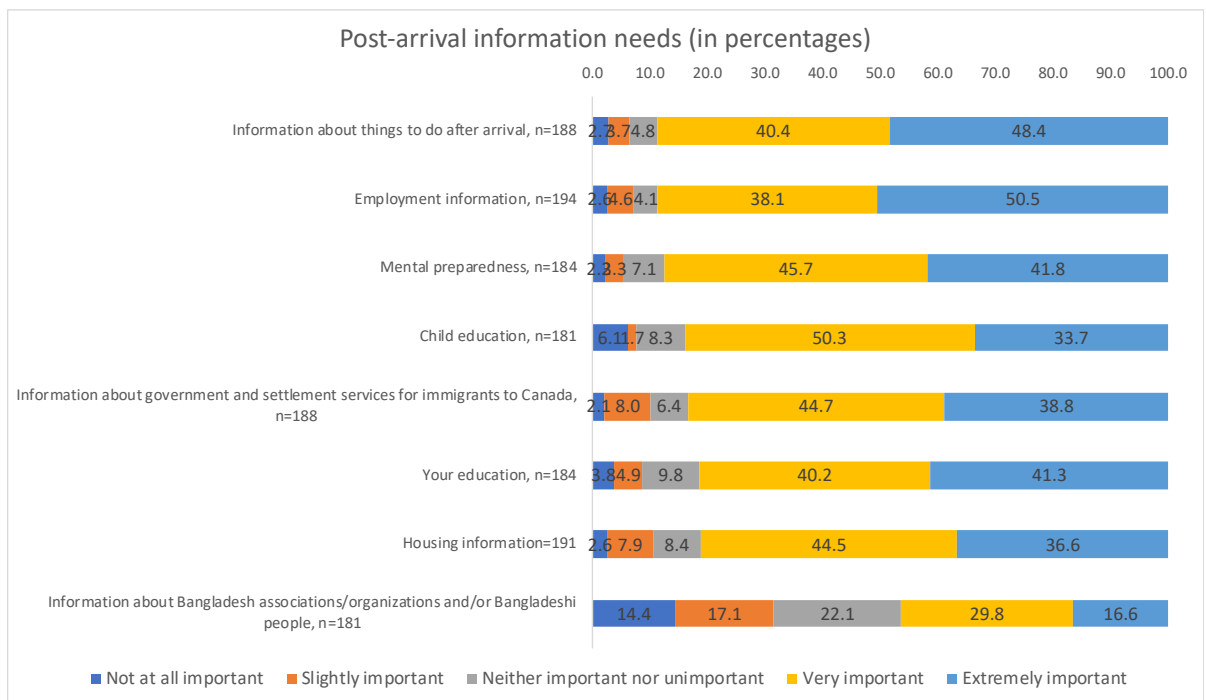
Employment was an important [post-arrival] aspect for me. [I wanted to] settle in my specific sector that I worked [previously]. I was in the banking sector in Bangladesh. [Information related to] what I need to do to work in this sector [banking] was my primary concern [after arrival].

Like many of my participants, Asad (Guelph, 2007, English), who moved to Canada as an international student and later obtained his permanent residency and Canadian citizenship, claimed employment-related information as the core post-arrival information need for immigrants. He describes in the following excerpts how not having employment-related information and guidance immediately after arrival created a lot of post-arrival stress for him:

Nafiz: Is there any piece of information that, if you would have received immediately after arrival could help settle into Canadian society?

Asad: I would say the job market [information]. In my opinion, many people do not know about the job market [in Canada]. This is what I found. That's why I am suffering, suffering more than what I should suffer. Because I know people have a lot of talents but many times lack information [about] the direction of their next career move. What they feel and what the reality is most of the time [are] different. So, their period of suffering is getting bigger, lengthier, larger, and larger.

I asked survey participants to report the importance of post-arrival information needs based on their own experience. The three most prominent post-arrival information needs for the participants were related to things to do after arrival (for example, how to get permanent resident card, SIN card, how to get health insurance, opening a bank account) (88.8%); employment related information (88.6%); and mental preparedness information (for example, preparing newcomers to struggle and succeed) (87.5%) (see Figure 5.1). Information about education, government and settlement services, and housing was among the most sought after in post-arrival contexts.



**Figure 5.1 Post-arrival information needs**

Overall, newcomers need a variety of information after arrival in Canada. Not surprisingly, as most of the immigrants in this study were skilled immigrants and their dependents, employment-related information has been one of the key post-arrival information needs for them. Next, I describe the findings on the information sources my participants used meeting their various settlement-related information needs after arrival.

### 5.1.2 Post-arrival information sources

Interview participants responded to their needs for information by using a variety of post-arrival information sources such as friends and professional colleagues in Canada, family members in Canada, online sources including ethnic community Facebook forums (especially among recent newcomers), and settlement and employment agencies. However, friends and professional colleagues were the chief post-arrival information sources.

Although Kabita (Toronto, 2000) claimed to be very dependent on the Internet for meeting her everyday life information needs at the time of the interview, she recounts getting post-arrival information mainly from friends in Canada back in 2000.

[We] used to get information [after arrival in Canada] from friends. The computer was not this popular at that time [for finding information].

Another early 2000 immigrant, Bornali (Ottawa, 2003), also reports receiving post-arrival information from her and her husband's friends and colleagues:

My husband had some friends who are very established [in Canada]. Not friends, seniors. They were doing a good job; they provided us [post-arrival] information. One of them was the director of a university. He also provided us some information. Then some senior colleagues of mine were in London, Ontario. I do not know whether you know her or not. [Name of her colleagues] They were doctors. After arrival, they became doctors [in Canada] [...] We had good [friend and professional colleagues] that for sure.

Similar to Bornali, Mamun (Toronto, 2002) claimed he was not much worried about gathering the post-arrival information as he had strong networks of friends and professional colleagues in Canada. His friends and professional colleagues significantly helped him after arrival with various settlement aspects such as obtaining SIN (Social identification number) and getting a health card. He remarked:

They [my friends and professional colleagues in Canada] had all the information. They took me everywhere [after arrival]. Where to go for a SIN card? Where to go for a health card? They have face [done] these process previously. They had this information. They took me everywhere. Thus, I did not have to struggle to find out those places [after arrival]. I did not need to search for this information.

A recent immigrant, Alam (Ajax, 2014) consulted various settlement information sources before and after arrival. He told me one of his friends was the most helpful settlement information source for him and his wife after arrival.

Most helpful [post-arrival information source] was one of my friends; at his home, I stayed initially [after arrival]. He did many things primarily [initially, after arrival] [...] He greatly helped us by providing primary [settlement] information. Whatever confusion we had, as he had first time [hand] information, he was able to help us significantly.

Like Alam, another recent immigrant, Shumi (Toronto, 2017) recounts how helpful her friends were in helping with her settlement after arrival including providing various settlement information:

Shumi: After arrival, mainly my friends guided me. How to do health card, then how to apply for PR (Permanent Residency) card, how to buy a metro pass, how to recognize a subway, where to buy food. Then where to go for finding jobs. Then [information related] to what types of cloths people wear in Canada, fashion, trend and season [in Canada]. [They suggested me] Before I leave home first thing to do is check the weather and the leave home. All these things.

Nafiz: Did you get all that information from your friends?

Shumi: Yes, mostly.

Other interview participants such as Kamrul (Guelph, 2012), Delaware (Hamilton, 1997, English), and Asad (Guelph, 2007, English) also reported friends as one of their core post-arrival information sources.

Survey participants were also asked to report the post-arrival information sources they used after arrival. The top three include friends and professional colleagues in Canada (52.2%), the Citizenship and Immigration Canada website (50.2%), and web searches (41.5%). See Table 5.1 below for the responses related to other categories. Sources mentioned by participants in the “other” category include school teachers, university, and the Bangladeshi Canadian-Canadian Bangladesh (BCCB) Facebook forum.

**Table 5.1 Post-arrival information sources**

<b>Name of the post-arrival information sources</b>	<b>Frequency</b>	<b>Percent* (%)</b>
Friends and professional colleagues in Canada	107	52.2
Citizenship and Immigration Canada (CIC, now IRCC) website	103	50.2
Web search	85	41.5
Family members in Canada	81	39.5
Online forums, groups (for example, Canada immigration forum at Canadavisa.com, BCCB)	57	27.8
Settlement agencies in Canada (for instance, Access Alliance, SAWRO)	56	27.3
News sources (including print and online newspapers and TV channels)	51	24.9
Public libraries in Canada (for example, Toronto Public Library)	48	23.4
Family and friends in Bangladesh/last place of residence	45	22.0
Immigration counsellor and lawyer in Bangladesh/last place of residence	16	7.8
Other	8	3.9

\* *In order of highest to lowest percent*

### 5.1.2.1 Post-arrival information sources and the year of arrival (cross-tabulations)

As I did with the use of pre-arrival information sources and the year of arrival, I investigated whether there is any significant association in the use of post-arrival information sources among the participants who moved to Canada before 2010 and the participants who moved from 2011 onwards. The cross-tabulations results clearly show significant associations in the use of post-arrival information sources online forums and settlement agencies in Canada among the survey participants who moved to Canada before 2010 and those who arrived in 2011 onwards (see Table 5.2). The proportion of the use of online forums/groups (*p-value* 0.015) and the use of settlement agencies in Canada (*p-value* 0.004) are significantly higher among the Bangladeshi immigrants who moved to Canada in 2011 onwards.

**Table 5.2 Post-arrival information sources and the year of arrival (cross-tabulations)**

<b>Name of the post-arrival information source</b>	<b>Until 2010</b>	<b>2011 onwards</b>	<b><i>p-value</i>*</b>
Settlement agencies in Canada (for instance, Access Alliance, SAWRO)	19.0%	38.5%	<b>0.004</b>
Online forums, groups (for example, Canada immigration forum at Canadavisa.com, BCCB)	21.0%	37.2%	<b>0.015</b>
Family members in Canada	34.3%	47.4%	0.072
Web search	38.1%	47.4%	0.206
Public libraries in Canada (for example, Toronto Public Library)	26.7%	20.5%	0.335
Friends and professional colleagues in Canada	49.5%	56.4%	0.356
Immigration counsellor and lawyer in Bangladesh/last place of residence	8.6%	6.4%	0.586
Citizenship and Immigration Canada (CIC, now IRCC) website	48.6%	52.6%	0.593
News sources (including print and online newspapers and TV channels)	27.6%	24.4%	0.62
Family and friends in Bangladesh/last place of residence	21.9%	23.1%	0.851

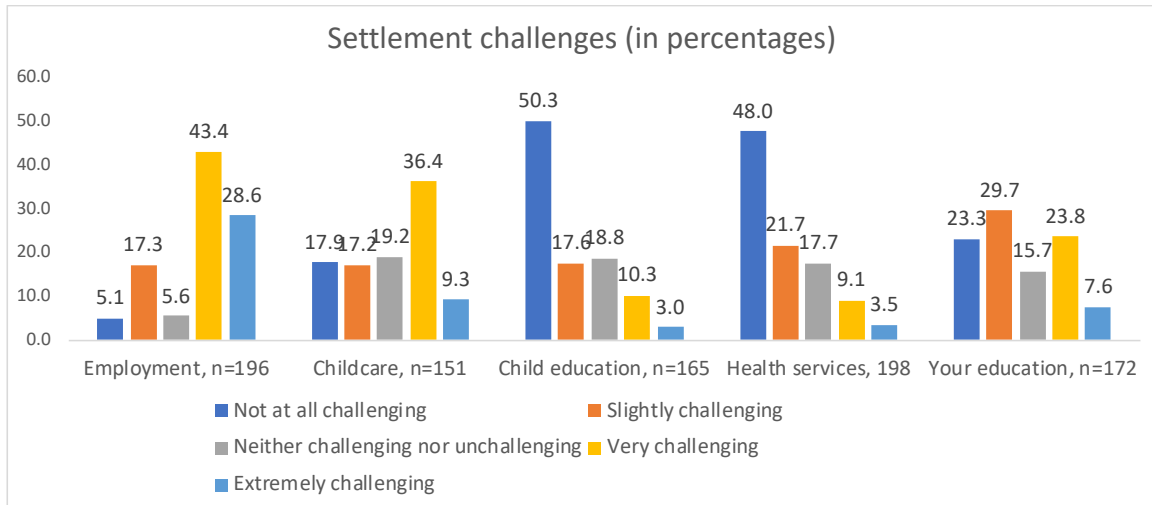
\* *In order of significance of the p-value*

### 5.1.2.2 Post-arrival information sources and settlement challenges

One of the core purposes of this study was to examine the role of settlement information behaviour on Bangladeshi immigrants' settlement in Canada. In addition to identifying various information sources used after arrival in Canada, survey participants were asked to rate challenges related to issues like employment, child education, and health services on a five-point Likert scale (where 1 is "not at all challenging" to 5 which "is extremely challenging"). This helped me to explore whether the uses of post-arrival information sources have any association with post-arrival settlement challenges. In the following, I first present settlement challenges as reported by my participants and then describe the results of the cross-tabulations of settlement challenges with various post-arrival information sources.

The majority of the survey respondents faced challenges with their employment. About 72% reported that the employment aspects of their settlement were extremely challenging or very challenging (see Figure 5.2). The second most challenging aspect of settlement was negotiating childcare in Canada. Nearly 46% of participants indicated experiences related to childcare as very challenging or extremely challenging.





**Figure 5.2 Settlement challenges**

### 5.1.2.3 Post-arrival information sources and settlement challenges (cross-tabulations)

To assess whether the selection of information sources has any relationship with immigrants' settlement challenges, I ran some cross-tabulations on the post-arrival information sources and various aspects of settlement challenges. Table 5.3 presents the results (*p-values* only). Overall, in the majority of the cases, cross-tabulation findings suggest there is no significant association in the use of post-arrival information sources and settlement challenges (see Table 5.3 and the discussion afterward).

**Table 5.3 Post-arrival information sources and settlement challenges (cross-tabulations)**

Type of information source	Employment	Childcare	Child education	Education	Health services
Citizenship and Immigration Canada (CIC, now IRCC) website	0.316	0.803	0.371	0.414	0.465
Family and friends in Bangladesh/last place of residence	0.183	0.278	0.124	0.516	0.095
Family members in Canada	0.225	0.190	0.055	0.347	<b>0.006</b>
Friends and professional colleagues in Canada	<b>0.022</b>	0.108	0.357	0.414	0.116
Immigration counsellor and lawyer in Bangladesh/last place of residence	0.882	0.754	0.061	0.411	<b>0.012</b>
News sources (including print and online newspapers and TV channels)	0.220	0.661	0.941	0.831	0.179
Online forums, groups (for example, Canada immigration forum at Canadavisa.com, BCCB)	0.143	0.922	0.807	0.889	0.560
Public libraries in Canada (for example, Toronto Public Library)	<b>0.018</b>	0.548	0.273	0.544	0.549
Settlement agencies in Canada (for instance, Access Alliance, SAWRO)	0.192	0.388	0.660	<b>0.045</b>	0.406
Web search (for example, Google search)	0.894	0.084	0.688	0.585	0.415

In some cases, the findings are contradictory to interview findings. For example, survey data report that the proportion of settlement challenges is high for those who utilized friends and professional colleagues as a post-arrival information source (76%) as compared to those who did not (67%). Whereas, the interview data clearly shows the employment-related benefits of many Bangladeshi immigrants consulting friends and professional colleagues after arrival.

In the next section, I have divided the findings on the use of post-arrival information sources and settlement challenges into the following sub-sections: i) employment challenges, ii) childcare challenges, iii) child education challenges, iv) immigrants' education-related challenges, and v) health challenges.

### 5.1.2.3.1 Post-arrival information sources and employment challenges

It is clear that two variables—friends and professional colleagues in Canada and public libraries in Canada—show a significant relationship to employment challenges in terms of the use of various post-arrival information sources (see Table 5.3). Otherwise, there is no significant association between employment challenges and the use of information sources. The chi-square test results show a significant association between settlement challenges and the use of friends and professional colleagues in Canada (*p-value* 0.022). Survey data further indicates that the proportion of employment-related settlement challenges is high for those who utilized friends and professional colleagues as a post-arrival information source (76%) as compared to those who did not (67%). Also, the chi-square test shows a significant association between settlement challenges and the use of post-arrival information source public libraries in Canada (*p-value* 0.018). With the post-arrival information source “public libraries in Canada” survey data shows that the proportion of settlement challenges is high for those who utilized public libraries in Canada (89% very challenging or extremely challenging) as compared to those who did not (67% very challenging or extremely challenging). This is again contradictory to the interview findings where many participants reported using public libraries after arrival and getting various settlement-related help, including employment (see section 5.3.2 of this chapter). As mentioned earlier, no association between the use of post-arrival information sources and the settlement challenges could be due to the lack of interaction between the information available and the actual system. Having information does not always help with reducing the settlement challenges. For example, having information about available jobs does not remove barriers such as various requirements for recognition of foreign credentials in Canada. However, as mentioned earlier, my interview data shows recent newcomers with comprehensive information tackle employment-related challenges through doing post-secondary education, attending bridging programs, or participating in mentorship programs offered by various settlement agencies.

The survey data on the use of friends and professional colleagues as post-arrival information sources *versus* settlement challenges also presents a contradiction when it comes to the use of friends and professional colleagues as first job information sources and settling in same occupation *versus* different occupation (see section 5.2.5.1), where a significant association exists in the use of friends and professional colleagues and settlement in a similar job or different occupation. The findings from the interviews also show the benefits of consulting friends and professional colleagues after arrival, including their role in helping participants obtain a professional job, knowing about various positions, or moving to a new city with better job prospects.

Masud (London, 2012) spent almost two years looking for a professional job in the city he was living after his graduation, but he was not successful in obtaining one. His chances of getting a professional job changed overnight after his friend told him about professional opportunities in his city, known for its mining industry. Masud describes how the information helped him:

He was in [name of the city]. He told me there is a big mining industry in his city. I had no idea about that before... He first advised me to begin applying for jobs in [name of the city]. He also told me about a job site, one I was not using. [He] told me about a job bank. That was probably a government job site. Based on what he said, I started contacting employment agencies in [name of the city] and started applying for jobs there and, decided to move there shortly... And, in a week after my decision to move there, I received an interview call from an employer, and I got the job.

A similar story is told by Bornali (Ottawa, 2003). Bornali and her husband moved to a Canadian metropolitan city in 2003 and were struggling to find professional jobs. Their friends, who had been more successful in this regard, recommended that they leave that particular city and look for jobs across Canada. Bornali describes how that piece of information helped them gain professional positions:

We were told one thing. They [our friends] told us to leave [name of the city]. Once you leave [name of the city], you will be successful. Then my husband [moved to] [name of the city], he did not know the city at that time. If they did not give us the information, we would do odd jobs. Because we moved there and there was less job competition, we got the jobs. Otherwise, we may not get it.

At the time of our interview, Mamun (Toronto, 2002), a pharmacy graduate from Bangladesh, was working at a pharmaceutical company but he was not aware of the

possibility of building a lucrative career as a pharmacist using his education in Bangladesh. He describes how recent newcomers in his field of study are preparing themselves for becoming pharmacists after arrival due to ready access to information from professional colleagues.

Those who are coming now, especially, people with my pharmacy background, they are going for coaching after arrival [to prepare themselves for the examinations to become a pharmacist in Canada]. This information is ready [available] now. Materials required to prepare for licensing examinations are ready for everyone. Now, this is easier for those who are coming now [to pursue to become a pharmacist]. At the time of our arrival, we did not know we can get the license here.

Mamun also claimed that while he was not able to pursue a career in Canada as a pharmacist, he did manage to get a professional job in a pharmaceutical company without much hassle because of his professional network.

My waiting period for starting a [professional] job was not that long as I had [professional connections] links here. I moved here in August 2012 and started in my professional job, though not at the same level [like back home] in three months, in December. Usually, what immigrants face after arrival due to information gaps [looking for information] such as where should we go, what should we do, where we can get the real information, I had all that information before arrival. I had that information because I have many senior friends or my *batchmates* [classmates from the University of Dhaka, Bangladesh] here in [Canada].

Shumi (Toronto, 2017) was an HR (Human Resources) professional from Bangladesh. She learned about a professional bridging program from one of her professional colleagues and pursued the program after her arrival.

From my friend [I learned about the program]. He is also in HR [Human Resources]. He was my manager [back home]. He was also in HR. He did the bridging program after arrival. So, I also did that bridging program.

These are some of the examples of consulting friends and professional colleagues many interview participants reported after arrival. A more detailed picture of the benefits of having friends and especially professional colleagues are presented in section 5.2.5 of this chapter.

#### 5.1.2.3.2 Post-arrival information sources and childcare challenges

There is no significant association between the use of post-arrival information sources and childcare challenges (see Table 5.3).

#### 5.1.2.3.3 Post-arrival information sources and child education challenges

There is no significant association between the use of post-arrival information sources and child education challenges (see Table 5.3).

#### 5.1.2.3.4 Post-arrival information sources and education-related challenges

The chi-square test represents a significant association between education-related settlement challenges and the use of post-arrival information source settlement agencies (*p-value* 0.045) (see Table 5.3). My survey data shows that the proportion of education-related settlement challenges is high for those who utilized settlement agencies (46%, very challenging, or extremely challenging) as compared to those who did not (26%, very challenging, or extremely challenging). The reason behind participants utilizing settlement agencies facing more settlement challenges in post-arrival contexts over those not utilizing them could be due to the fact that those who had more settlement challenges were more prone to using settlement agencies, therefore affecting the results.

#### 5.1.2.3.5 Post-arrival information sources and health service challenges

There is no significant association between the use of post-arrival information sources with health service-related challenges except the associations regarding the use of family members in Canada (*p-value* 0.006) and an immigration counsellor or lawyer in Bangladesh or the last place of residence (*p-value* 0.012). My survey data indicates that the proportion of settlement challenges is high for those who utilized post-arrival information source family members in Canada (20%, very challenging or extremely challenging) as compared to those who did not consult them (8%, very challenging or

extremely challenging). Similarly, the proportion of settlement challenges is significantly higher for those who used immigration counsellors or lawyers in Bangladesh (31% very challenging or extremely challenging) as compared to those who did not (11%, very challenging, or extremely challenging). The findings related to the use of immigration counsellors in Bangladesh and severe post-arrival settlement challenges, especially, employment-related settlement because of the mismatch between the information received and the reality is evident in Chapter 4, section 4.1.4.4: immigration agencies in Bangladesh. It is possible some participants may not have received information about the health-related service difficulties newcomers face, such as difficulties getting a family physician before arrival. Those who received information from immigration agencies in Bangladesh may end up facing additional challenges because of the mismatch between their expectations and the reality of life in Canada.

## 5.2 Post-arrival dissatisfaction regarding employment and employment prospects

Perhaps not surprisingly, employment is at the centre of immigrants' settlement in Canada. A majority of Bangladeshi immigrants are highly educated and move to Canada with their dependents as skilled immigrants. In this context, trying to obtain professional positions makes sense. In the pre-arrival information behaviour chapter, the results from the interviews and surveys highlighted the tension between participants' expectations about settling into their professions and their actual employment experiences. Also, many participants' pre-arrival and post-arrival information behaviour focused on finding professional jobs or at least any job that would help them survive with their families in Canada. I asked several questions to both survey and interview participants about their employment status in Canada; their expectations about the challenges they faced (or were facing) settling into their desired jobs; and information sources they used to get information about their employment after arrival. In the following section, I begin by providing data from the interviews that establish the contextual dimensions that show the significance of employment issues upon and after arrival in Canada in the lives of my participants. It is important to lay this out comprehensively here as the successive

chapters rely on it, and it gives nuance and depth to my participants' information strategies.

In the interviews, participants recounted their struggle to create and maintain their professional identity after arrival. Many interview participants who were not able to settle in their professions and had to work in other areas, including doing low-skilled jobs reported their dissatisfaction with their employment status in Canada. While describing their dissatisfaction with their employment status, many participants claimed not knowing about the employment system and culture in Canada before arrival, leading them to make uninformed decisions about their immigration to Canada (see Chapter 4, section 4.2.3). The series of stories told by many interview participants also, directly and indirectly, refer to the lack of pre-arrival information about what it meant to be a skilled immigrant in Canada and the barriers newcomers face settling in their profession. Therefore, the stories told by many participants do not just capture the employment-related dissatisfactions, they also show us the role information could play in constructing reasonable expectations about Canadian lives after arrival.

An agricultural professional from Bangladesh, Lopa (Toronto, 2011), expected to be able to work in an agricultural sector in Canada after arrival. She went through various employment-related challenges and was not even able to get a survival job initially. Lopa never anticipated that she would have to pursue post-secondary education related to pharmaceutical technology, completely different than what she was trained for after arrival. Even though she was working as a full-time employee in a pharmaceutical company at the time of our interview, she emphasized her dissatisfaction with not being able to maintain her professional identity in Canada and the lack of information about the Canadian employment system before arrival.

If I knew before arrival, the [employment] situation in Canada is like this, I would not come. I would not even plan to move if [I knew] I have to [struggle] for the [professional] job. I thought I will get a related job. I moved here through skilled migration.

Similar to Lopa, Babu (Toronto, 2011), a physician from Bangladesh, quoting his friend, expressed his dissatisfaction with his employment status in Canada and how his status



affected his mental health. Babu was not aware of the barriers physicians face entering into the Canadian health system pre-arrival.

Babu: Let me tell you the ultimate story! Did I tell you that story?

Nafiz: No.

Babu: He [the person he is referring to] will be junior to us. He lives next to our building [name of the apartment]. On the back of brother's house [referring to my senior brother] Did you see the government quarter? He once, he came before me [after arrival], I knew him before moving here. After arrival, when I met him, I asked him what's up? How are you? He answered, 'everything is good but no peace of mind.' And, the ultimate reality is this. Everything is good here if we compare it with Bangladesh. However, the only problem is we are not mentally satisfied [because of the employment status].

Babu further added:

I always feel bad. I don't mentally feel good as when I feel [think] I won't be able to return to my profession. I still have to think about switching to second profession, I do not feel good.

Another participant, Luna (Hamilton, 1992), a journalism graduate from Bangladesh and an early childhood educator in Canada, still experiences sadness for being unable to embody a professional identity that encompasses her training and education from back home. The tension between maintaining this professional identity and the reality is described in Luna's following remarks:

One of our friends did a Ph.D. in psychology from here [Canada]. She told me that you have to switch [your profession]. That was very shocking to me...I still feel bad I was not able to do anything after studying [in journalism back home] for four years. Even I feel bad as I had to totally change my field, switched my field [from journalism to early childhood educator].

Not surprisingly for many interview participants, employment-related settlement has been the centre of their settlement and life satisfaction in Canada. Nipa (Toronto, 2013), a doctor from Bangladesh wanted to work as a physician's assistant (not even aiming to practice medicine as a doctor in Canada) and described the importance settling in a professional job:

After arrival, what happened is that all my thoughts are related to [settling in] my profession (laughing). ...Because if that is okay [profession], other things are okay actually. Normal regular life is not difficult [in Canada].

Another participant, Liton (Toronto, 2001), in the following excerpt, clearly describes newcomers' initiatives to find professional jobs after arrival. He also tells of his wife's attempts to become a teacher as she was back home, culminating ultimately, in a switch of profession:

She was thinking of pursuing BEd [Bachelor of Education] as she was a [school] teacher back home. You will notice one thing – everyone very much tries to do whatever they did back home initially. And, they do it in a proper way. Later they probably bypass [change]. We also tried in a proper way [to pursue a career in education]. After doing an in-depth study about [the prospect of BEd for his wife]...that it would be time-consuming, expensive, required too much effort, and we do not know the outcome, [she changed the plan]. That was a big issue [deciding what to do].

At the time of our interview, Jahid (Barrie, 2014), a computer professional from Bangladesh, was facing many challenges finding professional work. He describes his eagerness to settle in a professional job in Canada:

If you want to stay in same field [profession] that's a big challenge. If I try for odd job or normal job, I would probably get it. I do not want to enter in those jobs at this point in time. I am taking my time as I studied here. If I find [a job] in a same or related field, that would be better for me.

Another participant, Istiaq (Ajax, 2000), tried everything, including attending workshops, consulting settlement services, as well as pursuing a relevant course for getting work as an engineer after his arrival in Canada. He told me that he is happy with all aspects of his life in Canada except for his professional job status.

Professional job satisfaction is never comparable to anything. I am okay now. There is job satisfaction. But you do not get the same level of satisfaction as a professional job.

Maruf (Toronto, 2011), has been in Canada since 2011 and works at a call centre. At the time of our interview, he told me he is continuously looking for a professional job.

I got the call centre job while looking for [professional] jobs. I still look for a bit better job. If I get a job in a bank or I look for a bit better job, but, haven't got anything yet.

A recent immigrant, Khokon (Kitchener, 2015), a physician from Bangladesh, was pursuing an undergraduate degree in health administration. He told me that he is preparing to bridge his previous 20-30 years of experience with his current program and will look for a relevant professional job after he finishes his schooling in one year. On the

other hand, Dolly (Toronto, 2017), a senior bank official from Bangladesh, after realizing she would not get the same position in Canada and would have to start over, decided not to pursue any career in Canada. At the time of the interview, she was staying home taking care of her children. She told me that she cried almost every day in the first six months after she arrived in Canada, thinking that she ruined her professional career in Bangladesh.

Throughout the series of interviews, participants describe episode after episode of depression, frustration, apathy, and confusion. Asif (Mississauga, 2005, English), formerly a banker in Bangladesh, describes the tension he feels between being content with life in Canada, and his dissatisfaction with his work:

I already told you this: social security and law and order, I am happy with these. And, whatever about my job, about my job situation, that one I am not satisfied. Overall, my family is happy. The rest of [family] member is happy. So, I am thinking it's okay, whatever, I am happy. Average happy.

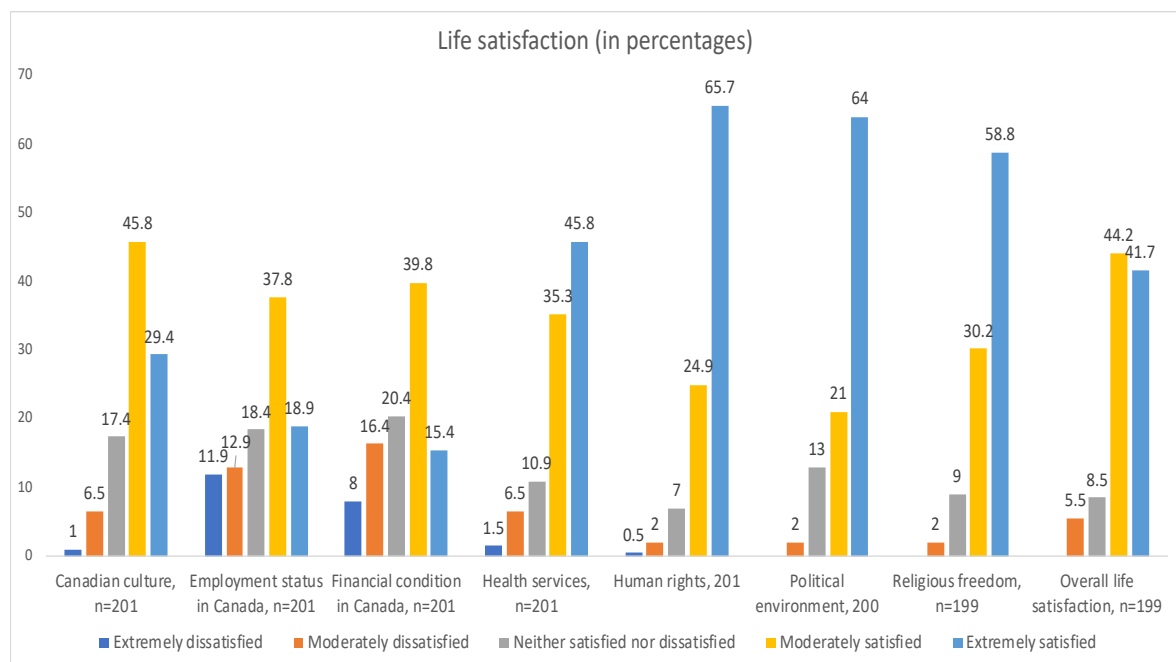
A physician from Bangladesh, Nipa (Toronto, 2013), recounts her professional career in Bangladesh and described how not being able to settle in a professional job affects her mental health:

[Took a deep breath] Life actually, I like the regular life here. However, if I think about my professional life, I feel really bad. My career there [back home], my future was very bright. I did an MS (first part) in [name of the specialization] there. And, I completed FCPS (Fellow of College of Physicians and Surgeons) in surgery first part. [Deep breath]. Then I left everything back home and moved here. I feel bad because of this, sometimes. Although I feel bad ... feel a little bad then after sometimes it is gone. I sometimes get depressed. That [depression] is related to that [professional status]. I do not feel bad for other things [in Canada].

Another recent immigrant, Sonia (Toronto, 2013) who had very limited information about Canadian life before arrival, shared similar sentiments, saying that she was, “Just frustrated with her work; otherwise, everything is better compared to back home.”

In the survey data, although about 57% of the survey participants reported their satisfaction (moderately satisfied or extremely satisfied) with their employment in Canada, about one-third of the participants indicated their dissatisfaction (moderately

dissatisfied or extremely dissatisfied) with their employment. Similarly, about 55% of the participants expressed their satisfaction (moderately satisfied or extremely satisfied) with their financial status in Canada while nearly one-third of the participants reported their dissatisfaction (moderately dissatisfied or extremely dissatisfied) with their financial status. For other life satisfaction factors, over 70% of the survey participants are moderately satisfied or extremely satisfied with all aspects of Canadian life. The exceptions are employment status and their financial condition in Canada (see Figure 5.3).



**Figure 5.3 Life satisfaction (in percentages)**

In the previous section, I described the findings related to my participants' employment struggles after arrival in Canada. Now to get a clear understanding of the employment challenges newcomers face and their inability to utilize their previous education and skills, I will show the actual employment status of my survey participants which echo the findings from the interviews discussed earlier in this chapter and in the pre-arrival information behaviour chapter.

### 5.2.1 Employment status

At the time of the survey, the majority of the survey participants were employed full time (54.1%, n=111), whereas about 10% were employed part-time (see Table 5.4). About seven percent of the participants reported they had a combination of full time and part-time, while nearly nine percent were self-employed. Five participants mentioned “other,” which included “did not get a job in Canada,” “work in the USA,” “full-time yearly contract,” “retired from federal govt. but now a senior fellow at a University in Canada and a consultant as well,” “student and doing the part-time job,” and “take care of babies.”

**Table 5.4 Current employment status**

<b>Current employment status</b>	<b>Frequency</b>	<b>Percent (%)</b>
Employed full time	111	54.1
Employed part-time	21	10.2
Self-employed	18	8.8
Student	15	7.3
Combination of full time and part-time	14	6.8
Unemployed looking for work	12	5.9
Unemployed not looking for work	7	3.4
Other (please specify)	5	2.4
Retired	2	1.0
Total	205	100.0

*\* In order of highest to lowest percent*

### 5.2.2 Previous and current occupation

The survey participants were asked to write their previous occupation in Bangladesh or their last country of residence and their current occupation in Canada. Based on the information received, I coded the previous and current occupation information according to the following main categories:

- Teaching, including university teaching
- Engineering, including mechanical, civil
- Business professionals, including bankers
- Government jobs
- Computer professions, including software and hardware engineers
- Social workers, including NGO professional, international development worker
- Researcher and scientist including research associate
- Students

- Unemployed
- Drivers and security guards including a taxi driver
- Health professionals including doctors, nurses, counselors, medical lab technicians
- Other professionals or skilled labour, including assembly operator, army officer

If the occupation mentioned by the participants did not fall under the main categories, I grouped them under the category “other profession.” Also, if it was not clear from the job title (for example, “director,” “coordinator,” “telecommunication”), I grouped them under “other profession.” Also, in many cases, some participants mentioned holding more than one occupation. For example, participant 31 mentioned he is an instructor at a community college and also drives for Domino’s Pizza; participant 57 is a family home visitor for Toronto Public Health, a recruitment officer, an administrative manager, a telemarketer, and a supervisor at a food chain restaurant. Participant 135 mentioned office assistant and Uber driver, stationary operating engineer, insurance agent, and real estate agent. In these cases, I grouped according to the first occupation mentioned. For example, respondent 31 who wrote “instructor at a community college and driver at Domino’s”, I grouped him under “teaching including university teaching” not under driving as he mentioned university teaching first, and it somehow connected with his previous profession. A total of 11 participants reported having more than one occupational status at the time of the survey.

Aside from students and other professionals, most participants worked as teachers and business professionals, including bankers, before emigrating to Canada (see Table 5.5). Fourteen participants (6.8%) indicated they were engineers before moving to Canada. Forty-two participants (20.5%) fall under the “other” occupational category, including those who served in the Bangladesh Army before moving to Canada.

The top two current occupations in Canada for the study participants include business professionals (26, 12.8%), researchers, and scientists (18, 8.9%) (see Table 5.5). There is an increase upon arrival in Canada in the number of participants working in computer professions (14, 6.9%, as researchers and scientists (18, 8.9%), other professionals (58, 28.6%), and as drivers and security guards including Uber drivers (3, 1.5%).

**Table 5.5 Previous and current occupations**

<b>Name of the occupation</b>	<b>Previous occupation</b>	<b>Percent (%)</b>	<b>Current occupation</b>	<b>Percent (%)</b>
Teaching including university teaching	26	12.7	13	6.4
Engineer	14	6.8	8	3.9
Business professionals including bankers	30	14.6	26	12.8
Government job	8	3.9	4	2.0
Computer professional	5	2.4	14	6.9
Social worker including NGO professional, international development worker	9	4.4	5	2.5
Researcher and scientist	8	3.9	18	8.9
Student	18	8.8	12	5.9
Other professional	42	20.5	58	28.6
Unemployed	8	3.9	8	3.9
Driver and security guard including Uber driver	0	0	3	1.5
Health professionals including doctors, nurses, counselors, medical lab technician	6	2.9	6	3.0
System missing/user missing	31	15.1	28	13.8
<b>Total</b>	<b>205</b>	<b>100.0</b>	<b>203</b>	<b>100.0</b>

### 5.2.3 Occupational changes

One of the main purposes of coding the previous and current occupations of the participants was to identify how many of them work in the same occupation and how many of them changed their occupation after moving to Canada to have some kind of understanding of ways in which the transition may have affected their livelihoods. I further coded the previous occupation and current occupation into four categories. If a respondent was a banker before arrival and worked in a bank in Canada, I considered the person to be working in the same occupation. I did not consider their specific position focusing instead on the broad occupational sector. For example, if a person was working as a Vice President of a bank but worked as a teller in Canada, I still considered them to be working in the same profession. Those who mentioned a current profession but did not mention their previous profession were categorized under student/unemployed/not applicable. For example, participant 104 mentioned his current profession as a “lunch supervisor” but did not indicate his previous occupation/profession. Therefore, he was

placed under a student/unemployed/not applicable category. Also, participants who were unemployed before arrival to Canada and were still unemployed are also placed under student/unemployed/not applicable category. Participants who were previously working before moving to Canada but are now unemployed are placed in the currently unemployed category. For example, participant 6 was working as an informatics officer before coming here, at the time of the survey was unemployed, thus is placed under the currently unemployed category. A majority of the participants (n=73, 40.1%) worked in different occupations after moving to Canada (see Table 5.6). The result indicates a significant loss in the utilization of immigrants' previous background and skills.

**Table 5.6 Current occupational status**

<b>Previous Occ to Current Occ</b>	<b>Frequency</b>	<b>Percent (%)</b>
Same profession	65	35.7
Different profession	73	40.1
Student/Unemployed/Not applicable	36	19.8
Currently unemployed	8	4.4
Total	182	100.0

To further document the underutilization of immigrants' skills and previous backgrounds, I categorized their occupation according to the Canadian National Occupational Classification (NOC). NOC describes various occupations in Canada and is used for many purposes, including immigration (i.e., such as awarding points for work experience).

A majority of the survey participants were working in Skill Type 0 or Skill Level A (skill type 0 + Skill Level A, n=104, 61.6%) whereas only about 10% (18) of the participants were working in Skill Level C jobs which requires only a high school degree or job level training before moving to Canada (see Table 5.7). However, when it comes to current occupations in Canada, immigrants having Skill Type 0 (11.9%) and Skill Level A (30.5%) jobs show a significant decline in terms of being employed in their previous occupation. It is also evident that more than one-third (Skill Level B+C+D, 36.1%) of the participants work in an occupation that requires a college diploma or less in terms of qualifications, yet over 95% study participants have university degrees.



**Table 5.7 Previous and current NOC**

	NOC Previous		NOC Current	
	Frequency	Percent (%)	Frequency	Percent (%)
Skill Type 0 (zero)**: management jobs such as restaurant managers	39	23.1	21	11.9
Skill Level A**: professional jobs that usually call for a degree from a university	65	38.5	54	30.5
Skill Level B**: technical jobs and skilled trades that usually call for a college diploma or training	18	10.7	36	20.3
Skill Level C**: intermediate jobs that usually call for high school and/or job-specific training	1	.6	26	14.7
Skill Level D**: labour jobs that usually give on-the-job training	0	0	2	1.1
Student	18	10.7	12	6.8
Not clear	21	12.4	16	9.0
Unemployed	7	4.1	10	5.6
<b>Total</b>	<b>169</b>	<b>100.0</b>	<b>177</b>	<b>100.0</b>

\*\* The NOC description and categories are taken from <https://www.canada.ca/en/immigration-refugees-citizenship/services/immigrate-canada/express-entry/eligibility/find-national-occupation-code.html>

The survey clearly shows the underutilization of experience and skills of Bangladeshi immigrants who participated in this study. It is important to know the challenges newcomers face entering into the Canadian workforce in order to understand the effects of information and information seeking. The survey and interview participants expressed several challenges in finding suitable jobs in Canada. Previously I discussed the results of the cross-tabulations on the post-arrival information sources and the employment challenges. In the following sections, based on my interview and survey findings, I describe the findings related to various barriers such as the systematic barrier of the requirements of Canadian experience my participants faced trying to settle in their profession after arrival.

## 5.2.4 Barriers to finding work in Canada

Interview participants mentioned a number of barriers they faced after arrival in terms of finding work, especially in their related professional fields. I divided these barriers into three main categories: i) Canadian work experiences and lack of recognition of previous qualifications, ii) the importance of Canadian work references, and iii) language.

### 5.2.4.1 Canadian work experience and lack of recognition of previous qualifications

A core challenge for newcomers is the lack of Canadian work experience, and many interview participants questioned the widespread requirement for many jobs of having Canadian experience. Moushumi (Toronto, 2007) questioned the rationale for asking for Canadian experience from newcomers when they were not yet given the opportunity to gain some Canadian work experience:

Whenever you look for a job, they [employer] ask for Canadian experience. I think this is illogical. I think if I am not given a chance to work [in Canada], how I could get Canadian experience? I just arrived. Why expect [Canadian experience] from me? Right?

Like Moushumi, Kabita (Toronto, 2000) also expressed her concerns about the requirement of the Canadian experience.

What is the Canadian experience? Whenever I go for job interview, they ask for Canadian experience. What is that? Employment is the same everywhere.

A family-sponsored immigrant, Asif (Mississauga, 2005, English), expressed his frustration with the Canadian work experience requirements for newcomers:

Everybody wants to experience. Right? You have [to have] experience in the Canadian experience. That one is the main issue. So, how I can get the Canadian experience. Right? If I not live in Canada? Right? Now I am gonna start my life. Right? Now, I will get the experience. Right? Now same issue. I even went to my gas station as a GSA. Okay, I am doing full-time at that time. I start the part-time job, gas station. Right? Even 3-4 places I tried. Even not full-time [but] as part-time. Nobody giving to me like okay come and see. It was hard to find a gas station job. Really. That time in the Mississauga, I put two, three place gas station résumé as a part-time job. Nobody called me.

Several interview participants also claimed they faced challenges settling in professional jobs because of the lack of recognition of their previous education and skills. Mamun (Toronto, 2002) claimed that employers in Canada are skeptical about newcomers' qualifications and do not usually invite them for job interviews.

I studied [graduated] in Pharmacy. However, the problem in studying Pharmacy [back home] is that they [employer in Canada] do not usually call for interviews though they should call us for interview according to our qualifications. However, when they see my base [education] is from Bangladesh University or Bangladesh, they probably think I would not be able to compete [with other candidates]. They do not actually think that coming from Bangladesh, we can compete with others trained in Pharmacy here or other subjects or with European immigrants.

Another participant, Tomal (Toronto, 2010) also thinks employers reject newcomers' applications and do not consider previous experience for interview calls.

If you did not previously work [in Canada], brand new, then I would say it's a very big challenge for you [finding a relevant job that is commensurate with previous qualifications]. They will not call you for interviews. They will reject you looking at your résumé: "He does not have experience for this. We do not think he is eligible." They won't call you.

Tomal's claim is reflected in Hasi's (Toronto, 2013, English) job application experience in Canada:

The job sector [in Canada] is completely different. When I applied because I had a business background; I worked in a marketing agency; I was a head of marketing in a company, but when I came here at that time, they told me that right away, I cannot get the job in my sector...I tried to apply from Bangladesh in the job sector, they are [were] not replying anything.

Several interview participants who moved to Canada as permanent residents (not as international students) expressed their frustration and disappointment looking for jobs and getting recognition for their home country education and skills. Many of them had to pursue education in Canada after arrival to get recognition for their previous education and skills as well as to obtain a better job. Although some participants were frustrated with the lack of recognition of their previous education and skills, those who pursued post-secondary education in Canada claimed to receive employment-related benefits from their Canadian education. Some of them also told me they recommend anyone moving to Canada to pursue some Canadian education to prepare themselves for the Canadian job

market. For example, Moushumi (Toronto, 2007) thinks newcomers should pursue post-secondary education after arrival even if it is a short course or not particularly relevant to previous education. She claimed that this would help newcomers get a better job. Similar to Moushumi, Kabita (Toronto, 2000) also suggests that newcomers pursue an education in Canada after arrival. She claimed she received numerous benefits, including getting a good job and a quick promotion because of her Canadian education.

Another participant Noman (Milton, 2010), claimed that a Canadian education gives easy access to the Canadian job market, and Hassan (Toronto, 2017) said that it is “more important that the [certification] is Canadian”. Mahin (Toronto, 2015) echoes these sentiments in his recommendations:

This is my suggestion to everyone so that you have a great career, quality [skill]: do not spoil your life by working at a \$10 or \$11 job. Develop your career studying here. I will suggest this [...]: You are a doctor. Don't go to the workshop. Go to college, go to the university. Develop yourself. You have to take the challenge.

Some participants reflected on their post-secondary educational experiences in Canada and claimed that their education in Canada helped them find jobs. Keya (Toronto, 2013), a dependent immigrant, who moved to Canada alone with her two children, claimed that she would not have obtained a job in Canada without her Canadian education.

I probably would never get this job if I did not do this degree [in Canada]. First of all, I did not have any [employment] experience in Bangladesh. And, secondly, I had gaps in education. Therefore, after arrival, I had to update myself. Otherwise, I would work at Tim Horton's, which would be a survival job.

Like Keya, Brishti (Toronto, 2014) also described the benefits she received pursuing an education in Canada:

I benefitted hugely. Because the program had co-op, I did an internship [as part of the program]. I worked part-time after completion of my [internship] at that company. After two months they offered me a full-time position. So, it would not happen if I did not study [in Canada].

Overall, several participants reported facing various challenges settling in their professional job or in a second career. One of the ways my participants overcome the

barriers thrown up by the lack of recognition given to their previous occupation is through pursuing some kind of post-secondary education in Canada. Although very distressing and unexpected as they moved here as skilled immigrants with rich educational and work experience, many interview participants claimed to get employment-related benefits for their education in Canada. Next, I describe another barrier caused by the requirement of Canadian references that many of my participants had to negotiate.

#### 5.2.4.2 Canadian references

Many interview participants highlighted the lack of Canadian work references as one of the core challenges in finding suitable employment in Canada. Istiaq (Ajax, 2000), a mechanical engineer from Bangladesh, tried to use many resources believing that finding a suitable job depended on Canadian references. He claims Bangladeshi people in Canada do not have many references, and those who are in better positions do not help other Bangladeshi by giving references. For Mahin (Toronto, 2015), it was very unexpected to see how important it was to have Canadian references in getting a good job. He did not anticipate that sometimes, whether newcomers get good jobs or not depends on their capacity to be able to obtain Canadian references. Babu (Toronto, 2011) shared a similar view about how influential references are:

In Bangladesh, a reference in simple Bengali we call ‘মামা চাচার জোর’ [the power of having influential uncles; having influential uncles sometimes land people in good jobs in Bangladesh]. I see a similar phenomenon here too. I never thought this was practiced here, but they are practiced [getting a good job through influential references].

#### 5.2.4.3 Language barriers

As English is not an official language in Bangladesh, several interview participants described barriers related to English language proficiency as one of the chief challenges of getting and maintaining jobs in Canada. Liton (Toronto, 2001) struggled with Canadian English words he was not aware of, such as “loonie,” “toonie,” “bill,” and “bus transfer.” Salam (Toronto, 2011) describes similar language challenges newcomers face entering into the workforce:

There is a language barrier, understanding job market language; there is listening problem, accent different. Probably we have writing skills but listening, speaking, zero. Then there is hesitation [to communicate]. All together tough, so tough [for newcomers finding a job in Canada].

Salam further added:

When I first went to a class [diploma], I did not get what the teacher was saying. That I understand now. At that time, I understood 40 percent accent but did not understand 60 percent initially.

Salam thinks newcomers may have good skills but experience problems finding professional work due to language issues. He told me he struggled to understand professional terminologies in English. Even though Salam has been in Canada since 2011, he has not been able to obtain a professional position in his field. Hakim (Toronto, 2007, English), an engineer in Canada, also faced many challenges settling in his profession due to language barriers. He remarked:

The language barrier is definitely one of the major causes that the people who came from around the world do not have good skill about speaking English. Definitely, we have some ability to speak English, the way here people learn, speaking, listening, you know talking, it's different from the other. So, this one of the major reasons I faced.

A recent immigrant, Shumi (Toronto, 2017), describes her initial language challenges after the arrival:

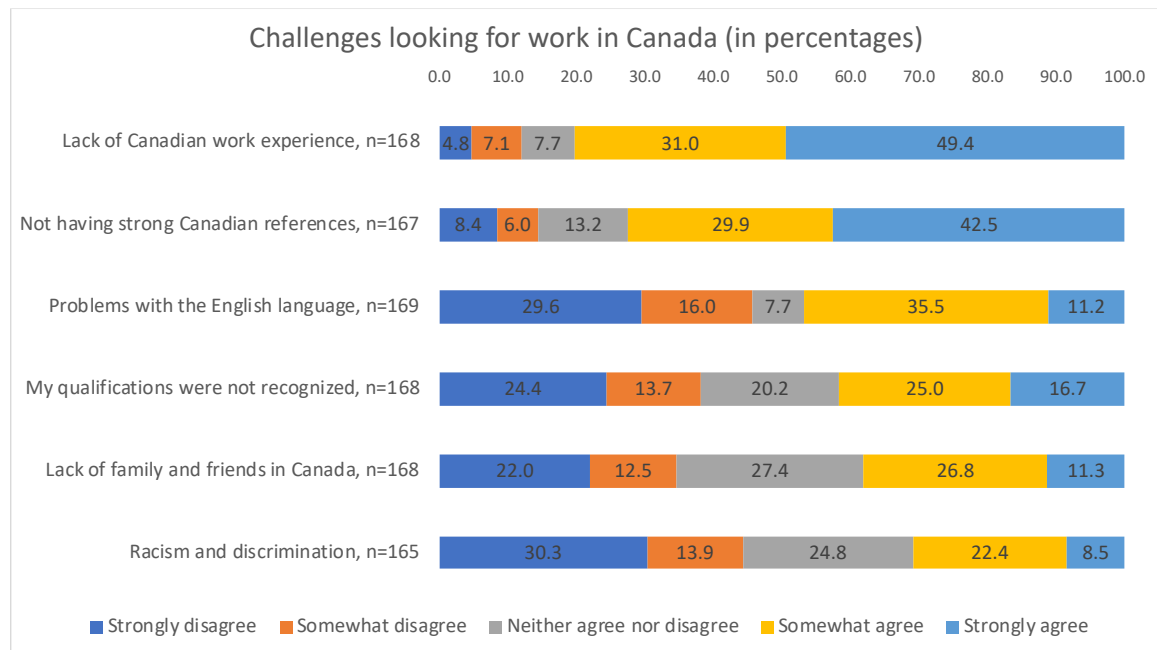
In Bangladesh, I used to think my English is good. Very good. IELTS score was good. After arrival I realized they [Canadians] do not understand my English. It takes time to make them understand what I am saying.

A dependent immigrant, Disha (Toronto, 2008), recounts the language barrier she faced in her workplace after arrival:

After 15 days of my arrival, I started working. There were Bangladeshi [at her workplace] but they were not helpful. I noticed I was having speaking problems, I studied in Bengali medium [medium of instruction Bengali]. I was having a problem in speaking and listening [at the workplace].

The survey results showed similar kinds of challenges when participants were looking for work in Canada after their arrival. The top four barriers reported as somewhat agree or strongly agree are the lack of Canadian work experience (80.4%), not having strong

Canadian references (72.4%), problems with English language (46.7%), and “my qualifications were not recognized” (41.7%) (see Figure 5.4).



**Figure 5.4 Challenges looking for work in Canada**

Overall, it is clear newcomers face several challenges looking for jobs in Canada after arrival. Newcomers experience two institutional barriers – the requirements of Canadian work experience and Canadian work references – that hinder their potential to use their skills and education from back home. As part of my exploration of the role of information in immigrants’ settlement, I wanted to identify the information sources newcomers consulted or the information they received about their first jobs in Canada as well as whether the use of any particular information sources helped them find professional positions.

### 5.2.5 Post-arrival information seeking and occupational status

Although the cross-tabulation results of the relationship between post-arrival information sources and employment challenges show no significant association, my interview data tells a different story showing that friends and professional colleagues can help newcomers settle into positions related to their previous professions. Similar findings are

also evident in the survey data presented later in this section. By occupational status, I mean whether one is employed in the same/different profession, or unemployed. For example, if someone was working at a banker in Bangladesh or last place of residence before arrival and work at a bank in Canada after arrival, I consider the person having similar occupational status. Similarly, if someone was working as a health professional but works at a restaurant in Canada, I consider the person having different occupational status.

An engineer in Canada, Hakim (Toronto, 2007, English), claimed the benefits of knowing professional colleagues in Canada. He met a Bangladeshi engineering professional at an event who later helped him get a professional job in his company. Hakim spent ten years in the company before moving to another company with help from another professional colleague from Egypt.

A recent immigrant, Farid (Toronto, 2015), also experienced benefits of connecting with professional colleagues:

I actually got my first job through my ex-colleague [from Bangladesh]. He moved here two years before I arrived. So, he helped me write up my CV and then he passed it on to my current boss. So, I got the job that way [through help from my professional colleague].

Alam (Ajax, 2014) who regularly used various information sources to meet his everyday life information needs, claimed that unless we receive information from someone who is from the same background and facing the same situations, we need to verify the reliability of the information we gather from other sources. Another recent immigrant, Shomrat (Toronto, 2017), claimed that consulting professional networks over friends and relatives is beneficial as there is less chance of information being “customized”. He received extensive professional advice from his professional networks before and after arrival in Canada. Another recent immigrant, Shumi (Toronto, 2016), an educational psychologist in Canada, told me she regularly receives professional job-related information and advice from senior brothers and sisters in Canada (who studied at the same department in Bangladesh).



Some participants also describe what it means to not have strong professional networks in Canada. A physician from Bangladesh, Nipa (Toronto, 2013), claimed not getting professional information in Canada, similar to Bangladesh as a challenge for her information acquisition in Canada.

Nipa: Actually, as we are Bangladeshi, it was easy to get things [information] from here and there [in Bangladesh]. It is tough [to get professional information] here as I know only a few professional people [in Canada]. And, whatever they we share those [with others]. It takes time to know any professional updates, I mean we do not get it immediately. Like this. This is just... [an information challenge].

Nafiz: So, you face challenges getting profession-related information?

Nipa: Yes, face challenges.

Another physician from Bangladesh, Babu (Toronto, 2013), recounts how not having professional colleagues affected his and his wife's (a Bangladeshi physician) professional settlement in Canada because of the lack of information related to settling in a professional job. He told me as they did not have professional friends in Canada, they did not get professional guidance on what to do to settle in a professional job. He also told me he and his wife did not get any information about the reality of life in Canada and the numerous challenges newcomers face with their settlement after arrival.

As some of my interview participants highlighted the benefits of having professional colleagues in finding professional jobs, I wanted to check if this was also seen in the survey data. The results of the cross-tabulations show that there is no significant association between the post-arrival information sources utilized by the participants and their occupational status except for the use of friends and professional colleagues in Canada (see Table 5.8). In other words, the information source captured by the concept of friends and professional colleagues in Canada has a significant association with the current occupational status of the participants, unlike any other post-arrival information sources. Further looking at the survey data on friends and professionals colleagues as a post-arrival information source and the occupational status, it is clear that the proportion of those who got work in the same occupations is high for those who utilized friends and professional colleagues as their post-arrival information source (37%) compared to those who did not (32.9%, see Table 5.9). Moreover, Table 5.9 also shows that about one-third

of the survey participants who did not have access to friends and professional colleagues in Canada can be categorized as being a student/unemployed, a significantly high number compared to those who utilized friends and professional colleagues (16%).

**Table 5.8 Post-arrival information sources and same/different/other occupations**

	<i>p-value</i>
Citizenship and Immigration Canada (CIC, now IRCC) website	0.388
Family and friends in Bangladesh/last place of residence	0.224
Family members in Canada	0.153
Friends and professional colleagues in Canada	0.014
Immigration counsellor and lawyer in Bangladesh/last place of residence	0.577
News sources (including print and online newspapers and TV channels)	0.570
Online forums, groups (for example, Canada immigration forum at Canadavisa.com, BCCB)	0.248
Public libraries in Canada (for example, Toronto Public Library)	0.398
Settlement agencies in Canada (for instance, Access Alliance, SAWRO)	0.430
Web search (for example, Google search)	0.601

**Table 5.9 Friends and professional colleagues and occupational status in Canada**

	No	Yes	Total
Same profession	27	37	64
	32.9%	37.0%	35.2%
Different profession	27	47	74
	32.9%	47.0%	40.7%
Other (including student, unemployed)	28	16	44
	34.1%	16.0%	24.2%
	82	100	182
	100.0%	100.0%	100.0%

#### 5.2.5.1 Friends and professional colleagues as the first job information source and occupational status

To capture a complete understanding of the effect of an information source on one's employment status, survey participants were also asked to report the first job information source in Canada, in addition to the general post-arrival information sources they reported earlier. In other words, participants were asked to indicate the information sources they utilized when searching for their first job in Canada after arrival. I conducted some cross-tabulations on the relationship between first job information

sources and occupational status in Canada. As many interview participants described getting employment-related benefits because of their professional network in Canada, I wanted to explore whether utilizing friends and professional colleagues as the first job information source had any association with occupational status in Canada for my survey participants over other information sources for first job information. The results mirror the previous tests on post-arrival information sources and occupation status as first job information sources do not have any association with the occupation status of the participants except for information sources represented by friends and professional colleagues in Canada ( $p\text{-value}=0.004$ ) (see Table 5.10). Further, looking at the survey data on friends and professional colleagues as first job information sources and the occupational status (see Table 5.11), it is clear that the proportion of those who got work in the same occupations is high for those who utilized friends and professional colleagues as their first job information sources (47%) compared to those who did not (29%). Also, the proportion of participants settling in other categories (student/unemployment) is significantly lower for those who utilized friends and professional colleagues as their first job information source compared to those who did not (31.4%).

**Table 5.10 First job information sources and occupational status (professional status) in Canada (cross-tabulations)**

	<i>p-value</i>
Friends and professional colleagues in Canada	0.004
Public libraries	0.094
Advertisement of employers	0.166
Online job searches and websites	0.232
Family members in Canada	0.340
Employment agencies	0.399
Settlement organizations	0.411
General web searching	0.670
Newspapers and other news sites	0.680
Friends and professional colleagues in Bangladesh and elsewhere	0.735
Community and ethnic organizations	0.735
Family members in Bangladesh and elsewhere	0.901

\* *In order of significance of the p-value*

**Table 5.11 Friends and professional colleagues as a first job information source and occupational status**

		Same profession	Different profession	Other	Total
Friends and professional colleagues in Canada	No	34 28.8%	47 39.8%	37 31.4%	118 100.0%
	Yes	30 46.9%	27 42.2%	7 10.9%	64 100.0%
Total		64 35.2%	74 40.7%	44 24.2%	182 100.0%

Overall, the interview and survey findings show that friends and professional colleagues as a post-arrival information source plays a significant role over other information sources in helping newcomers obtain work in similar occupations. The finding is not surprising but is, nonetheless, an important finding that has not been highlighted by previous information behaviour studies on immigrants, in particular, in the LIS context. Next, I discuss the findings related to the use of settlement services in Canada among my survey and interview participants, including settlement services offered by many Ontario public libraries.

### 5.3 Use of settlement services in Canada including public library settlement services

For newcomers to Canada, the Canadian Government offers several services through various settlement agencies such as Access Alliance and ACCES Employment. Settlement agencies in Canada offer programs (such as job search workshops, mentoring programs, and language programs) to help immigrants settle in Canada. I asked several questions to understand generally how participants used settlement services, and specifically, to explore whether public libraries played a role. I have divided this section into two subsections that cover: i) use of settlement services outside of those provided by or through public libraries, and ii) use of public library services including any formal settlement programming, resources, or services.

#### 5.3.1 Use of settlement services (except those provided by public libraries)

Many interview participants described using settlement services after their arrival in Canada. They mentioned using services related to résumé writing, job searching, and

other employment-related workshops, post-secondary education in Canada, English language learning, printing facilities, information, and guidelines on things to do after arrival (such as applying for a health card), and permanent residency card renewal.

Half of the survey participants indicated they used settlement services after they came to Canada. Those who did were asked to identify the specific kinds of services they used. The highest numbers of survey participants (n=63, 30.7%) used employment-related settlement services, while 19% of the respondents used services related to education and training, and immigration and citizenship (see Table 5.12). Five respondents indicated “other,” which included such things as a “furniture bank,” “New Canadians’ Center for Excellence Inc.,” “résumé preparation,” and “job/ education info seminar.”

**Table 5.12 List of settlement services utilized**

	<b>Frequency</b>	<b>Percent* (%)</b>
Employment	63	30.7
Immigration and citizenship	39	19.0
Education and training	39	19.0
Health	35	17.1
Essential government documents and benefits	34	16.6
Foreign credential assessment	28	13.7
English and French language classes	25	12.2
Community and recreation	24	11.7
Volunteer placement	24	11.7
Personal finance and income tax	23	11.2
Translation/Notary/Photocopy/Fax services	23	11.2
Child, youth and family resources	21	10.2
Housing	20	9.8
Legal and social services	10	4.9
Shelter, food, and clothing	8	3.9
Other (please specify)	5	2.4
Consumer information	3	1.5

\* *In order of highest to lowest percent*

\*\* *Multiple answers allowed*

Those survey participants who did not use settlement services after arrival were asked to indicate their reasons for this. The chief reasons were because they had family and friends to help them or because they lacked awareness about the availability of settlement services (see Table 5.13). Those who indicated “other” said that they “did not need it,” “got required information from university,” “I am a self-served immigrant,” “I came as a temporary worker at university,” “they take care of everything,” “I did [it] myself,” “I did

not need them as I became a student as soon as I came and was able to get help from the university,” “I got transfer from my previous company in back home to Canadian Branch,” “I had enough information,” “I was already living here,” “Personal searching,” “Started my own business and I was an international student,” and, “international office helped.”

**Table 5.13 Reasons behind the non-use of settlement services**

	Frequency	Percent (%)
I did not need them as my friends and family helped me settle into Canada	54	26.3
I did not know about settlement services.	29	14.1
I heard that settlement services are a waste of time	12	5.9
My friends/family asked me not to use settlement services.	3	1.5
Other (please specify)	17	8.3

*\*Multiple responses allowed*

### 5.3.1.1 The usefulness of settlement services

Interview participants talked about how useful settlement services were for them as they got used to life in Canada. Lopa (Toronto, 2011) said that she gained much useful information from various settlement agencies after arrival:

I got a lot of information [from the name of the settlement agencies]. Otherwise, I would not know about those [culture, job market]. It is hard to get information here... [If I did not use settlement agencies], perhaps, I would not know about the culture and would not how the job market is here.

Another participant, Jahid (Barrie, 2014), got informational benefits from the settlement agencies he used after arrival:

After arrival, my brother-in-law took me there [settlement agencies]. I got more or less all the information I needed [after arrival]. Yes, they are really good. Very helpful. I am still enrolled there.

Another recent immigrant, Ayana (Toronto, 2013), was planning to pursue a post-secondary education in Canada after arrival. She describes how attending a networking session organized by a settlement agency got her a job without any Canadian education. She remarked:

I did not pursue an education in the end. I was actually preparing to process my admission at [name of the university] after consulting a counsellor at [name of the university]. After

attending a networking session “speed mentoring” of [name of the settlement agency], I got a job. In my sector [area of specialization]. After that, I actually did not try for pursuing education in that sense.

Raju (2010, Toronto), a computer professional from Bangladesh, recounts spending some time trying for HR-related jobs in Canada. After using settlement services, he learned he has a better future in getting a computer-related job in Canada over HR jobs. He obtained a professional computer job soon after consulting with a settlement counsellor.

What I feel, whoever comes, they should first [consult a] career counsellor or who does [career] assessment, I suggest [to newcomers]. I got a lot of information, especially from [name of the settlement agency]. What they do, they first sit with newcomers and take their profiles. Then they take some time. After assessing your profile, they will sit with you and will tell you that these and that [career] paths, areas are open for you. You can do these and that. I wish I could get this information initially [after arrival].

Another recent immigrant, Shumi (Toronto, 2017), also had good experiences, especially regarding skills-based employment information:

The two-weeks workshops on résumé writing, cover letter, interview skills, mock interviews, then networking building were very good.

In addition to employment-related help, some participants described other kinds of settlement information and help from using many settlement agencies after arrival to Canada. Lipi (Toronto, 2013) describes how she collected settlement information from various settlement agencies after arrival. She remarked:

Yes, brother, we went to [name of the settlement agency] for building our résumés. [We received] health information, where we can do our health cards, where we can get recreational things, where we can get a welcome package. All this information we collected from [name of the settlement agency].

Similar to Lipi, Hasan (Toronto, 2017) claimed his settlement service experiences helped him with employment, furnishing his home, mentoring, and for accessing government information:

In this area [settlement service experience], we have A+ experience. Of all the settlement services, we used career, job, number 1. Number 2 we used furniture bank. We also used something called new circle... I mean we utilized government related or government sponsored services and we got professional behaviour from these.

Although many interview participants had positive experiences with settlement services, there were some who indicated their dissatisfaction. For example, Chameli (Toronto 2002, English) describes her frustration in trying to get help with employment:

I went to see some settlement counsellors to see what kind of information they have, whether they can hook me up with a job. She came with information of ten pages. That will send you as a labourer. I said is she joking? She is so stupid. If I had the opportunity, I would change this person and send her to be a janitor not a settlement counsellor. Because that stupid lady gives me 10 pages of agencies' information, 7 of them were out of service. So, she didn't even update the information. So, I think settlement services in Canada are very old and are redundant. It has to be totally revolutionized, and it should be revolutionized.

Hasi (Toronto, 2013, English) also had a bitter settlement service experience, again related to employment information:

I am telling for [name of the settlement agency] when I went there, they referred me to a person that ... And, he gave me another appointment after two months. So, in these two months what I am gonna do? I am gonna be sitting in my home and I don't have a job. So, that's why it did not work with me. Then I communicated with [name of the settlement agency]. They had some bridging program. They are not concentrating on any current job that what can I do to get my current job. They do not have any option like that. So, it did not work for me. [Name of the two settlement agencies] they are giving internship options, but at that time, when I came here, there was no Marketing intern there. I was checking every time.

Liakot (Toronto, 2013) and Sonia (Toronto, 2013) had similar dissatisfaction with settlement services related to employment information and guidance.

I talked to [name of the settlement agency]. They have a career service officer, I talked to them. But I do not consider them effective. You will ask for something; they will give you another thing.

The survey participants who used settlement services were also asked to report how useful they found them. About 73% of participants considered them to be extremely or moderately useful, while about 15% participants found them to be extremely or moderately useless. As evident in my survey and interview data, many newcomers in my sample had positive experiences with the settlement services provided by various settlement agencies. But, importantly, many interviewees also described their dissatisfaction with various settlement services, in particular, not getting need-based employment-related information and guidance.



### 5.3.2 Use of public library services in Canada including settlement services

Many public libraries in Ontario, especially larger systems such as the Toronto Public Library, and the London Public Library, offer settlement services to newcomers in partnership with settlement agencies. I asked questions to specifically explore public library usage in the context of settlement services. The interview data clearly shows public libraries are working as a settlement agency for many newcomers by connecting them with information that assists them with job searching, but also by providing physical space to connect with prospective employers. The role public libraries play in newcomers' settlement lives are invisible to the Federal Government and funding agencies as well as newcomers to Canada who consider public libraries as merely a place for borrowing books, not as a social hub constantly working to meet various informational needs of its users and to support their lifelong learning.

Masud (London, 2012), an engineer in Canada, reported on how the public library supported his job searches, but he also describes how important the library was for learning about Canadian culture:

I used public libraries [in Canada] for my job search. There are some benefits for newcomers offered by public libraries which are very helpful. One of them is résumé printing or Internet [use]...Plus, there are many books there. The information you need to adjust here or to understand the [Canadian] culture those [books] are available [in Canadian public libraries]. Plus, there are many professional books, many technical books available. For those, I use public libraries. In fact, until now I lived in three Canadian cities and I was a member of the public library in those three cities. Public library helped me a lot.

Another ardent public library supporter, Chameli (Toronto, 2000, English), describes how it helped her and her daughter upon arrival:

[The] public library in Canada is wonderful. I am a big supporter of it. I think Canada should be very proud of its Public Library service. They are expanding a lot. They are becoming the immigrant hub – settlement hub. And, I think this is where you should have [settlement services] and they are already getting settlement workers and a lot of other organizations to work with them. I think that's a good centre and it worked for me. I went there when my daughter was young because I needed her to study different things in the library. Now they are expanding it for adults. So that's a good sign. That means Canada is working towards rebranding its library service.

A recent immigrant, Shakil (Toronto, 2016), mentioned using the public library remotely as well as its physical space for working:

I use public library. When I sometimes work remotely, I use public library [space]. And, when I need to study, I use it.

Sometimes, participants did not use public libraries but recognized their value for their spouses, as Sonia (Toronto, 2013) reports:

[My husband] uses [the public library] for himself. Because he is studying, he is doing certification, doing this and that. I noticed when he has a [job] interview, he goes to the public library. He uses it [public library], I do not.

Ayana (Toronto, 2013) used the public library for her job search after arrival, saying, “I used to use free Internet service at the public library for my job application.” Nipa (Toronto, 2013) was preparing for a professional position in Canada at the time of the interview, and she was using the library for studying: “Yes, I use public library. I go there... I usually go to [public] library for study.”

Jahid (Barrie, 2014) was looking for employment at the time of our interview. He also used the library for studying:

I use public library regularly. Basically, I need a quiet zone. When I need to apply for a job or need to study in a quiet place, I go to the public library.

The survey participants were also asked to indicate their use of public libraries in Canada. A strong majority of survey participants at 82% (n=205) used public libraries either for themselves or with their children (see Table 5.14). Those who did were asked to report the specific range of public library services they used. The top three public library services responses are “borrowing books and other materials for my child/children” (61%), “borrowing books and other materials for myself or my spouse” (42%), and “programs for my child/children” (37%). Computer and Internet services were used by 23%, while photocopy and printing services were used by 20%. Furthermore, participants were about evenly divided in terms of their frequency of use with 48% visiting the public library occasionally or frequently, and 52% using it rarely or not at all.

**Table 5.14 Use of public library services in Canada**

	<b>Frequency</b>	<b>Percent* (%)</b>
Borrowing books and other materials for my child/children	125	61.0
Borrowing books and other materials for myself or my spouse	86	42.0
Programs for my child/children	75	36.6
Computer and the Internet services	47	22.9
Photocopy and printing services	40	19.5
Reading room services	38	18.5
Programs for myself or my spouse	24	11.7
Settlement services for newcomers including ESL book club	8	3.9
Other (please specify)	8	3.9

*\* In order of highest to lowest percent*

Although only eight survey participants reported the use of public library settlement services (see Table 5.15), in the interviews, participants described the important role public libraries play in their settlement experiences. Overall, as the study data shows, although not always recognized as a settlement hub for newcomers, public libraries are playing a significant role in helping newcomers settle into Canadian society. Libraries provide a range of post-arrival information including resources on Canadian language and culture and they give newcomers access to technologies and public library space to prepare for employment and post-secondary education in Canada.

## 5.4 Chapter summary

In this chapter, I outlined the post-arrival information behaviour of Bangladeshi immigrants in Southern Ontario. I presented the findings on aspects of their employment, including the challenges they face finding professional work, and the information sources they use to gather employment-related information after arrival. I also report the findings related to the settlement service usage, including public library settlement services by my participants. In the next chapter, I discuss three important emerging concepts: information experience, information sharing fear, and information intelligence.

## Chapter 6 : Information Experiences of Bangladeshi Immigrants

This chapter introduces and describes some core themes and concepts that emerged from the interview data. The scope of some of those findings is broad and goes beyond pre- and post-arrival contexts (such as information intelligence, information sharing fear). In this chapter, when relevant, I situate these themes into the existing literature. Other themes emerged in this study, such as transnational media habits; however, given the core focus of my doctoral study, in this chapter, I focus on the themes that address my research questions or help us understand the transitional information behaviour of my participants. I divided the chapter into four major sections: i) information experiences, ii) information intelligence, iii) brief discussion of the concepts, and iv) significance of the findings. In the section on information experiences, as the term is already used in LIS (see for example, Bruce, Davis, Hughes, Partridge, & Stoodley, 2014; Bunce, Partridge, & Davis, 2012; Miller, Davis, & Partridge, 2019; Yates, Partridge, & Bruce, 2012), I begin by defining the concept of information experience based on the existing literature and outline what it means in this study. Then, I illustrate the findings based on my interview data on the information experiences, and information sharing fear (i.e., the fear of sharing information about settlement challenges newcomers face initially due to the fear of negative relationship dynamics among family and friends who are interested to move to Canada or initiated the process to move to Canada). Under information intelligence, I describe findings related to the concept of information intelligence and how it positions certain immigrants in this study. I then briefly situate my findings on information experiences, information sharing fear, and information intelligence in the existing literature. In the significance of the findings section, I discuss the significance of these concepts in LIS and interdisciplinary contexts. I conclude by describing what has been covered in this chapter and what is coming in the next chapter.

### 6.1 Information experiences

As mentioned earlier in the introduction chapter, I consider “information experience” as a branch of information behaviour. My understanding of information experience is that the term is not broad enough to comprehensively capture various aspects of human

information behaviour such as the dependency on a particular source, factors affecting human information behaviours such as culture, power, politics, and technology. Information experience focuses more on the people's experience with information rather than, for example, what makes people search for information, what strategies people take to satisfy their information needs in everyday life contexts. However, the concept of "information experience" provides us a rich lens to holistically understand people's information behaviour. Through this lens, we can capture people's informational interaction with various information sources and the effect (such as emotional, settlement, educational) of those informational interactions.

The domain of "information experience" has not yet been widely researched in library and information science studies (Bruce et al., 2014; Miller et al., 2019), and thus does not have a well-accepted definition. A recent book on information experience edited by Bruce et al. (2014) attempts to conceptualize information experience and highlights the importance of researching human information experience. In this book, information experience is conceptualized as:

the way in which people experience or derive meaning from the way in which they engage with information and their lived worlds as they go about their daily life and work. This goes beyond how they make meaning from an objective entity identifiable as information, to consider what informs them and how they are informed, encompassing the many nuances of that experience within different cultures, communities and contexts (Bruce, et al., 2014, p.6).

Hughes (2014) defines information experience "as contextualized instances of using information. It integrates all information-related actions, thoughts, feelings, and has social and cultural dimensions" (p. 34). In my study, by information experiences of Bangladeshi immigrants, I mean their experiences with active and passive interaction with settlement human information sources such as family and friends, including Bangladeshi community members and the consequences of their informational interactions with these information sources on their settlement lives in Canada. The participants in my study did not always actively seek information from family and friends, including Bangladeshi community people. However, they also experienced some settlement information by attending various social and community gatherings and events after arrival in Canada.

Under information experiences, I also discuss the concept of “information sharing fear,” as due to this fear newcomers consulting human information sources, in particular, family and friends may not always get a complete picture of life in Canada before arrival. This concept emerges from the interviews. It is meant to capture participants’ thoughts on their experiences *receiving* information from others, and also on the ways in which they *share* information with others who are also considering a move to Canada. Therefore, newcomers’ information experiences consulting their friends and family in Canada (especially, in pre-arrival context) may be very positively framed, and may have significant effects in their post-arrival settlement lives as they may not be prepared to face the initial settlement challenges because of the positive information experiences before arrival.

In the following, I describe the information experiences of Bangladeshi immigrants as described by my interview participants then put this information phenomenon into conversation with other studies to more deeply understand the phenomenon of settlement information experience for newcomers.

### 6.1.1 Positive and negative information experiences and their effects on newcomers’ settlement

Studies in LIS on newcomers’ information behaviour such as Allard, 2015; Khoir et al., 2015; Quirke, 2011; Sirikul and Dorner, 2016 report immigrants heavily depend on family and friends to meet their settlement and everyday life information needs. The findings of my study on the pre- and post-arrival information sources also confirm the significant use of friends and professional colleagues among my participants. Earlier in chapters 4 and 5, some interview participants even reported getting various settlement benefits, such as making informed decisions before arrival, learning about the employment opportunities for newcomers, from their family, friends and professional colleagues in Canada. The cross-tabulations on the use of friends and professional colleagues as a post-arrival and first job information source also show a significant relationship in newcomers’ employment-related settlement in Canada (see Chapter 5, section 5.2.5).

Despite the numerous benefits of having access to family and friends in the host country in terms of initial settlement for newcomers, many interview participants also described having both positive and negative informational experiences when consulting family and friends, including Bangladeshi community members. The information experiences of some of my interviewees did not always bring benefits to their post-arrival lives. Sometimes their interpersonal interactions were discouraging or demotivating and troubled their efforts to obtain professional employment.

It is also clear in the interview data that the quality of the information provided by members of the larger Bangladeshi ethnic community was strongly biased by the individual experiences of the person providing the information. For example, if a person experienced many challenges settling in Canada, they ended up doing what Bangladeshi people consider “survival jobs,” and if they are generally unsatisfied with their life in Canada, they may share negative, demotivating information with newcomers mostly in post-arrival contexts resulting in the negative information experience for those receiving the information. Furthermore, people with negative settlement experiences may be unable to provide proper guidance regarding how best to help newcomers settle in professional jobs in Canada. However, in some cases, people refused to share their actual experiences because of their fears of damaging their relationships with family and friends interested in emigrating to Canada (see section 6.1.2 of this chapter).

Interviewees described scenarios in which people with negative settlement experiences provide demotivating information, thus disappointing newcomers who have already moved to Canada, and frustrating their attempts to obtain professional positions in their selected fields in Canada. Additionally, earlier Bangladeshi immigrants who were not able to settle into their profession were unable to secure other kinds of professional positions, and who did not pursue an education in Canada, also seem to rely on outdated, wrong settlement information. Further, in this study, such people appear to have sometimes misguided newcomers by actively encouraging them to settle for menial, or precarious work. Some participants reported the sense that they were given that they had made a mistake to leave good jobs at home to come to Canada. The interview data on negative information experiences within the ethnic community are reflected in the

findings on the low importance of community people and organizations as pre-arrival and post-arrival information needs (see Chapter 4, section 4.2.2 and Chapter 5, section 5.1.1).

Similarly, members of the community who had more positive individual experiences with their own settlement in Canada, for example, those who were able to get professional jobs, settled in similar jobs, or successfully switched to second careers, tended to share positive, encouraging, and constructive information about life in Canada. Also, immigrants who were able to obtain satisfying and rewarding professional positions are usually more aware of the processes involved in getting this kind of employment and can usually help newcomers pursue their own professional careers in Canada.

As evident in my interview findings, those friends and members of the ethnic community who share positive information about their settlement and who actively give hope to newcomers seeking information from them did not necessarily have smooth settlement experiences themselves. They all faced some initial challenges, such as getting recognition for their previous credentials, or being required to upgrade their educations to prepare themselves for the Canadian job market. However, because of their ultimate career success and their strong ties with Canada in terms of employment, investments, education for themselves and their children, they tend to share positive information and experiences with their friends and family members.

There is a noticeable phenomenon in the interview data that reflects the significant impact that prior positive immigration experiences have on the sharing of constructive, encouraging, and positive information with later immigrants in the community about life in Canada. For example, Prince (Toronto, 2011), who was able to get a professional job similar to what he held back home, describes how he shares positive information about life in Canada with his friends and family members:

I always tell them about positive things. There are [not] many negative things here. I do tell them negative things [about immigration] just for their information but always tell them positive aspects. Number 1 positive thing here is social security, health facilities, plus multiculturalism; you can be introduced to people from other countries, plus the freedom of speech, freedom of religion. I highlight all those [positive] things. I say mainly 90 percent positive and 10 percent negative about this country.



A recent immigrant, Sajal (Toronto, 2016), was also able to obtain his desired job in Canada. He shares positive information about employment in Canada. He believes that those who are skilled in Bangladesh are also skilled in Canada. Sajal suggests that Bangladeshi people interested in immigration should think about how to obtain permanent residency, and not to worry about jobs after arrival. Sajal initially moved to a city outside of Ontario and faced various challenges, including getting work and pursuing education. However, after a few months of struggle, he moved to one of the Ontario cities and settled in a professional job. Throughout his interview, he expressed joy and satisfaction about moving to Canada and talked about how he would not be able to afford many things in Bangladesh that he is enjoying in Canada. Thus, newcomers consulting people like Sajal may have positive information experience.

Although positive information experiences may seem beneficial for newcomers looking for settlement information, especially employment-related information, this may not always be the case in pre-arrival contexts, especially for those who are preparing for their move to Canada. My interview data shows some negative consequences of pre-arrival positive information experience for newcomers. Some interview participants reported having positive information experiences before arrival, consulting friends, and family members about the settlement for newcomers in Canada. Their positive information experience created post-arrival settlement stresses as their expectations about life in Canada were built upon the positive information they received. After arrival, their high expectations of life in Canada did not match their actual post-arrival life experience, especially as it related to employment status. For example, Lipi (Toronto, 2013) and her husband, went through many job-related settlement challenges after arrival to Canada. They had to compromise their previous education in order to find jobs that were more rewarding than survival jobs. Lipi was a business graduate from Bangladesh. She told me that she received positive information about employment from her friends who moved five to seven years before she and her husband did. Her friends got professional jobs; thus, Lipi and her husband thought they would also have similar success. At the time of our interview, Lipi and her husband were not able to settle in their desired professions and were very frustrated by their employment-related struggles. Lipi describes receiving only positive information about life in Canada before arrival, and thus, she was not

prepared to face settlement challenges, in particular, employment-related settlement challenges after her arrival:

Truly speaking, we have not received any negative information that much. Everyone said [life in Canada] very good, very good, secured, not like Bangladesh. Do not need to worry about anything. There is no headache for anything. There is no tension about kids [education].

Positive information experiences (especially in pre-arrival contexts) may not always inform newcomers about the reality of life in Canada nor help them make informed decisions. Positive information experiences also may not help newcomers with the mental preparation required for struggle and challenges during their settlement period. Because Lipi's information experience was positive, she and her husband were not prepared to face the challenges after arrival. Also, because of their limited access to pre-arrival information sources, they did not get a complete picture of settlement experiences for newcomers to Canada.

Prince (Ajax, 2011) presents a counter-example where in his case, he had positive outcomes despite some negative pre-arrival information experiences consulting his friends and family network in Canada. Prince actively gathered pre-arrival information from multiple information sources, including online blogs and forums. However, he claimed there was a mismatch between the information he received from his friends and family networks and his actual employment-related experience. His informal networks in Canada told him he might have to struggle for a few years before he settles in his professional job and may have to do survival jobs after arrival. His personal employment-related experience was much better than what his informal networks warned him about before arrival. He pursued an education at a Canadian institution immediately after arrival and was able to get a professional job even before he was awarded his certificate. In response to the question "in which area the information did not match with your actual experience?" he said:

Prince: The information did not match include 'everyone was saying you have to struggle a lot. You have to struggle for two years. You have to do odd jobs. Some said three years [struggle].' I mean initially. That did not happen [to me]. I pursued education here immediately after arrival. [I] Did a certification course. I got the job immediately after I completed the course luckily. In my case, I entered into my [professional] job before my result

was published. This did not happen for many people. Probably, a lot of them had to struggle. I mean still waiting [to enter in the professional job]. For many, it has been three years [they have not been able to settle in their professional job]. Those did not happen in my case.

Unlike Prince, many more interview participants described negative settlement information experiences and how those, in turn, negatively affected their settlement lives after arrival. It is evident in my study that generally people with negative settlement experience in Canada share negative information or information that may misguide or mislead newcomers in their efforts to prepare for the job market. For example, Ayana (Toronto, 2013) describes how negative information based on her friends' own settlement experiences initially discouraged her:

They were not even confident [my friends who moved earlier]. They started [their life in Canada] with odd jobs. Our information gathering process was wrong as we gathered information from those who arrived before us [who were unable to land in a professional job]. Therefore, we did not get any confidence from them. Seeing them like that [after arrival], it was in our head; we will also be in a similar situation like them [my friends who were not successful].

Ayana also claimed that those who moved earlier lacked confidence or were not that qualified and confident like more recent immigrants. They started their post-arrival lives with survival jobs without checking all the options available for obtaining professional employment. Ayana also told me recent newcomers have access to settlement information through many social networking tools such as Facebook, which was not the case for those who moved during the early 2000s. Although Ayana was disappointed and had lost hope for landing in a professional job due to her negative pre-arrival information experiences, she still obtained a professional position in Canada. Ayana turned her experiences around when she actively sought comprehensive employment-related information from various sources and utilized many settlement services and obtained a banking job by attending a speed mentoring program at one of the settlement agencies in Ontario.

Besides negative information experiences participants had consulting family and friends, many also described encountering discouraging information from members of the broader Bangladeshi community, mostly in post-arrival contexts. A doctor from Bangladesh, Imran (London, 2013), was aware of the danger of misinformation before arrival. He

pointed to a specific Bangladeshi community area (where he, his wife, and his daughter moved initially) where diffusion of negative, misleading information appeared to be common.

In [Name of the Bangladeshi community area in Ontario] good information was not available...Another big issue is that [name of the area]...This may be useful for your [research][...] A large portion in the Bangladeshi community would demoralize you just after arrival [to Canada]. 'Why did you move to? You were good in Bangladesh.' My friends informed of this that you are moving there; the [people] are like that. So, do not talk much unless you know them. I maintained that after moving to that area. I did not create a new [friend] circle in [name of the city]. I luckily left that [area].

Similar to Imran, Kushum (Toronto, 2010) also described how some members of a specific Bangladeshi community suggested survival jobs as the only option for newcomers from Bangladesh. Kushum pointed out some Bangladeshi people's lack of information about the opportunities available for recent newcomers, including post-secondary education in Canada and professional employment options. Kushum told me that those who moved to that specific Bangladeshi area long before Kushum and her family moved are not aware of the opportunities available for newcomers to settle in their professional jobs by pursuing post-secondary education in Canada. The information they provide can be out of date. Her perception is that many Bangladeshi people who live in that specific Bangladeshi community area end up doing survival jobs, and they mostly suggest newcomers to follow their path by sharing negative, discouraging, and limited information. Kushum also emphasized that people share the information based on their experience, and the information and suggestions that newcomers get varies from person to person depending on the person's own settlement experiences.

Another participant, Masum (2011, Waterloo), left a lucrative job at an international agency in Bangladesh when he decided to immigrate to Canada. He describes how Bangladeshi community people (mostly unable to settle in their profession) disappointed him soon after his arrival in Canada. They shared overwhelmingly negative information about the challenges some highly skilled Bangladeshi immigrants faced in Canada and painted a life for Masum and his family full of struggles:

A lot of people were saying [after arrival] – I am referring to Bangladeshi people – 'you made a great mistake [when] you left the [name of the agency] job and moved to Canada. You won't

get a [similar] job in Canada. Here, engineers, doctors work at petrol pumps after arrival, [they] meant [engineers, doctors] do odd jobs. You made a great mistake.’ So, after arrival, I heard those comments. I realized that probably not everyone’s experience is that good.

Masum also told me of his initial negative information experiences and the related shock he had in hearing all those discouraging stories by community people. Despite this, he had a positive settlement experience and was able to get professional employment. He now shares information about both the positive and negative sides of settlement for newcomers to Canada so that they are aware that not everyone’s settlement experience is similar. Bangladeshi community people who intimidated Masum with a lot of negative information sharing were not aware of the good prospects for computer professionals in Canada. Computers professionals are among the top in-demand occupations for Canada, and many provinces regularly recruit tech workers for permanent residency to Canada.

In addition to the negative information sharing by some ethnic community people, many interview participants claimed that people in the Bangladeshi community do not share information with newcomers. Some members of the community consider information as “hidden gems,” and they think sharing information would reduce their riches in terms of the number of informational gems they have. For example, some Bangladeshi people will not share information about a job vacancy they are applying to as they think sharing the information with everyone means they will have to compete with many people, which will reduce the chances of getting the job.

Moushumi (2007, Toronto), a single mother, unemployed at the time of the interview, describes her anger about not receiving information from Bangladeshi community people:

...a lot of Bangladeshis are here, but you would find two-four good friends. Everyone will say hi, hello, hi, hello. [Bangladeshi people in Canada] do not want to share information easily. This is very bad. They think if I give information to others, they will excel before me. They have such a tendency. This is present in the Bangladeshi community. I feel really bad about this. I feel really bad. [They] won’t give information.

Lipi (2013, Toronto) shared a similar story. Lipi said, “[Bangladeshi community in Canada] they do not want to give information. We have a great lack of information. We do not know many things.”

Because of negative information experiences, such as not getting the right information from Bangladeshi community members they had consulted previously, some interview participants are suspicious of any information they receive from community people. They verify the information before acting upon it or do not trust the information at all. For example, Niloy (Guelph, 2014) told me he does not rely on information received from Bangladeshi people. He prefers to use immigration agencies or other appropriate formal information sources. He also said he does not act on the information he receives from his community network. Similarly, Liakot told me that it is difficult to get information from some Bangladeshi people. He thinks there is a high chance people might be misguided if they act upon the information they receive from some of the Bangladeshi community members.

There is some evidence in the interview data that the impact of negative information can be different if it comes after arrival in Canada rather than before. Participants recount stories where pre-arrival negative information leads to more realistic expectations, and less disappointment. But post-arrival negative information, particularly if it does not match pre-arrival expectations, could lead someone to question their decision to move. Furthermore, specifics about how to get jobs in Canada, especially non-survival jobs, are valued by the participants. General information about life in Canada can raise expectations, but detailed information on strategies on how to gain professional positions, for example, are most useful. Detailed information for strategies for success are still valued even in light of negative expectations.

Next, I describe another emerging concept related to information experience, “information sharing fear,” whereby immigrants in Canada do not share the complete picture of life in Canada for newcomers to their friends and family members and others interested in emigrating to Canada. Because of the information sharing fear, some people in Canada may not share the right information about the settlement experience for newcomers resulting in very positive information experiences for newcomers who consult them and a consequent high mismatch between their expectations and the reality after arrival.

### 6.1.2 Information sharing fear<sup>4</sup>

Because of the universal findings on people's heavy dependence on informal networks for their information seeking, I was interested in knowing whether having friends and family actually help newcomers get a complete picture of Canadian life before arrival and to prepare themselves to face initial challenges and take appropriate career decisions after arrival. In particular, I was interested in exploring whether my participants share information about settlement challenges newcomers face after arrival (including structural barriers such as the lack of recognition of previous education, skills, and experience) with their friends and families in order to help them understand settlement before arrival, to construct reasonable expectations, and mentally to prepare themselves for facing challenges.

My interview and survey data contradict when it comes to sharing information about barriers immigrants face initially with their friends and family back home interested in settling in Canada. Almost all interviewees said that families, friends, and relatives back home asked for information related to emigrating to Canada, however, several participants claimed that they did not share information about challenges newcomers face due to the fear of losing their relationship with their friends and family back home. Survey results partly contradict interview results on information sharing with friends and family networks in Bangladesh. Ninety-five percent of survey respondents reported that family and friends in Bangladesh *did* ask for information, and virtually all who were asked (99%) provided information about the challenges they/newcomers face initially. Although it seems from the survey findings that everyone is sharing the challenges newcomers face with their friends and families back home, the interview results suggest that this is not always the case.

<sup>4</sup> In the course of my dissertation defense, my external examiner, Dr. Clara Chu, discussed alternative ways to conceive of the phenomena related to my concept of "information-sharing fear" including, "information suppression," "information sharing reluctance," "information withholding," "information disclosure dilemma," and "truth telling." This discussion will be important food for thought for future work on this theme.

Many interviewees expressed what I have come to think of as “information sharing fear,” whereby sharing the actual information might result in a negative relationship with family, friends, and relatives interested in immigrating to Canada. Information sharing fear relates to concerns that sharing information about the challenges faced by newcomers could be considered by the potential immigrants as “discouragement.” Interview participants expressed concern that family, friends, and relatives might perceive their disclosures as a kind of active discouragement or could be skeptical of reports about difficulties in Canada. Sometimes potential immigrants consider the information related to the challenges newcomers face as a consequence of “jealousy” by the information provider as if the information provider does not want them to move to Canada and achieve a similar social status.

Chameli’s (Toronto, 2002, English) response illustrates this; when asked whether she shares information related to challenges newcomers face initially, she replied:

I tell them, but they don’t believe me. They think they will be successful as soon as they are at Pearson airport. There will be people for them to give them jobs, but that doesn’t happen, right? So, I think that is a problem. When I share the reality with Bangladeshi people, the first thing they say you are discouraging. Since you are already there, you wouldn’t want us.

Another participant, Kabita (Toronto, 2000), got frustrated with sharing her experiences with friends as they frequently took it as “discouragement.” She shared a story of how one of her family’s close friends back home misunderstood and blamed her and her husband as they shared the challenges newcomers face. Her friend, based on the information regarding the potential challenges he might face, cancelled his plans to pursue Canadian immigration. Later, when he was struggling to settle matters related to his children, education, and career in Bangladesh, he blamed Kabita’s family for discouraging his move to Canada. After that, Kabita was so upset and decided not to give any information related to immigration to Canada to anyone among her family and friends.

As described earlier, people share information mostly based on their settlement experience and their current situations. However, in some cases, people refused to share information with their close friends and family networks because of the fear of losing



their relationship by providing the real picture of newcomers' initial settlement experiences. Bangladeshi people keen to move to Canada, in particular those who had no experience living abroad and little information on settlement challenges immigrants face in a new country, would take the information “warning” them about challenges newcomers face initially as “discouraging” and would sometimes stop contacting their friends and family in Canada further because of the negative nature of the information. For example, a banker from Bangladesh, Tomal (Toronto, 2010), was not successful in getting a professional job at the time of our interview despite pursuing a diploma in accounting in Canada. He describes similar negative consequences of sharing information about the reality of life in Canada. He said:

If I say you should not come, if you come, you will face this and this problem. You will work as security. Then s/he will think, oh, he does not want it [immigration]. So, I do not want to emotionally break down anyone this way.

Similar to Tomal, Dolly (Toronto, 2017), a dependent immigrant and a senior banking professional from Bangladesh, was going through severe depression at the time of the interview because of not seeing any similar professional future in Canada. When asked if she shares the challenges newcomers face, said:

No. Some people take it negatively ‘as she [Dolly] already moved to [Canada]; that’s why she is telling us negative things [discouraging because of jealousy].’

Overall, the possibilities of getting incomplete pictures by consulting friends and family and their informal information network are evident in the interview findings. In other words, in many cases, pre-arrival information experiences of immigrants consulting friends and family networks in Canada may be very positive and may result in constructing unreal expectations about life in Canada, in particular, employment-related settlement after arrival, mainly because of the “information sharing fear” among the information providers. Also, because of not getting the complete perspective of the life of newcomers initially after arrival, people consulting friends and family may not be prepared to do things such as pursuing an education in Canada and may face frustrations and disappointments with their post-arrival settlement lives, mainly related to their employment status. Similarly, some people who are already granted permanent residency and are preparing to move to Canada may experience negative information in pre-arrival

contexts and may be demotivated to take initiatives to pursue professional careers in Canada after arrival.

In post-arrival contexts, the prevalence of negative information experiences may be significantly high, especially among those consulting informal information sources such as friends and family networks, and those who were not able to settle in their profession and do not have updated information on various professional opportunities for newcomers. Newcomers may also experience some negative, discouraging information attending various ethnic community events and gatherings through their interaction with some community people who usually paint the life of newcomers as very stressful and full of struggles. Next, I discuss another important concept “information intelligence” that emerged from my analysis of the interview data.

## 6.2 Information intelligence

In my interview data, I noticed one group of participants who were very different in terms of their information behaviour, in particular, their initiative to be informed about life in Canada. They stood out for their careful explorations of all possible information sources to obtain a complete understanding of potential challenges they may face settling in Canada, including getting professional jobs. They continued their information explorations after arrival and possessed various informational and emotional skills. As evident in their interviews, information itself is the critical component of their settlement success and their informed decision-making regarding their move to Canada. I describe this group of people as being “information intelligent.”

Information intelligent immigrants are proactive or active (depending on the context) information seekers who utilize all the possible information avenues to become informed about life before arrival and importantly, they continue their efforts after arrival to gather a complete perspective of settlement lives in Canadian contexts. The primary quality of information intelligence is an understanding of the central importance of information in solving everyday life problems, preparing to tackle settlement challenges, and preparing to achieve success in their life. They gather comprehensive information about life in

Canada and take proactive information initiatives to understand how various systems (including employment) work in Canada and construct reasonable post-arrival expectations. The information they collect is not always based on their immediate information needs; rather they predict the information that might be useful in the future to tackle various settlement challenges and make informed decisions about their move to Canada. For example, Alam (Ajax, 2014), a proactive information seeker, who understands the importance of information in tackling various settlement issues, gathered information about Canada even before he and his wife decided to apply for Canadian immigration. He took proactive initiatives to gather comprehensive information about life in Canada and to make an informed decision about his and his wife's move. He recounts his proactive information seeking to be informed of Canadian life and systems before arrival as follows:

We began our research long before [arrival in Canada]. In fact, even before we applied for [immigration]. Probably, it took three years to get the [immigration], after we applied. In fact, I started gathering information from those who were moving to [Canada]. So, those who were leaving the job to move to Canada, I was aware of their move because of my job position [HR manager]. So, I tried to learn from them. Plus, friends [in Canada] who were known to me, I tried to learn from their first-hand experience. And, there are many groups, those who applied or those who were advising about life in Canada on those groups. There are some blogs for those who apply for immigration [to Canada]. More or less, I followed those blogs. I wanted to have a complete idea of where I am moving. When I arrived, I had a complete idea about [life in Canada].

Another proactive information seeker, Iqbal (Brampton, 2017), described how he used multiple pre-arrival settlement information resources in order to prepare for the Canadian job market. He gathered information on overcoming various settlement barriers newcomers face initially (such as the lack of Canadian education, the need for a Canadian résumé) to settle in their profession. He also prepared himself for the Canadian job market before arrival by gathering comprehensive information on his professional requirements in the Canadian context, things he will need to do before and after arrival (such as building professional networks and learning about Canadian employment culture in the supply chain profession). He describes his personal initiative in finding a settlement agency and later getting the most extensive help from that agency, including preparing a Canadian version of his résumé before arrival. His proactive information seeking is also evident in the following excerpt:

But I received the best support from [name of the settlement agency]. [Name of the settlement agency] is a non-government organization that helps you prepare for the Canadian job market...But CIC did not give me the information of this [name of the agency], I found it on a Facebook forum...As CIC did not give me the information of [name of the agency], so I collected the address of the [name of the agency] from Google. Then I emailed them. Then they replied. And, they asked me for detail about my interest and my work experience. When I gave them my details, they assigned me a particular counselor who was in touch with me time-to-time. ... I exchanged over 200 emails with [name of the settlement agency] just to polish my résumé. I have done those before arrival.

Iqbal heavily used various community Facebook forums (such as BCCB) before arrival to meet various pre-arrival information needs. He regularly posed questions on those forums and received answers from members of those forums who went through the same processes. Iqbal also made contacts with various settlement agencies in Canada before arrival and had several communications with them related to his post-arrival settlement and employment. Iqbal even participated in several video conference calls before arrival to gather information about life in Canada. He realized the importance of gathering comprehensive information before arrival to prepare himself for the Canadian job market and to tackle his initial settlement challenges. In order to make sure he did not miss any useful settlement information; he even created a separate Facebook account for that sole purpose. He subscribed to many immigration groups on Facebook with a separate Facebook account to capture as much information related to Canadian immigration as possible pre-arrival.

Sajal (Toronto, 2016), another proactive information seeker, claimed about 90 percent of the information he gathered before arrival matched with his post-arrival experience. In addition to the Internet resources, he gathered information from professional colleagues with both positive and negative settlement employment experiences. He told me that he consulted his professional colleagues who were not successful in Canada and ended up doing survival jobs to intentionally learn about what went wrong with their employment in Canada. Similarly, he consulted his professional colleagues who were successful in terms of settling in their profession to learn about what they did to achieve their professional status in Canada in order to prepare himself for the Canadian job market and understand the settlement challenges he may face initially after arrival. In his words:

[Before arrival] what I did, I did Googling, gathered information from people, at least from those who were in North America [...] So, those who moved in the last five years, [I gathered information about] how they were initially, how they are now. Or, who did well, I clearly asked him how did it happen? So, when I asked [someone] who did well, I received an answer. And, who did not do well, let's say who has been here for five years or ten years but are still working at [name of the superstore] or [name of the fast-food restaurant chain], I specifically asked them what did you do wrong? Or, what have something you should have tried, or you shouldn't, or you did not, something like that. So, I prepared myself based on the answers I received [before arrival].

Sajal even told me he was prepared to accept any position after arrival but never left his professional target behind. He moved to Toronto in less than a year of his arrival from [Y] city outside of Ontario and was able to get a professional job. Throughout his interview, he expressed his satisfactions with Canadian life and his settlement experiences by pointing out the critical role pre-arrival information played in constructing reasonable expectations about life in Canada for him and his wife.

Another recent immigrant, Salma (Toronto, 2016), an educational psychologist in Canada, used various information sources before arrival. She tried to check many links to web resources she learned about at the pre-arrival settlement workshop in Bangladesh. She was aware of a bridging program in her area of professional interest and, generally, knew about the kinds of challenges newcomers face before arrival to Canada. Based on the information she received about the availability of settlement services for newcomers, Salma continued her "information exploration" after arrival to identify the services and information available for newcomers in Canada that would help her quickly settle in Canada. She explored and utilized all the possible post-arrival settlement services, including employment agencies for newcomers. After arrival, Salma heavily used the Internet to identify the resources available for newcomers. After her exploration of various settlement agencies and through searching Google, she realized that not all services are suitable for newcomers with diverse education and experience. At the time of the interview Salma was working as a casual worker at an agency and was looking for a full-time position. Her everyday life information seeking was mostly connected to finding a full-time position. In addition to Google, she indicated she also receives suggestions and information regarding potential job opportunities from her friends and professional colleagues from Bangladesh who are now settled in Canada. She regularly attends

various relevant seminars in order to keep herself updated with the latest information on her area of expertise.

Information intelligence sees people continually making new contacts and allowing people to be part of their “small worlds” (Chatman, 1999). They also possess some of the competencies and skills related to “emotional intelligence” (Goleman, 1998) such as self-awareness (e.g., self-confidence), self-regulations (such as adaptability), motivation (e.g., achievement drive; optimism) and social skills (such as communication, leadership). Such skills allow them to achieve their professional goals, and to create and maintain extended social networks in and outside of their community settlements (for example, making professional connections with people from other countries). Participants with information intelligence such as Alam, Sajal, Iqbal, and Salma described their self-confidence about the possibility of getting a professional position in Canada, their adaptability with Canadian employment systems by doing things such as attending bridging programs, building networks, although they had several years of experience and Canadian equivalent education. They were optimistic and pursued their goal to settle in their professional jobs in Canada despite facing various challenges (for example, doing additional education or training; creating Canadian professional networks). Participants with information intelligence also have social skills to communicate and build bonds with their networks in or outside of their ethnic community and some help other newcomers with their settlement needs.

Immigrants with information intelligence may also possess some of the qualities of “social intelligence” such as empathy, attunement, influence, and inspiration (Goleman & Boyatzis, 2008). Immigrants with social intelligence may also work as socially intelligent information leaders by helping other immigrant groups with timely, needed information and advice, guiding newcomers to achieve their goals in Canada. Because of their constant interest in gathering information on various everyday life issues, they may use various “information grounds” (Fisher, 2005; Fisher & Naumer, 2006); may have many occurrences of “information encountering” (Erdelez, 1999) throughout their settlement and everyday life. People with information intelligence may also have

extended “information horizons” (Sonnenwald, 1999, 2005) over other newcomers not taking active information initiatives before and after arrival.

For example, Salma (Toronto, 2016) gave an example of her social skills and motivation to settle in her position relevant to her previous education and experience. She told me as part of her post-arrival bridging program she was doing a placement program at an organization in Toronto. At that organization, she tried to network with many people working in that organization. Her social skills of making new connections paid off, and she was able to get a job at another department in the same organization. She was regularly talking to staff from another department during lunchtime, and the staff informed her of a vacancy going to be publicly available soon and asked her to be prepared for that position. The woman (originally from India) who told Salma about the potential job opportunity even asked to contact the director of that section and introduced herself before the interview. Salma got that job. Salma claimed that she got this benefit because of her active initiative to interact with colleagues outside of her ethnic social network and make new contacts regularly.

Another recent immigrant, Iqbal (Brampton, 2017) was determined to work in the supply chain industry and took all possible efforts to connect with supply chain professionals in Canada even before arrival. He contacted many supply chain managers via LinkedIn and email and was able to meet three supply chain professionals for informational interviews immediately after arrival. He received many useful suggestions and advice from these people regarding how to proceed with his job applications and how to prepare himself for the Canadian job market. He received many interview calls from the organizations he targeted, and he was able to get a job in one of his preferred organizations.

Iqbal recounts the benefits he received because of his continuous interaction with various people in Canada. He told me as he was very new in Canada when he got his job in Brampton, he was facing some problems renting a house near his office. One of the Bangladeshi community people he met at a Bangladeshi community event promised to help him with renting that particular house if the landlord denied giving him the apartment. The person (a senior Bank official in Canada) gave him some suggestions

regarding how to approach the landlord and to request a letter from him explaining why if his application for the apartment was rejected. The suggestion worked really well and Iqbal was able to rent the house.

Another recent immigrant and very active Bangladeshi community member, Alam (Ajax, 2014), claimed to have an extended friends' network when he was a student at the University of Dhaka, Bangladesh and having connections with many people from his department and beyond his departments. Alam told me he used every opportunity to meet new people, including his colleagues at the bridging program in Canada, and Bangladeshi people. He received new information or verified the information he already had. Alam maintains a strong community network and is well known among Bangladeshi community people in Canada for his help to newcomers with various needs, including employment guidance.

Similar to Alam, Sajal (Toronto, 2016) is also very active in his community. He maintains an immigration forum to provide information to potential immigrants and newcomers, including guidelines on employment and things to do after arrival. Sajal (Toronto, 2016) maintains a strong community network and regularly posts videos on various areas including Canadian life experiences for newcomers, weather, to help people interested in emigrating to Canada.

As evident in my interview data, immigrants with information intelligence usually verify the information they receive and appear to be expert information searchers. Because of their information skills and their active/proactive information seeking to solve their everyday life problems, information intelligence relates to information literacy and to being "information rich." Information intelligent immigrants are "information explorers" and can consider things that might be useful in their lives in the long run.

Alam (Ajax, 2014), who regularly consults multiple information sources for everyday life information needs, emphasized the necessity of locating appropriate information sources and of verifying the information people receive from multiple sources. Using Chatman's terms, Alam lives in a dynamic "small world" (Chatman, 1999), and he regularly meets



people with different socioeconomic backgrounds (including people outside of the Bangladeshi community). He gathers and verifies information from interpersonal sources.

I felt like the more people I mingled with, the more I validated the information, or I mean I verified the information. As I told you, everyone shares [information] or advice from their personal experience. However, talking to only those who already faced a similar situation, you can understand actually what it is [like] [...] I feel the most helpful thing was to me to interact with more people instead of relying on a particular [information] source. There were many benefits of [meeting people]. One of the benefits was I got the information I was looking for.

Sajal (Toronto, 2016) is an active Bangladeshi community member who constantly helps newcomers and potential newcomers from Bangladesh and other countries with information and guidance. He also lives in a dynamic “small world.” He claimed he intensively uses the Internet to gather information on various aspects but does not blindly believe in whatever information he receives. He told me he “cross-checks” (i.e., verifies) the information he receives from various sources unless they are from an authoritative institution on a specific area (for example, information on tax-related issues from Canadian Revenue Agency). He also told me he prefers professional information sources and consults people only if he thinks they will be able to give him the right information.

Another information explorer, Prince (Ajax, 2011), received numerous pre-and post-arrival benefits because of his comprehensive active information seeking. He consulted various information sources pre-arrival, including friends and family in Canada, and the Internet resources such as online forums and websites on immigration. Before arrival, he was aware of the importance of getting some Canadian certification in order to build on his previous experience and skills. After arrival, he started a four-year diploma in a relevant area; after one semester, he realized he did not need to spend four years learning what he already knew from his previous education and experience. He quickly took the initiative to find a short certification on the supply chain and identified the people who work in relevant areas to get their advice on his decision to switch to a short course. Based on the information he received from various sources, he moved to an 8-month post-graduate certificate in Supply Chain. He was able to obtain a supply chain job even before he was awarded the certificate. In the following quote Prince describes his post-arrival “information explorations,” his proactive information seeking, and as well as his personal motivation to identify information services that would help him settle in Canada.

I used to check online [settlement agencies] that were nearby in my range [near his home] and used to visit one to two offices daily. Just to talk to them. I used to even find those [settlement agencies] by myself. I myself used Google to identify those [settlement agencies] that suppose I was in Danforth, [identified those] nearby Pharmacy avenue or Danforth and those I can reach by subway—how many of them are in one hour or 1.5 hours range. I used to check-in [to those]. I was checking what kind of job they offer, how I can fix my résumé — those things. Or, I used to check if they conduct any workshop, any seminar for newcomers. In the first three months, I did those [...] I used to contact with supply chain related job agencies. I tried to meet the [person in-charge] in those [employment agencies]. I used to collect this information [after arrival].

Another recent skilled immigrant, Iqbal (Brampton, 2017) also continued his explorations after arrival and used various agencies and interpersonal information sources in order to make informed decisions about various aspects of life in Canada. For example, although Iqbal was aware of the of the banking system in Canada before arrival, he visited several banks after arrival before opening a bank account. Iqbal did not pursue any education in Canada after arrival but managed to prepare himself for the Canadian job market and got a professional job in less than three months. He claimed his comprehensive pre-arrival information seeking and preparation as one of the success factors for obtaining a professional job quickly after arrival.

The concept of “information intelligence” in this study applies mainly to recent immigrants who moved to Canada after 2011. A person with information intelligence is part of a social class who is educated, has access to the Internet and various other information sources, possesses various competencies of informational literacy and emotional intelligence to build and maintain the social relationships, and is motivated to achieve their life goals. Information intelligent groups are privileged over other immigrant groups having limited or no access to information and who do not consider information as one of the critical elements of their settlement in Canada. For example, Alam, Iqbal, Sajal, Prince, and Salma all had achieved university degrees, have constant access to the Internet and its resources, possessed necessary informational skills to satisfy their various information needs, have necessary social skills to build and maintain professional and non-professional networks, and were very much motivated to achieve their professional goals.

Because of the many informational skills information intelligence encompass, it might immediately seem that people who possess it are “information literate.” However, I believe labelling this group just as an “information literate” group would actually ignore the full dimensions of informational, emotional, and social intelligence. An information literate person is not necessarily a proactive information seeker, may not possess the additional competencies of emotional intelligence such as fluid social skills and may not actively realize the power of information in dealing with various everyday life issues. Also, traditionally, information literacy is connected with information literacy instruction in the academic context. In the contexts of this study, information intelligence cannot be made through instruction, training, and workshops. For example, information literacy instruction/training on the use of library resources does not necessarily prepare the trainees to understand the importance of information in their day-to-day activities as the focus is mainly academic preparation and success. Information literacy training may prepare trainees to detect/recognize “fake news” but does not usually elaborate on the possibility of getting wrong information or misinformation from informal social networks such as family and friends. These social skills are gained through life practices and through interactions with various formal and information sources. Furthermore, as information literacy instruction is extensively focused on students’ immediate success in academic matters such as preparing assignments or using various online databases, it does not necessarily help students become motivated to achieve their professional goals, or to become “socially intelligent” citizens. However, once an understanding of the importance of information in everyday life context is gained, the information skills and competencies gained through information literacy training may eventually facilitate becoming information intelligence.

In Canadian settlement contexts, immigrants with information intelligence may face fewer settlement challenges after arrival because of their proactive pre-arrival information seeking and preparation. Their active, comprehensive pre-arrival information behaviour helps them construct reasonable expectations about life in Canada before arrival and may help them to mitigate their disappointment in the settlement period filled with challenges. Overall, immigrants with information intelligence may be better

integrated into the new society because of their informational, social and emotional intelligence.

To summarize, information intelligence in this study is characterized by the following:

1. Understanding of the importance of information in solving various life issues
2. Predicting future information needs
3. Proactive/active information seeking
4. Information exploring
5. Being information literate
6. Living in a dynamic “small world” (Chatman, 1999)
7. Possess many competencies of “emotional intelligence” (such as social skills and motivation) (Goleman, 1998) and “social intelligence” (Goleman & Boyatziss, 2008).

### **6.3 Brief discussions on the concepts of information experiences, information sharing fear, and information intelligence**

In the following section, I briefly summarize the findings on information experiences, information sharing fear, and information intelligence concepts and situate those into existing literature when appropriate.

#### **6.3.1 Information experiences and information sharing fear**

The importance and the benefits of social networks, especially having friends and family in the host country for immigrants’ settlement, are reported in many studies such as George and Chaze, 2009; Hynie, Crooks, and Barragan, 2011; Sherrell et al. 2005; and Teixeira and Drolet, 2018. Several studies on information contexts (such as Allard, 2015; Khoir, 2016; Lingel, 2011; Rayes et al., 2016; Khoir et al., 2015) also report friends and family as one of the core settlement information sources consulted by immigrants to meet their various settlement and everyday life information needs.

Despite the general assumption that having social networks, including ethnic community people are beneficial for newcomers for their settlement, in information contexts, my study shows a mixed information experience when consulting friends and family networks as well as individuals from Bangladeshi community networks. My participants did not always have a positive information experience, nor did they always get useful advice/guidance consulting their informal information networks; instead in many cases they received demotivating, and outdated information. Some participants of my study pointed to a specific Bangladeshi community area where some Bangladeshi community people actively discourage newcomers related to their professional prospects in Canada and tend to present low-paid, low skilled jobs as the only option available to survive in Canada. Similar findings are evident in studies such as Ahmad (2005) and Bauder (2005) where in some cases newcomers' social networks misguided and pushed newcomers to settle for non-professional, low skilled jobs resulting in the underutilization of newcomers' skills and education in Canada.

Reading through the interview transcripts of some of the interview participants describing their information experience mainly with Bangladeshi community people in Canada, I think many of the Bangladeshi community people who share negative information, especially related to employment opportunities, are information poor (Chatman, 1996), and they live in "small worlds" (Chatman, 1999) with limited access to outside networks including various professional groups. Chatman's theory of information poverty provides us a useful lens to examine information behaviour among various immigrant groups, including their unique, culturally situated information seeking and sharing. As evident in the interview data on the information experience, it is quite possible that some Bangladeshi community people having limited access to information sources, in particular, professional information networks, as well as limited access to the Internet, might be information poor.

My interview participants also reported some characteristics (such as not sharing career-related information) of some Bangladeshi ethnic community people that are similar to the findings of Chatman's (1987) study. In Chatman's study (1987) on the Comprehensive Employment and Training Act (CETA) some participants reported not sharing

information related to available employment opportunities as they did not want to reduce their chances for a permanent job. Although my study does not explicitly look at information poverty issues among Bangladeshi community people living in a specific area where significant numbers of residents are Bangladeshi born immigrants, the findings do open up the possibilities of future studies identifying the information poverty issues among various ethnic community members and their information seeking and sharing behaviour through using various theoretical lens provided by Chatman.

Another finding relevant to the information experience of my participants is that ethnic community people do not always share the actual picture of post-arrival life for newcomers (mostly in pre-arrival contexts) because of the fear of losing their relationship with friends and families interested in migrating to Canada. This means newcomers consulting their informal networks in Canada in pre-arrival contexts may not get information on challenges newcomers face initially after arrival and guidance on tackling those challenges. Therefore, the positive information experience in the pre-arrival context may not prepare immigrants to tackle various post-arrival settlement challenges and rather, may result in severe disappointment after arrival due to the mismatch between their high expectations about life in Canada constructed before arrival and their actual experience after arrival. Also, some participants reported not receiving information in post-arrival contexts, especially related to their career and employment, from Bangladeshi community people, which may also be the result of the fear that sharing information related to employment opportunities may reduce the chances of getting the job they have information about.

The information sharing fear phenomenon, although not yet receiving much attention in the context of immigrants' settlement information behaviour, information disclosure or sharing fear among various professionals, groups, and business organizations, in various contexts are evident in some studies. Some of the reasons for information sharing fear as reported by various studies include information disclosure as loss of power among business partners (e.g., Li & Lin, 2006); sharing minimal information due to competitive reasons (e.g., Berry, Towill, & Wadsley, 1994); employment information sharing fear due to legal reasons (Malvey, 2013); and fear of disclosure of sexual orientation at

workplace settings (Ragins, Singh, & Cornwell, 2007).

Overall, the information experience of my participants presents the complex nature of consulting informal information networks such as family and friends, including ethnic community people. The information experiences consulting informal networks did not always help some of my participants but rather, demotivated them in their intention to settle in their professional jobs in Canada. Moreover, in some cases, interviewees did not get any information from Bangladeshi community people related to employment opportunities.

In post-arrival contexts, negative information experiences may affect some newcomers' employment-related settlement. Also, because of information sharing fear, consulting just informal networks such as family and friends may not be very useful in newcomers' post-arrival settlement, especially related to employment, unless their informal networks are aware of the opportunities available for the individuals consulting them.

### 6.3.2 Information intelligence and settlement success

Newcomers face many informational challenges including learning about the host country system and services, navigating through the new information systems and identifying appropriate information sources to meet their settlement information needs (Caidi & Allard, 2005; Caidi et al., 2008; Caidi et al., 2010; Shoham & Strauss; 2008). Some of my participants, those whom I consider "information intelligent," gathered comprehensive information about how systems work in Canada, including the requirements of getting a professional job before arrival. They identified and used multiple information sources to meet their pre- and post-arrival information needs and continued to expand their information horizons. They possessed many informational skills and competencies combined with emotional and social intelligence that facilitated their settlement success after arrival. The general assumptions of newcomers' vulnerability in terms of the informational and settlement challenges they face may not apply to immigrants with information intelligence.

Because of the many informational skills information intelligent newcomers possess, it might immediately seem that they are “information literates.” Traditionally, information literacy is connected with information literacy instruction in an academic context (see for example, Çoklar, Yaman, & Yurdakul, 2017; Henkel, Grafmüller, & Gros, 2018; Shao & Purpur, 2016). The concept of information literacy is historically connected with library instruction, ICT, and computer skills and it focuses more on preparing students with necessary information skills to be successful in their academic activities. In a newcomer’s settlement context, several studies in LIS, such as Fisher et al., 2004a; Khoir, et al., 2015 highlight the importance of information literacy skills for social inclusion of newcomers in a library setting. In contrast, Hicks and Lloyd, (2016); Lloyd (2014); Lloyd and Wilkinson (2019) contend information literacy is constructed through sociocultural practices and highlighted the necessity of considering information literacy outside of academic settings in order to holistically understand the socially constructed information literacy practices of various groups including refugees in a new information environment.

A recent study by Hicks and Lloyd (2016) highlights the limitations of various information literacy frameworks to comprehensively capture the information literacy practices of diverse groups outside of academic context. The authors attempted to expand the traditional view of information literacy using a socio-cultural perspective and situated the concept in everyday life context. Lloyd (2014) highlighted the value of collective coping and the role of human information sources in information literacy practices of refugees to orient refugees to unknown information environment outside of academic settings and eventually helping them develop health literacy. Lloyd (2014) describes the critical role human information sources play in refugees’ health-related literacy and coping in a new country for instructional reasons, mediation reasons, confirmatory reasons, and local reasons (p. 59). She argues despite refugees having limited language and functional literacy issues, mainly through collective coping strategies, they learn to access and utilize health information and health systems in the host country resulting in achieving health information literacy.

The domain of information literacy practices as proposed by Lloyd and her colleagues is very much focused on refugees and their post-arrival literacy practices. The settlement



experiences and information behaviour of refugees in an unknown information environment are fundamentally different from those of skilled immigrants. Generally, refugees face many more challenges with their settlement due to the traumas of forced migration. In my study, the information intelligence group clearly possessed various informational skills to orient them to the various systems in Canada even before their arrival. They did not necessarily depend on collective coping strategies; instead, they themselves cope in the new country through various informational and social skills and competencies. Recent studies in information contexts such as Khoir et al. (2015) and Komlodi, Caidi, Martin-Hammond, Rayes, and Sundin (2016) report on the possession of various informational skills among newcomers. Khoir et al. (2015) claimed Asian immigrants in Australia who participated in their study had various informational skills that reduced challenges utilizing Internet sources to meet their information needs. Participants in the Komlodi et. al. (2016) study lacked information literacy skills in everyday life contexts, but they still had significant professional information literacy skills. A very recent study by Abdi, Partridge, Bruce, & Watson (2019) with 15 skilled immigrants in Australia also confirms that “skilled immigrants are independent information users who are comfortable and confident at making sense of the new and unknown information landscape on their own.” (p. 900).

Also, refugees and many immigrants may live in “small worlds” (Chatman, 1999) and may have limited access to outsiders. On the other hand, skilled immigrants with information intelligence, live in a dynamic “small world” and continuously interact with extended insiders and outsiders. People with information intelligence are avid information users. They understand the value of information in solving various day-to-day issues and do not miss any opportunity in meeting their everyday information needs or their predicted information needs. In the contexts of settlement, their active information initiatives made them unique. Immigrants with information intelligence may also possess all or some of the qualities (such as empathy, attunement, influence, inspiration) of “social intelligence” (Goleman & Boyatziss, 2008) and qualities of “emotional intelligence” (Goleman, 1998). Therefore, labelling information intelligence as being information literate ignores their other unique characteristics and would limit our understanding of the information behaviour of new generations of immigrants.

Overall, immigrants with information intelligence are not just information literate; they are beyond and over that. They are socially intelligent information leaders and help others with information, guidance, and inspiration to achieve newcomers' professional goals in the Canadian context. As mentioned earlier in the research method chapter, the findings related to information intelligence did not emerge until after I launched the survey. Thus, I was not able to verify the concepts of information intelligence among my survey participants. Therefore, further explorations of the characteristics of informational intelligence lie in the hands of future LIS and interdisciplinary researchers interested in human information behaviour.

## 6.4 Significance of the findings

Studies in the domain of “information experience” have not yet received significant attention in exploring people's interaction with the information environment and how their information experiences affect their everyday life decision making including decisions related to career, health, and education, especially in North American contexts. There are some studies that empirically investigate the information experiences of various groups and information environments, in particular in social media contexts such as Davis, 2015; Miller et al., 2019; Yates, & Partridge, 2015. There is a lack of research on human information experiences, in particular, immigrants' information experiences with informal information sources such as friends and family networks in the context of their settlement. Furthermore, how those informational experiences effect their settlement lives including the decisions they make related to their career in the host country are also understudied. This study one of the very few on human information experiences in newcomers' settlement contexts that help us empirically understand the culturally situated information experiences of Bangladeshi immigrants consulting their friends and family networks including ethnic community people. The study also highlights the importance of researching the information experiences of individuals consulting various information sources especially informal information sources to holistically understand their information experiences rather than just reporting on the sources individuals use to meet their diverse information needs.

The findings on the information experiences of newcomers also have implications for interdisciplinary contexts for future studies researching various aspects of social networks and social capital including the roles of friends and community networks in newcomers' settlement lives. Despite studies such as Bergeron and Potter, 2006; Dargy, 2018; George and Chaze, 2009; Hynie et al., 2011; and Sherrell et al., 2005; Teixeira and Drolet, 2018 that report the benefits newcomers receive from people in terms of their settlement, my study shows some negative consequences of informal information networks in these contexts. Future interdisciplinary studies focusing on social capital and social networks of newcomers should pay particular attention to exploring both positive and negative consequences of having or not having pre-established social networks.

There is increasing interest in affective issues in LIS (e.g., Julien, McKechnie, & Hart, 2005; Nahl & Bilal, 2007; Savolainen, 2014; 2015a, 2015b,). However, there is a serious lack of research on these issues in immigrants' information behaviour, especially, in the settlement context. Although my study does not comprehensively explore the settlement information behaviour of Bangladeshi immigrants through the lens of affect, it does highlight the importance of focusing on various affective issues while examining the culturally situated information behaviour of immigrants such as information sharing fear and the role of various emotional factors such as "fear," "envy," "jealousy," in the context information seeking and sharing. Identifying the affective factors of newcomers' settlement information seeking would help us more comprehensively understand immigrants' information seeking and sharing including the challenges they face obtaining critical settlement information and how their information experiences motivate or demotivate in pursuing their dreams in a new country.

With information intelligence, this is an important finding in information contexts, where newcomers are usually considered as a vulnerable group with limited access to information and other services who face numerous challenges in the new information environment. The findings related to information intelligence in this study show that there are people who possess various informational skills, understand the importance of information in solving various settlement issues, and tackling many structural barriers. They possess skills, competencies, and qualities of "emotional intelligence" and "social

intelligence.” They are successful in their careers in Canada compared to other immigrant groups with limited access to information or limited active information seeking initiatives.

The findings related to the emergence of a new generation of immigrants are significant, especially for settlement service providers, including public libraries where the majority of the services are focused on résumé writing, generic employment workshops, and ESL services. Settlement agencies and public libraries Canada ought to think about serving a new generation of immigrants and design services that would attract, connect, retain newcomers with information intelligence.

The findings on information intelligence also highlight the importance of conducting comparative studies on various groups of immigrants to explore how some recent newcomers’ information seeking behaviour is different from other immigrant groups due to factors such as Internet access, pre-arrival services, and active information seeking. The concept of information intelligence can also be applied to research with other groups such as graduate students, health professionals, engineers, journalists to explore whether people with informational intelligence are more successful in their professional sectors over others.

Overall, further studies on various aspects of the information experiences<sup>5</sup> with diverse information sources, in particular, human information sources in everyday life settings, would help us understand the usefulness of various information sources and their effect

<sup>5</sup> Although I did not interpret the data related to information experiences, information sharing fear, and information intelligence through the lens of social network analysis (see, for example, Quan-Haase & McCay-Peet 2016; Scott, 1988; Wasserman & Faust, 1994) and instead offered a broader perspective of my participants’ information experience. For future studies, a social network analysis approach would be useful in analyzing the information experiences of diverse immigrants, concepts related to information sharing fear, and information intelligence. For example, utilizing social network analysis, researchers can identify the patterns of the relationship of newcomers in post-arrival contexts, their connections with various settlement services, and the effect of those relationships and connections. How do newcomers’ interactions with other people, and organizations shape their settlement information behaviour in pre- and post-arrival contexts? What types of connections/patterns of relationships (such as informal, formal) are useful for obtaining time-sensitive, need-based professional information? What is the settlement information experience of immigrants consulting weak ties?

on various aspects of human life, in particular, in the areas of employment, health, finances, and education. Similarly, studies focusing on exploring the informational intelligence of individuals would help us understand the information behaviour of a new generation of information seekers and users and how their information seeking is similar to or different from other groups reported in various studies (such as Allard, 2015; Khoir, 2016; Quirke, 2014). In a library context, learning about the information behaviour of people with information intelligence would help libraries design and implement appropriate services to attract and retain these emerging groups of information users.

## 6.5 Chapter summary

In this chapter, I described the concepts of information experience, information sharing fear, and information intelligence. I discussed the information experience of my interview participants and the consequences of positive and negative information experience in settlement into Canadian society. In the information experience section, I described the concept of “information sharing fear” and how it limits how some Bangladeshi immigrants share their actual life experience information with potential newcomers resulting in solely positive perceptions of information among newcomers, and the negative consequences of the post-arrival mismatch between expectations and reality. I also illustrated the findings on the emergence of groups who exhibit “information intelligence” in their settlement information behaviour. Finally, I briefly situated my findings in existing literature and outlined the significance of these emerging concepts. In the next chapter, I revisit the research questions and show some directions for future research on immigrants’ information behaviour. I also outline some policy recommendations. I further describe the limitations of this study and conclude by describing the overall contribution of the study in information behaviour and interdisciplinary contexts.

## Chapter 7 : Conclusion

In this chapter, I first revisit my research questions and describe how my findings addressed those research questions. After that, I give some direction for future studies in LIS, in particular the topics that emerged in this study but that I was not able to comprehensively examine. I then describe the implications of the study for policy and practices. I outline the contribution of this study to LIS and other fields, and briefly discuss limitations. Finally, I conclude by describing how this study is shaping future research endeavors.

### 7.1 The research questions revisited

- I. *What is the transitional information behaviour (TIB) of Bangladeshi immigrants to Southern Ontario, Canada, and how does TIB affect their settlement?*

The transitional information behaviour of Bangladeshi immigrants in Southern Ontario is culturally situated and complex. For my participants, many factors (such as their perceptions about life in Canada, the skilled immigration system, the use of immigration counsellors, and the lack of access to the Internet) came into play in shaping their transitional information behaviour in pre- and post-arrival contexts. As evident in my study, participants utilized a variety of information sources to meet their various settlement information needs. However, not everyone sought information before arrival to Canada as they perceived life in Canada to be full of opportunities and “heavenly” and did not feel like they needed to know how various systems (such as employment, health) work in Canada before arrival. Also, some immigrants who processed their application through immigration counsellors in Bangladesh reported not taking much information initiative before arrival to gather a comprehensive understanding of life in Canada or to prepare themselves for the Canadian job market. Some constructed unreasonable expectations about life in Canada before arrival, often based on false information from the immigration counsellors in Bangladesh. They thought they would be able to immediately settle into professional jobs after arrival because of their previous university

education and many years of professional work experience. The mismatch between immigrants' expectations about life in their host country and the reality are also evident in studies such as Khan and Watson, 2005; Simich et al., 2006; Zaman, 2010. Some interview participants even reported not worrying about gathering information about Canada as they were moving as "skilled immigrants" and expected to be able to easily settle in their professional job after arrival.

It is also evident in my study that some recent immigrants possess information intelligence and consider information as an essential component for their settlement success. They took extensive initiatives to gather information about Canadian life before arrival. They continued to search for information in order to learn about and to orient themselves to the new information environment. They possess the necessary information skills to identify and consult various information sources, including human information sources, and to verify the information before acting upon it. Because of their comprehensive, pro-active information seeking in pre-arrival contexts, they had little or no mismatch between their life expectations constructed during their pre-arrival periods and their actual experiences after arrival. Recent studies such as Khoir (2016), Abdi et al., (2019), Rayes et al. (2016) also report newcomers having essential information skills to search and orient themselves in a new country. A very recent study by Abdi et al. (2019) on 15 skilled immigrants in Australia confirms participants possessing necessary information skills to navigate through new and unknown information environments. Khoir (2016) also reports that most of the Asian immigrants in South Australia who participated in their study also had informational skills to meet their everyday life information needs in Australia. In North American contexts, a recent study by Rayes et al. (2016) finds international medical graduates in Canada and the US had positive settlement outcomes, especially those that are employment-related because of their information literacy skills and competencies for navigating through new information environments.

My participants reported needing a variety of information in pre- and post-arrival contexts. However, a dominant pre-arrival and post-arrival information need was employment related. Not surprisingly, as most of the participants of my study were

skilled immigrants along their dependents, and most had university degrees, they sought pre- and post-arrival information related to employment to obtain work in their existing or similar professions. Studies such as Allard (2015); Esses et al. (2013a); Khoir (2016); Komito and Bates (2011); Machet and Govender (2012); and Rayes et al. (2016) also report employment as one of the core settlement information needs of immigrants. Although not often reported as among the core information needs of newcomers in studies of immigrants' information behaviour, another essential pre- and post-arrival need for my participants was information related to child education. As the majority of my participants were married and had children before arrival, they reported information related to child education as a primary need both before and after arrival.

My study participants indicated a significant dependency on their personal networks for meeting their various information needs in pre- and post-arrival contexts. Similar findings are reported in almost all studies on immigrants' information behaviour that newcomers consult their personal networks including friends and family to satisfy their information needs in settlement and everyday life contexts (see, for example, Allard, 2015; Khoir, 2016; Komito & Bates, 2011; Lingel, 2011). Some participants in my study even reported solely depending on their family members for satisfying their information needs or not taking any active initiative to learn about Canadian life and systems in pre- and post-arrival contexts. This is a culturally situated finding as traditional Bangladeshi women tend to depend on their family members, especially their husbands after marriage, for fulfilling their various needs, including information related needs. The heavy dependence on human information sources among Bangladeshi immigrants may also be a result of information seeking culture in Bangladesh, where the majority of people would usually consult their friends and family in everyday life contexts when they need information. The dependence on family members among newcomers is also evident in the studies on immigrants in LIS. An important study by Chu (1999) finds that immigrant children act as information mediators in meeting the cultural, linguistic, and informational needs of their parents. Similarly, a recent collaborative study on the information experiences of older Chinese migrants to Australia and Canada by Caidi et al. (2019) shows participants consulting their children for satisfying their various information needs.



Recent immigrants in my study reported heavy dependence on the Internet and its resources (such as blogs, online forums) for gathering settlement information. Similar findings are reported in recent studies on newcomers' information behaviour. Studies by Khoir (2016), Lingel (2011), and Rayes et al., (2016) report recent immigrants utilize the Internet and its resources (such as immigration blogs, ethnic community Facebook forums) as one of the core information sources to gather settlement information including employment-related information. A recent study in Australia by Khoir et al. (2015) reports the Internet and its resources as the core everyday life information source for Asian immigrants in Australia. Another study by Komito and Bates (2011) in Ireland also confirms the increasing dependency of migrants on the Internet as an information source. A study in the USA by Lingel (2011) confirms participants heavily utilize the Internet and its resources (such as ethnic websites, location services) in everyday life contexts. In Canada, two large scale studies on the settlement outcomes of newcomers by Esses et al. (2013a,b) also show the significant use of Internet resources among newcomers to Canada. The preferences and ease of use for obtaining information via the Internet are evident among the participants of both studies.

In short, the answer to the first part of the research question on the transitional information behaviour of Bangladeshi immigrants in Southern Ontario is that participants had different settlement information behaviour depending on their year of arrival, the availability of various information sources, their perceptions about life in Canada, and their personal initiatives on gathering information about Canada before arrival.

The answer to the second part of the research question on how TIB affects their settlement is that transitional information behaviour significantly affected my interview participants' settlement into Canadian society, in particular their ability to make an informed decision about their move. Although the cross-tabulations results on the use of post-arrival information sources and the settlement challenges indicate no associations among the post-arrival information sources and settlement challenges, especially related to the employment-related challenges (largely due to some structural barriers), many interviewees clearly described the benefits they received because of their active pre- and post-arrival information seeking (in some cases, extensive post-arrival information

seeking). In particular, participants who took active information initiatives to gather information from multiple information sources before arrival about various aspects of their settlement, including employment were more prepared to face initial settlement challenges and were able to make quick settlement decisions (such as whether to pursue a similar career or switch to an alternative career in Canada) related mainly to their employment. They described how their active, comprehensive information gathering helped them construct reasonable expectations about life in Canada, resulting in fewer frustrations and depression related to their employment status after arrival.

On the other hand, interview participants having limited access to pre- and post-arrival information and not taking initiative to learn about Canadian systems and culture before arrival reported having a significant mismatch between their expectations before arrival and actual experiences after arrival. They got frustrated with their employment experience as they firmly believed they would quickly find a professional job after arrival as they were skilled immigrants. Some of them, after several futile attempts to get a professional job, realized they would not be able to settle in their professional job and did not have the necessary skills and education to switch to other jobs better than survival jobs such as working at a restaurant or grocery store. Some participants (especially those who moved before 2010) also pointed to the lack of information a key reason for their inability to make an informed decision about their move to Canada and as a reason for their disappointments with their post-arrival settlement experience. Because of the lack of information on the various possibilities of utilizing their previous education and skills by doing some post-secondary education in Canada and preparing themselves for the Canadian professional job market, some of them were not able to land a professional job.

My interview data also showed that interviewees who did not search and find settlement information before arrival, including information related to the job market, faced significant challenges. In particular, they faced employment-related challenges as they thought they would easily be able to settle in their professional jobs after arrival because of their previous education, skills, and experience. In many cases, these participants with no information about the requirements of Canadian professional jobs, or knowledge about switching careers or pursuing education to expand previous education and skills, ended

up doing what they consider “survival” jobs after arrival. Also, these Bangladeshi immigrants relied only on limited information sources such as immigration counsellors, families and friends in Canada, including people from the local Bangladesh communities. These participants did not get the complete picture of life in Canada before arrival. This, in turn, resulted in depression, anger, and frustration about their settlement in Canada.

It is also evident in my study that informed immigrants were more mentally prepared to face challenges that arose after their arrival in Canada. Being connected with useful and relevant information about future lives during the transitions of migration makes a significant difference in terms of people’s settlement into Canadian society. This is a consistent finding with studies such as Caidi and Allard (2005); Khoir (2016); and Lloyd (2014), that confirms the strong connection between access to information and social inclusion in a new country. Caidi and Allard (2005) claim that access to information is fundamental for newcomers’ social inclusion in a new country.

Some recent newcomers are what I call “information intelligent” with information literacy skills and competencies. They clearly described how their proactive information behaviour helped them gather information about life in Canada before arrival to make informed decisions about their move. They possessed various informational skills and were able to orient themselves to the Canadian information environment without many challenges and they mostly obtained employment in their professions. Recent studies in LIS, such as Khoir (2016); Lloyd et al. (2013); Lloyd, & Wilkinson (2016); Rayes et al. (2016) attempt to show a linkage between information literacy skills and newcomers’ access to information in a new environment, and its connection to better settlement and social inclusion. Rayes et al. (2016) highlight the importance of information literacy skills and competencies for newcomers’ settlement. The authors write “...it becomes clear that one’s ability to become information literate in this new information environment increases one’s chances to find meaningful employment (“You have to be patient and stay focused” stated one Canadian participant), and in turn this contributes to one’s overall well-being and sanity.” In Australian contexts, Lloyd et al. (2013) show the importance of information literacy for newcomers’ transition and settlement in a new society and navigation through unknown information environments. In another study,

Lloyd (2015) claims refugees gain “information resilience” through various information literacy practices and information strategies to orient and support themselves in a new country’s information environment. Similarly, Lloyd et al. (2016) argue that the lack of strong information literacy skills may result in information poverty among newcomers leading to marginalization in the host country. In this paper, the authors report a strong link between information literacy, information poverty, and social exclusion.

In short, the answer to the second part of the research question on how TIB affects immigrants’ settlement, is that transitional information behaviour plays a significant role in my interview participants’ settlement lives in Canada. Bangladeshi immigrants’ taking active/proactive information initiatives to learn about Canadian systems and culture before arrival and who continued their informational initiatives after arrival to settle in Canada, were better informed about how the Canadian systems work. Because of their comprehensive information seeking, they were able to gather time-sensitive, useful information needed to help settle in their preferred and alternative professions in Canada.

*II. What role does information play in immigrants’ employment processes (e.g., finding a suitable job, pursuing relevant training/education) in Canada?*

Not surprisingly, information plays an essential role in immigrants’ settlement related to their employment. Information behaviour related to finding and obtaining a job emerged as one of the key areas of significance in this research. In my study, participants with access to various pre-arrival and post-arrival information sources were able to settle in their profession or near similar professions or to choose an alternative career instead of doing “survival” jobs. Others who had limited information about how the employment systems work in Canada, non-existent professional networks, and who had assumptions about being able to work in their profession because of their immigration status automatically faced several employment-related settlement challenges after arrival.

The cross-tabulation results on post-arrival information sources and employment-related settlement challenges reported no significant association between the use of various

information sources with the settlement challenges. However, the cross-tabulation between occupational status and post-arrival information sources showed a significant relationship in terms of gathering employment-related information from friends and professional colleagues and settling into professional jobs or better jobs than odd jobs. This was supported too by interview data. Furthermore, the use of professional colleagues in particular turned out to be very beneficial for many interview participants. Consultations with professional colleagues allowed them to gather information related to the requirements of settling into a professional job in Canada. This included information on the vacancies available, getting interview calls because of their professional networks in Canada, and learning about the relevant post-secondary educational opportunities for themselves. The benefits of social networks for newcomers are evident in LIS and studies in various disciplines such as Allard, 2015; Bergeron and Potter, 2006; George and Chaze, 2009; and Teixeira and Drolet, 2018.

Friends, family members, and personal networks are considered to be beneficial for newcomers for their settlement (see, for example, Bergeron & Potter, 2006; George & Chaze, 2009; Hynie et al., 2011; Sherrell et al., 2005; and Teixeira & Drolet, 2018). However, in my study, the information experience of newcomers consulting friends and family members, including ethnic community people, did not always bring benefits for newcomers. Several participants did not always get a complete picture of Canadian life from their personal networks in Canada in pre-arrival contexts. They also did not get proper guidance related to their employment-related settlement in Canada after arrival. It is also evident in my study that some Bangladeshi immigrants received negative, discouraging information about their job prospects in Canada after arrival from some Bangladeshi community people and were disappointed, upset, and demotivated. This highlights that not all information is useful for newcomers' employment-related settlement; sometimes, some information may even play a negative role in immigrants' attempts to settle in their professional job. Also, some interviewees even reported not getting information about employment opportunities from community people as information related to employment opportunities was considered as a "gem," and sharing this information would diminish the prospect of getting the job for those holding the

information. Thus, consulting personal networks, especially, friends and ethnic community people, does not always guarantee timely, needed information for newcomers, especially in employment contexts.

As also evident in my study, participants lacking information on how the employment system works in Canada, including the structural barriers newcomers face and strategies to tackle some of those challenges, had severe disappointments with their employment-related settlement experience after arrival. Many participants reported holding high expectations about getting professional jobs immediately after arrival due to the skilled immigration system and the lack of access to information. They also told story after story about how their dreams related to their employment status in Canada and how these were shattered after arrival in Canada. On the other hand, some participants claimed to be aware of how the employment system works in Canada even before arrival because of their concentrated information gathering from multiple sources, including their personal networks and various Internet resources. They were able to make informed decisions about their employment-related settlement after arrival.

Overall, generally, information plays a significant role in newcomers' employment-related settlement in Canada. However, in some cases, some information (especially that which is demotivating or discouraging in pre-arrival contexts) may be harmful to immigrants' settlement, especially related to their professional employment after arrival.

### III. *How do settlement services offered by various organizations affect immigrants' settlement in Canada?*

Several studies report the importance of settlement services for newcomers to help them integrate into Canadian society (see, for example, Esses et al., 2013b; Omidvar & Richmond, 2003; Rural Development Institute, Brandon University, 2015). My study also confirms the benefits immigrants receive utilizing various settlement services. Both survey and interview participants described using post-arrival services related to résumé writing, job searching, post-secondary education in Canada, English language learning,

and guidelines on things to do after arrival such as applying for a health card, and permanent residency card renewal. There were many benefits from access to these kinds of services. Some of the participants claimed settlement services significantly helped them with employment. Despite frustration with not finding need-based settlement services (such as proper employment counselling) among some interview participants, most of the survey participants and several interview participants claimed that settlement services significantly helped after arrival. Although pre-arrival settlement services were not available for several participants during their move, some interview participants who utilized pre-arrival settlement services described how they were helpful in terms of preparing to face the initial employment challenges after arrival. They learned about various Canadian systems such as public transportation, banking and finances, and similar things necessary for their professional settlement.

Although public libraries are not usually considered as a core settlement institution, public libraries in Ontario offer many settlement services to help newcomers. Unfortunately, I was not able to comprehensively explore the use of public library settlement services offered by Library Settlement Partnerships (LSP) as many of my participants moved to Canada before the introduction of LSP in several Ontario public libraries. Despite the low use of public library settlement services among the participants of this study, many interview participants did claim to get various benefits of using public library spaces for their employment and education-related settlement in Canada. They described how the public library is an essential institution for newcomers learning about Canadian culture, preparing for job interviews, helping with post-secondary education, and helping immigrants' children with their reading needs. Similar to the findings of my study, many studies in LIS such as Audunson et al. (2011); Caidi et al. (2007); Picco, 2008; Shen, (2013); and Vårheim, (2014) also highlight the value public libraries have in newcomers' settlement into a new country.

In a nutshell, the answer to the research question on the effect of settlement service on my participants' settlement is that in the majority of the cases, settlement services

brought many benefits and were useful for the majority of survey and interview participants.

## 7.2 Areas of future research

Future studies are needed to understand the information behaviour of immigrants with different socio-economic status and the role of information in immigrants' settlement into a new country. Research is needed to inform immigration-related policy decisions, in particular policy related to settlement information dissemination by the Government of Canada and other stakeholders involved. Many topics emerged in this study that yield fruitful directions for further study: i) information crafting, ii) expanded study of employment and information; and iii) online ethnic community forums for immigration information. In the following, I briefly describe the topics with potential research ideas.

### 7.2.1 Information crafting

In my study, some participants claimed to get only positively skewed, exaggerated, misinformation about life in Canada before arrival from some formal information institutions such as immigration agencies in Bangladesh. The immigration agencies in Bangladesh sketched life in Canada as “heavenly” as possible without giving my participants who applied through them any information about the settlement challenges newcomers often encounter. To get clients, immigration agencies in Bangladesh provided biased information. I call the phenomenon of sharing selective information of mostly just positive information about life in Canada, sometimes with exaggeration and falsifications “information crafting.” By information crafting, information providers (such as immigration firms) deliberately select and share the information in a way that satisfies their hidden profit imperatives or other business purposes.

Utilizing this concept of information crafting, research can be done to analyze the web content and promotional materials of government agencies of countries actively accepting immigrants such as Canada, Australia, New Zealand, to explore the deliberate sharing of positive information without any mention to challenges newcomers face initially settling in those countries. Researchers interested in identifying the “information crafting”



phenomenon can also interview participants who received assistance from immigration agencies in their home country. What are the information experiences of newcomers using immigration agencies in their home country? What type of settlement information do immigration agencies offer to their clients? What is the settlement effect of using immigration agencies as a primary settlement information source? Addressing some of these questions would help us understand the information crafting phenomenon among various immigration agencies and their impact on the settlement lives of those who solely depend on immigration agencies for their immigration to Canada.

### 7.2.2 Expanded study of employment and information

As the majority of my participants were skilled immigrants with university degrees, employment-related concerns dominate their stories. Although one of the major focuses of my study were employment-related information seeking and settlement of skilled Bangladeshi immigrants, further studies are required to understand the employment-related information seeking among various newcomer groups, the challenges they face, including finding timely information to make the right decision about their career in Canada. An expanded study of information resources used for employment is also warranted. Examining the function of professional colleagues and employment agencies would give us further in-depth understanding of employment-related information seeking among different groups of immigrants (e.g., skilled, family-sponsored immigrants, refugees). The role of active information seeking in one's employment-related settlement in their receiving country is also ripe for further study. This kind of research would help us understand whether there are any differences among the various immigrant groups in terms of employment-related information behaviour and whether particular information sources (such as professional colleagues) are more useful over other settlement information sources (such as ethnic online community forums).

This study has also helped me to see how important the family is as a unit of analysis in understanding the impact of employment-related information seeking, rather than only focusing on the principal applicant. The demographics of my study show dependents of recent skilled immigrants (mostly who moved after 2010) who possess equal educational

qualifications and who try to settle in their profession after arrival. They also go through the same challenges as principal applicants.

### 7.2.3 Online ethnic community forums for settlement information

Another line of research worth taking is to investigate the role of ethnic community forums in immigrants' settlement into a new society. In my study, many interviewees claimed recent Bangladeshi newcomers consult various Bangladeshi ethnic community forums (mainly on Facebook) to meet various settlement and everyday life information needs. However, my study was not able to comprehensively look at the role online ethnic community forums play in immigrants' settlement in Canada. What types of information are shared on the ethnic community forums? How useful is this information? How are Canada and Canadian issues represented in those ethnic forums? Do people believe the information? What role do ethnic community forums play in helping newcomers build professional information networks? Addressing some of these questions would help us understand the role of ethnic online community forums in immigrants' settlement lives as well as the types of information shared on those forums.

## 7.3 Implications for policy and institutional practices

Canada will continue to welcome newcomers across the globe for the next several years. Helping newcomers make informed decisions about their move and helping them make various settlement decisions related to employment by providing time-sensitive, need-based, accurate information is a win-win situation for newcomers and the Government of Canada. This would be in contrast to immigrants with unreal expectations about their move because of the lack of information about the reality of life in Canada, the challenges newcomers face initially, and things to do after arrival to settle in a professional job or alternative profession. My study highlights the importance of informed decision making and access to various settlement information sources to help newcomers' settlement in Canadian society.

Much has been said about the challenges newcomers face integrating into Canadian society because of many settlement issues. There is a real tension between settling in a

relevant profession and the culture shock, the mismatch between unreasonable expectations and reality. Now the time has come to design ethical information systems where newcomers know about various systems in Canada such as employment, health, and education before arrival, and get informational advice about various settlement aspects before arrival such as whether to pursue the same profession after arrival or switch to the second career or to learn about how to succeed in Canada. The Federal Government of Canada and the provincial governments participating in provincial nominations program must also contribute to the settlement information system where they offer information on the benefits of settling in the respective province as well as on the challenges newcomers may face initially and how to tackle those challenges based on previous immigrants' experience.

The current pre-arrival information services need to be streamlined, and every immigration applicant should be connected with pre-arrival settlement information and services. Some of the participants of my study reported not knowing about pre-arrival settlement services and not receiving any communications from CIC, especially those applying with help from immigration firms in Bangladesh. It is important to make sure everyone has access to pre-arrival settlement and information services, whether applying independently or through the help of immigration firms, or friends and professional colleagues. As evident in the report by IRCC (2018b), the pre-arrival service intake is still very low among the eligible immigrants. IRCC and other agencies working with immigrants should identify the reasons behind immigrants' non-use of pre- and post-arrival services and design appropriate mechanisms to connect newcomers with these useful services.

As evident in my study, informed immigrants have better settlement experiences and less mismatch between their expectations of Canadian life and their actual experiences. They seem better prepared to tackle various settlement challenges initially. Therefore, it would be beneficial to introduce mandatory pre-immigration online orientation programs for applicants of Canadian immigration so that even before potential immigrants apply, they

are aware of the dimensions of Canadian life and have reasonable expectations about their life in Canada after arrival.

Employment is shown to be one of most pressing settlement concerns for Bangladeshi immigrants and their dependents. The recent skilled immigrants and their dependents are equally qualified and work hard to land in their professional jobs. The Government of Canada should prepare newcomers ready for the Canadian job market before their arrival by providing timely, relevant information and guidance. Some of my participants complained about not getting professional help/advice on employment after they arrived in Canada. Some interview participants of my study also questioned the quality and ability of pre- and post-arrival employment counsellors who offer inappropriate professional advice or advice that was too generic. It is important that newcomers receive relevant professional help so that they are aware of the professional requirements (such as licensing). IRCC can also take initiatives to connect newcomers with ethnic community professional networks (such as Association of Bangladeshi Engineers of Ontario, <http://abeocanada.ca/>) to help them receive professional advice from those professionals who are already established in their sectors.

Public libraries in Canada should increase outreach programs for newcomers and their families with varied socioeconomic backgrounds to inform them of public library services that would be useful for newcomers' social inclusion. Libraries offer programs such as employment and training workshops, opportunities for networking or learning about Canada, and help with citizenship processes. Further partnerships could be established between public libraries in Canada and various organizations including ethnic community organizations such as Bangladeshi Canadian Community Services, India Canada Association, ethnic newspapers such as Ming Pao Chinese newspaper, local schools, and universities to increase and spread awareness to both newcomers and long-term immigrants about the public library services available for them and their children.

It is also important that the Government of Canada, provincial governments, and other agencies working with immigrants spread the word about various services public libraries offer for newcomers free of cost and how public libraries in Canada are different from

those in many developing countries such as Bangladesh, Pakistan, and Uganda. Pre- and post-arrival settlement agencies can also briefly talk about the services newcomers can get at public libraries in order to help newcomers begin to build relationships with public libraries in Canada and to benefit from their services. While designing public library services for newcomers, public librarians should keep in mind that not all immigrants are vulnerable or lacking skills. New programs and services are necessary to serve immigrants already possessing various informational skills. To attract and retain newcomers with informational skills (especially those with information intelligence) and sufficient English language proficiency, public libraries can design appropriate time-sensitive, need-based information services, and programs.

## 7.4 Study contributions and limitations

### 7.4.1 Contributions of this study in LIS and in interdisciplinary contexts

This study, one of the largest doctoral studies on immigrants' transitional information behaviour in North America, addresses some gaps in our understanding of information seeking behaviour among Bangladeshi immigrants, in particular, the role information plays in newcomers' settlement in a new country. The study significantly contributes to the small amount of research that explores the relationship between access to information and social inclusion for newcomers. My doctoral study empirically shows the role of information in helping newcomers make informed decisions about their move, in decision-making after arrival, and in guiding them with various aspects of their settlement in Canada. The findings related to newcomers' information experience, information sharing fear, and information intelligence, have implications for future studies in LIS and other disciplines, including psychology and migration studies.

My doctoral study is the most comprehensive study on employment-related information seeking of newcomers in pre- and post-arrival periods, especially in Canadian contexts. The findings of this study have implications for researchers studying employment issues of newcomers in several disciplines including psychology, economics, public health, and migrational studies. I believe the findings related to the employment challenges

newcomers face and the role of transitional information behaviour in tackling some of them may be transferable to other skilled immigrant groups coming from countries outside of Canada especially for those coming from developing countries. The findings on active information seeking and the benefits newcomers receive related to their employment-related decisions and settlement would be important for interdisciplinary researchers and policymakers looking at employment-related issues of immigrants and how to mitigate some of the employment-related challenges newcomers face.

My study provides insights into the complicated culturally situated information experiences of Bangladeshi immigrants consulting unofficial information sources such as friends and family, including ethnic community people. Although several studies (such as George & Chaze, 2009; Teixeira & Drolet, 2018; Telegdi, 2006) report immigrants receive benefits due to their friends and family networks in the host country, my doctoral study highlights a mixed information experience among Bangladeshi immigrants consulting friends and ethnic community people. My participants did not always receive useful information and guidance but rather received some demotivating information (before and after arrival), that actually disappointed and misguided them. My study findings encourage researchers in various disciplines, including migrational studies, to go deeper into newcomers' experiences with their social networks using an informational lens to examine the information newcomers receive from their social networks and its effects on their post-arrival settlement in a new country.

My study also puts forwards a new concept, that of "information sharing fear" among some Bangladeshi immigrants. As evident in my study, due to information sharing fear, newcomers consulting their friends and family may not receive the complete picture of Canadian life, and therefore, may not be able to make an informed decision and mentally prepare themselves to face initial settlement challenges after arrival. These findings suggest that identifying factors that discourage people from sharing information are also important to understanding the information experience. In what contexts do people share or not share information? What factors affect people's information sharing attitudes? By identifying information sharing fear in different contexts (such as health, immigration)

and the factors affecting people's information sharing behaviour would help policymakers design appropriate policy to encompass differing attitudes toward information and informing others.

My doctoral study also contributes to our knowledge of information access barriers, especially those highlighting language. The findings related to Bangladeshi immigrants' expectations/perceptions of life in Canada show how newcomers' preconceived notions of Canada as a developed country, that things are better in Canada, that one's status as a skilled immigrant ensures employment, limit immigrants' information seeking initiatives, especially in pre-arrival contexts. These preconceived notions significantly affected some of my participants' active information seeking and had negative consequences for their post-arrival settlement in Canada. This is an important contribution for future studies in LIS, psychology, and migrational studies that explore the information access challenges newcomers face. It shows that it is important to consider how people's perceptions of Canada affect their settlement information behaviour in pre- and post-arrival contexts. The findings related to information access barriers also have policy implications. It highlights the importance of informing newcomers about the reality of life in Canada including how the employment system works in Canada. Newcomers need to be prepared so that they can make informed decisions to navigate through new systems and culture.

My study also contributes to the small number of studies (such as Khoir 2016; Abdi et al., 2019) that position newcomers as comfortable and proficient information seekers. Despite the number of studies (such as Adekanmbi, 2019; Caidi & Allard, 2005; Caidi et al., 2010) that explore the vulnerabilities and challenges of immigrants, my findings show many recent immigrants are not vulnerable in terms of information gathering and utilize many information sources including online sources such as forums, blogs, and websites to satisfy their information needs. Immigrants with what I call "information intelligence" are information experts who gather information in pre- and post-arrival contexts. The findings related to information intelligence are important contributions as they encourage researchers working on information literacy skills to think out of the box and identify other competencies new generations of information seekers may have rather than solely

focusing on information literacy skills. The theoretical contribution of information intelligence in this study also suggests libraries of all types offering information literacy training might revise the traditional information literacy workshops/training that tend to be primarily anchored mostly in academic contexts. Libraries need to incorporate new areas aimed at helping its users understand the importance of information in more holistic, everyday life contexts, and not only in academic contexts.

In addition to the contribution in theory and practice, my study makes some methodological contributions too. This is the first mixed-method study of immigrants' information behaviour research in LIS, in Canadian contexts using various recruitment techniques (such as ethnic newspapers advertisement, Facebook posts, a separate research website), analysis tools (transcription tools such as ELAN and Transcribe), and communication technologies (such as Skype and telephone) for data collection, analysis, and reporting. This study also highlights the importance of conducting mixed methods to identify the connections and contradictions of qualitative and quantitative data, to comprehensively address the research questions, in addition to giving participants a strong voice for understanding the phenomena under study. For example, 95% of the respondents reported that family and friends ask for information about immigration to Canada, and virtually all who were asked (99%) provided information about the challenges they/newcomers initially experienced. The survey results alone would mean everyone shares the information about initial challenges with their friends and families in their home country. Therefore, these results would suggest that consulting friends and family give newcomers a complete picture of Canadian life before arrival. However, when we look into the interview data, it is clear that many interview participants do not share information about challenges they face due to "information sharing fear," thus complicating the picture of information sharing. Similarly, the intensity of the settlement challenges, especially those related to employment would not be clear without the survey data where a large number of participants reported facing such challenges after arrival to Canada. Further, survey data indicates the heavy use of friends and professional colleagues and online sources among the recent immigrants. However, it does not offer us a comprehensive understanding of the benefits/disadvantages newcomers receive utilizing these sources.



### 7.4.2 Limitations of the study

In addition to the methodological limitations described in Chapter 3, section 3.6, the study has some other limitations too. The study examines the transitional information behaviour in pre- and post-arrival contexts; however, it did not study the prior information behaviour of Bangladeshi immigrants when the participants were in Bangladesh or other places of residence before coming to Canada. Similarly, the study was limited to the information behaviour of participants in strict post-arrival periods in Canada. Except for a few very recent immigrants who move in 2016 onwards, a majority of participants had been in Canada in between 5-10 years at the time of the interview and surveys. Therefore, the stories told about their pre- and post-arrival settlement experiences and their transitional information behaviour may have been glossed over or may have been distorted. Richer data might have been collected by interviewing participants when they were in Bangladesh and then to continue to conduct follow-up interviews for a few years upon arrival in Canada. However, because of diverse participants who moved to Canada at different times, I was actually able to empirically see the differences between different immigrant cohorts, their settlement challenges, and their overall information behaviour. Also, because of the length of their stay in Canada, they were able to clearly articulate their information experiences with their personal networks and the effect of those informational interactions. I would not get such rich data on the information experience and information sharing fear as the participants would not be able to comment on whether their information experience had any effect on their settlement without spending some time in Canada and acting upon their informational interactions with their networks.

Another limitation is that the study attempted to gain a broad understanding of participants' transitional information behaviour and gathered information on various aspects of their settlement such as ICTs and media usage, educational experiences, life satisfaction, settlement and public library usage. This made the interview schedule very broad and very time-intensive. It might also have been better if the study focused more on the employment-related information seeking. This way, participants would have received much more time to think about and discuss their employment-related information seeking

rather than jumping from one section to another section. For survey participants, it would have been less time consuming to fill out the survey questionnaire too. However, because of the broad nature of the study, I was also able to gain a better understanding of employment-related challenges newcomers face and their information seeking in employment contexts. I was able to see the strategies (such as pursuing education in Canada) newcomers take in order to tackle some of the employment-related structural barriers for newcomers to Canada.

## 7.5 The journey begins

People's aspirations to move to Canada with dreams of Canadian life as full of opportunities may not diminish soon. While I am writing this conclusion, I received a message from one of my relatives interested in moving to Canada, who believes that life is less stressful in Canada, it is easy to earn a lot of money in Canada, and their life will be changed overnight once they move to Canada. They were preparing to pay nearly one thousand Canadian dollars for each person for an Educational Credential Assessment (ECA) by their immigration counsellor. Such assessments only cost about two-hundred dollars through World Educational Services. My relative makes a good income back home and is very well settled there. However, like many others, they imagine life in Canada as a heavenly one. Throughout my five years in Canada, I regularly received phone calls, Facebook messenger calls, emails from my family, friends, and colleagues asking me for advice on moving to Canada. Some of them told me they are happy to spend whatever it costs to get immigration. Many of them think immigration counsellors can get them immigration, and they paid thousands of Canadian dollars for just submitting the Express Entry profile online. They are not aware of how various systems work in Canada and believe that once they move, things will be much better than Bangladesh.

Throughout my involvement with many people in Bangladesh and the conversations I had with them about emigrating to Canada, I realized even in the age of the Internet, although information access is now much easier compared to any era, people's perceptions about developed countries still remains quite similar, that is, developed countries are full of opportunities and life in a developed country is very peaceful and

heavenly. Thus, I think people will continue to move to a developed country in quest of peace, happiness, quality of life, and a better future for themselves and their future generations. Therefore, many immigrants may not take proper information initiative to learn about the new country they are interested in moving to. This is harmful to immigrants and the receiving country because of the mismatch newcomers may get profoundly depressed after arrival and may not properly be able to contribute to the economy and the country as a whole.

I hear many similar stories as those told by participants in my doctoral study about the mismatch between expectations of life before arrival and the actual experience after arrival and how their dreams were shattered. Many of the Canadian permanent residents I know from South Asia even plan to return to their country after getting Canadian citizenship. I realized this is not beneficial for Canada if it fails to retain immigrants to allow them to utilize their education, skills, and work experience. I also realized that the disappointments among Bangladeshi immigrants about their move often arise from their inability to enter the professional job market and their inability to use their skills and education in Canada. However, not everyone I meet tells me stories about their depression, disappointments, and frustrations with their employment status in Canada. Some of them are highly successful in Canada and are well settled. They were able to settle in their profession or switch to an alternative career. They do not have a plan to return to Bangladesh or any other country.

I thought my doctoral study would be the end of my focus on immigrant-centric research, and I would move to another area of research for my future career. I now realize that this is just the beginning of my work on immigrants. Many areas need to be investigated to offer a better settlement experience for newcomers. I plan to conduct future studies on various areas of newcomers' settlement and everyday life contexts such as culturally situated health information seeking and reading practices of second-generation immigrants. Therefore, my doctoral study not only paves the way for other researchers with similar questions, it also opened up many exciting ideas for my own research agenda.

Before I conclude, I would like to express my sincere gratitude to my participants once again. I did not meet many of them in person and did not get the opportunity to thank them for their incredible support I received to complete this study. Whatever contribution this study makes, all credit goes to my participants who wholeheartedly participated in my study, shared many stories of their immigration journey in pre- and post-arrival contexts, and cared about this study as if it was their own. I sincerely hope my study will offer a rich understanding of newcomers' settlement experience in informational terms and help the Government of Canada and all other stakeholders working with immigrants to introduce many initiatives and services aimed at helping potential immigrants across the globe make an informed decision about their move and settle in Canadian society smoothly. I believe an effective immigration system is one that helps newcomers pursue their dreams in a new country by providing time-sensitive information rich resources. Information is so powerful that reliable, timely information can lead better settlement experiences for newcomers. Similarly, outdated, wrong information can be devastating. I hope my doctoral study contributes better information services, systems, and provision mechanisms to support smart decision making and contributes to better post-arrival lives for newcomers to Canada.

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## Appendices

### Appendix A: Selected pictures of Nafiz Shuva attending some Bangladeshi community programs in Ontario





## Appendix B: Semi-structured interview schedule

### TRANSITIONAL INFORMATION PRACTICES, EMPLOYMENT, AND SETTLEMENT OF BANGLADESHI IMMIGRANTS IN CANADA

- i) Briefly tell the participant the purpose, ethical issues and expected outcome of the study
- ii) Give the participant letter of information
- iii) Answer participant's question related to this study
- iv) Take his/her written consent
- v) Start the audio-recorded interview when the participant is ready
- vi) Tell the participant that you might contact for follow-up interview(s) if only the participant agrees and take his/her information (e.g., name, email address, cell number).
- vii) Take photos of the location after participant leaves the place. Don't take photos if the interview is conducted in participant's home.

Complete this part:

City:

Area:

Date and time of interview:

Place/Mode of Interview (e.g., Home, Cafeteria, Skype, Telephone etc.):

### INTERVIEW SCHEDULE OF QUESTIONS

#### A. Migrational Stories

1. Please tell me about your expectation/perception about Canadian life as well as any migrational stories heard from immigration lawyers, friends and relatives before arrival in Canada.
2. Do you think the migrational stories you were told, the perceptions of life you had, and the reality matches? Why? Why not?
3. Does your friend/relative ask for information or advice about migrating to Canada? What do you tell them? Do you help them with migration? Do you share the challenges you face or you faced with them?

#### B. Transitional Information Practices

##### *i) Pre-arrival Information Needs*

1. When you were planning your migration to Canada, what kind of information did you need? What were the most helpful sources of information?
2. Is there any piece of information that if you would have received before arrival could help you migrating and settling into Canada?
3. What challenges did you face searching for pre-arrival information? How did you deal with them?

##### *ii) After arrival information practices*

1. Can you tell me what you and your family's experiences during first three months in Canada?
2. What information you were looking for after arrival to Canada? Were you able to get the information that you needed? How?
3. Is there any piece of information that if you would have received immediately after arrival could have helped you settle into Canadian society smoothly?

##### *iii) Information Practices in Canada and Bangladesh*

1. When you think about your everyday life in Canada, what information do you need regularly (e.g., childcare, employment, weather)? And how do you go about getting that information or searching for it?
2. Have your needs for information changed from what they were in Bangladesh? If yes, how? What about the methods that you use to get the information that you need?
3. What challenges do you face searching for information in Canada?

### **C. ICTs and Media Use**

1. Can you tell me about how you used the internet in Bangladesh or the last of residence from where you moved to Canada?
2. Can you tell me about your internet usage in Canada? If you do not use the internet, why not?
3. Please tell me about your media use in Canada including the newspapers you read, TV channels you watch and radio programs you listen to.
4. Do you find any difference in your media preferences or consumption in Canada compared to Bangladesh? How?

### **D. Education**

1. Please tell me about your educational experiences in Canada including any challenges or barriers.
2. If you have pursued a degree/professional certificate in Canada, did you get any benefit because of the education in Canada?
3. If you did not pursue any education in Canada, could you please tell me why?

### **E. Employment**

1. Can you tell me about your employment experiences including challenges you face seeking or maintaining employment in Canada?
2. What was your expectation about Canadian job market?
3. What information did you receive about Canadian job market before and after arrival?
4. Are you satisfied with your current job? Why or Why not?

### **F. Public Libraries and Settlement Services**

Settlement Services (General) Explain what they are first.

1. Can you please tell me about the use settlement services after arrival in Canada?
2. If you did not use in any settlement services, can you tell me why did not use settlement services after arrival?

#### *Public Library Settlement Services*

1. Can you please tell me about your public library use in Canada including its settlement services?
2. If you haven't used the public library settlement services or in particular, public library services, why you haven't used it?

[Show the list of public library services including its settlement services provided by the nearby public library and see whether the respondent used any of its services]

3. Did you know these services exist in your nearby public library?
4. In your opinion, how could settlement services for newcomers be designed in a way that serves newcomers like you.
5. Can you please tell me about your public library use in Bangladesh?

### **G. Life Satisfaction, Future**

1. How satisfied are you with your current life in Canada compared to your life in Bangladesh? Do you think things have improved over time? How?
2. Do you have any plan to move to another country or return to your country of origin in future? If yes, why?

### **H. Concluding Questions**

1. If there is one thing that you could change about your immigration to Canada what would it be?
2. Do you have any suggestions for the Government of Canada for the successful settlement of newcomers and long-term immigrants?
3. What would your advice be to someone who is now considering emigrating to Canada?

4. Is there anything else that you would like to tell me? Or anything that you thought we would talk about today, but haven't?

*To be filled out by the semi-structure interview participants*

**I. DEMOGRAPHIC INFORMATION**

1. In what year did you move to Canada?

2. Besides Bangladesh, in what countries have you lived?

Name of the country from----- year to -----(approx.)

Name of the country from----- year to -----(approx.)

Name of the country from----- year to -----(approx.)

3. If you lived outside of Bangladesh, what was your profession there?

Name of the country..... Profession.....

Name of the country ..... Profession.....

Name of the country ..... Profession .....

4. What is your immigration status?

- i. Skilled worker or professional - principal applicant
- ii. Skilled worker or professional - dependent
- iii. Investor (Business immigrant)- principle applicant
- iv. Investor (Business immigrant)- dependent
- v. Family class
- vi. Provincial nominee - principal applicant
- vii. Provincial nominee - dependent
- viii. Refugee

5. How old are you? If you prefer, can just tell me your age range:

- i. 18-24
- ii. 25-29
- iii. 30-34
- iv. 35-39
- v. 40-44
- vi. 45-49
- vii. 50-54
- viii. 55-59
- ix. 60-64
- x. 65 years and over
- xi. prefer not to answer

6. What is your marital status?

- i. Married
- ii. Single
- iii. Divorced
- iv. Separated
- v. Widow
- vi. Others (please mention).....
- vii. prefer not to answer

7. Do you have children? Yes No

8. Have you taken any English language course in Canada?

i) Name of the course

ii) Where?

iii) For how many months or year?

9. How long have you been in Canada?

- i. Less than one year
- ii. 1-3 years



- iii. 4-6 years
- iv. 7-9 years
- v. More than 10 years

10. The highest educational degree that you have achieved:

- i) Less than secondary school graduation
- ii) Secondary school diploma or equivalent
- iii) Bachelor's degree
- iv) Master's degree
- v) Earned doctorate
- vi) Others (please specify)

11. What language do you use at home?

- i. Bengali
- ii. English
- iii. Bengali and English
- iv. Other

**Thank you so much!**

## Appendix C: Interview schedule (Bengali)



### INTERVIEW SCHEDULE OF QUESTIONS (BENGALI)

#### ক. মাইগ্রেশনাল কাহিনী

১. অনুগ্রহ করে আপনি কানাডা আসার পূর্বে কানাডার জীবন সম্পর্কে যে প্রত্যাশা বা উসলুকি ছিল এবং এ সংক্রান্ত যেসকল কাহিনী আপনি আপনার ইমিগ্রেশন আইনজীবী বা বন্ধু অথবা স্বজনদের কাছ থেকে শুনেছেন তা বলুন।
২. আপনি কি মনে করেন যে সকল গল্প আপনি শুনেছেন, যেমন আপনি ভেবেছেন এবং বাস্তবতার মধ্যে কোনো মিল আছে? কেন? কেন নয়?
৩. আপনার বন্ধুবান্ধব ও স্বজন রা কি আপনার কাছ থেকে কানাডার অভিবাসন সম্পর্কে তথ্য চাই বা আপনার মতামত জানতে চাই? আপনি তাদের কী বলেন? আপনি কি তাদের অভিবাসন এ সহায়তা করেন? আপনি কি কানাডায় যে সকল সমস্যার সম্মুখীন হয়েছেন বা হন তা কি তাদের সাথে শেয়ার করেন?

#### খ. ট্রানজিশনাল ইনফরমেশন প্রাকটিসেস

##### i) আগমনপূর্ব তথ্য চাহিদা

১. আপনি যখন কানাডায় অভিবাসন এর প্রস্তুতি নিচ্ছিলেন তখন আপনার কী কী তথ্যের প্রয়োজন ছিল? কোল কোল তথ্যের উৎস আপনাকে সবচেয়ে সহযোগিতা করেছে?
২. এমন কি কোনো তথ্য আছে যা কানাডায় আসার পূর্বে পেলে আপনার জন্য অনেক ভালো হত?
৩. আগমনপূর্ব তথ্য চাহিদা পূরণ-এ আপনি কী কী বাধার সম্মুখীন হয়েছেন? কিভাবে আপনি তা ডিল করেছেন?

##### ii) আগমন পরবর্তী তথ্য চাহিদা

১. কানাডায় আসার প্রথম তিন মাস আপনার ও আপনার পরিবার এর অভিজ্ঞতা সম্পর্কে বলবেন ?
২. আপনি কানাডায় আসার পর কী কী তথ্য খুজছিলেন? সেগুলো কি পেয়েছিলেন? কিভাবে?
৩. এমন কি কোনো তথ্য আছে যা কানাডায় আসার সাথে সাথে পেলে আপনার সেটেলমেন্ট স্বাচ্ছন্দময় হত ?

##### iii) কানাডা ও বাংলাদেশের ইনফরমেশন প্রাকটিসেস

১. কানাডার দৈনন্দিন জীবনে আপনার কী কী তথ্যের প্রয়োজন হয় ? এ সকল তথ্য আপনি কিভাবে মার্চ করেন বা খুজে পান? (যেমন চাইল্ড কেয়ার, চাকুরী, আবহাওয়া)

২. বাংলাদেশের দৈনন্দিন তথ্য চাহিদা থেকে কি কানাডায় তথ্য চাহিদা থেকে ভিন্নতর? যদি হ্যাঁ হয়, তবে কিভাবে? বাংলাদেশ তথ্য পেতে আপনি কি পন্থা ব্যবহার করতেন?

৩. কানাডায় তথ্য পেতে আপনি কী কী বাধার সম্মুখীন হন ?

গ. আইসিটি ও মিডিয়া ব্যবহার

১. বাংলাদেশে অথবা কানাডায় আসার পূর্বে সর্বশেষ যেখানে বসবাস করেছেন সেখানের ইন্টারনেট ব্যবহার সম্পর্কে বলবেন?

২. কানাডায় আপনার ইন্টারনেট ব্যবহার সম্পর্কে বলবেন? যদি আপনি এখানে ইন্টারনেট ব্যবহার না করেন তবে বলবেন কি কেন করেন না?

৩. অনুগ্রহ করে কানাডায় আপনার মিডিয়া ব্যবহার যেমন যে সকল পত্রিকা আপনি পড়েন, টিভি চ্যানেল আপনি দেখেন, এবং যেসকল রেডিও প্রোগ্রাম আপনি শোনেন তা সম্পর্কে বলুন ।

ঘ. শিক্ষা

১. অনুগ্রহ করে আপনার কানাডায় শিক্ষা সংক্রান্ত অভিজ্ঞতার পাশাপাশি যেসকল বাধার সম্মুখীন হয়েছেন তা বলুন ।

২. যদি আপনি কানাডায় কোনো প্রফেশনাল সার্টিফিকেট অথবা ডিগ্রী নিয়ে থাকেন তাহলে তার জন্য কি কোনো সুবিধা হয়েছে?

৩. যদি আপনি কানাডায় কোনো প্রফেশনাল সার্টিফিকেট অথবা ডিগ্রী না নিয়ে থাকেন, তাহলে কি বলবেন কেন নেননি?

ঙ. চাকুরী

১. আপনার কানাডায় চাকুরী সংক্রান্ত অভিজ্ঞতার পাশাপাশি চাকুরী খুঁজতে ও বহাল রাখতে যেসকল বাধার সম্মুখীন হয়েছেন তা কি বলবেন?

২. আপনার কানাডায় জব মার্কেট সম্পর্কে কি প্রত্যাশা ছিল?

৩. কানাডায় জব মার্কেট সম্পর্কে আপনি কানাডায় আসার আগে ও পরে কী কী তথ্য পেয়েছেন ?

৪. আপনি কি আপনার বর্তমান চাকুরী নিয়া সন্তুষ্ট?

চ. পাবলিক লাইব্রেরি ও সেটেলমেন্ট সেবাসমূহ

সেটেলমেন্ট সেবাসমূহ (সাধারণ) তা সম্পর্কে বর্ণনা করুন

১. কানাডায় আসার পর আপনি কি কি সেটেলমেন্ট সেবা গ্রহণ করেছেন তা সম্পর্কে বলবেন ?

২. কানাডায় আপনি যদি কোনো সেটেলমেন্ট সেবা ব্যবহার না করে থাকেন তবে বলবেন কেন করেন নি?

পাবলিক লাইব্রেরি সেটেলমেন্ট সেবাসমূহ

১. কানাডায় আপনার পাবলিক লাইব্রেরি সেবা পাশাপাশি এর সেটেলমেন্ট সার্ভিস খেঁজো ব্যবহার করেছেন বা করেন তা সম্পর্কে বলবেন?

২. আপনি যদি পাবলিক লাইব্রেরি সেটেলমেন্ট সার্ভিস, বিশেষ করে পাবলিক লাইব্রেরি সেবা ব্যবহার করেন নাই, তবে কি বলবেন কেন?

[ পাবলিক লাইব্রেরি সেবা পাশাপাশি বেসকল সেটেলমেন্ট সেবা ইন্টারভিউ তে অংশগ্রহনকারীর নিকটবর্তী পাবলিক লাইব্রেরি দিয়ে থাকে তার একটা তালিকা দেখাও ও জিজ্ঞাসা কর কি সেবা উনি ব্যবহার করেছেন বা করেন । ]

৩. আপনি কি জানতেন এই সকল সেবাসমূহ আপনার নিকটবর্তী পাবলিক লাইব্রেরি দিয়ে থাকে?

৪. আপনার মতে সেটেলমেন্ট সেবাসমূহ কিভাবে ডিসাইন করলে নতুন অধিবাসীদের জন্য ভালো হবে?

৫. আপনি বাংলাদেশে আপনার পাবলিক লাইব্রেরি ব্যবহার সম্পর্কে বলবেন?

ছ. জীবনের পরিভূক্তি, ভবিষ্যৎ

১. আপনি কানাডার জীবন নিয়ে কতটা সন্তুষ্ট বাংলাদেশের জীবন থেকে? আপনি কি মনে করেন সময়ের সাথে সাথে অনেক কিছুয় উন্নতিসাধন হয়েছে? কীভাবে?

২. আপনার কি অন্য কোনো দেশে বা আপনার দেশে ভবিষ্যৎ এ চলে যাবার কোনো পরিকল্পনা আছে? যদি থাকে তবে কেন?

জ. সর্বশেষ প্রশ্নসমূহ

১. আপনার কানাডার অভিবাসন এর কোনো একটি বিষয় কি আছে যেটা আপনি পারলে পরিবর্তন করতেন?

২. কানাডার সরকারের প্রতি আপনার কি কোনো সুপারিশ আছে যা কি নতুন ও পুরনো অধিবাসীদের সেটেলমেন্ট এ সহযোগিতা করবে?

৩. এখন যিনি অভিবাসন নেয়ার চেষ্টা করছেন তার জন্য আপনার কী ধরনের পরামর্শ থাকবে?

৪. আর কিছু কি আছে যা আমাকে আপনি বলতে চান? অথবা আপনি ভেবে ছিলেন এমন কোনো বিষয় যা নিয়ে আমরা কথা বলব কিন্তু বলা হয়নি?

সেমি-স্ট্রাকচার ইন্টারভিউ অংশগ্রহনকারীরা পূরণ করবেন

**জ. ডেমোগ্রাফিক তথ্য**

১. কানাডায় আপনি কোল বছর এসেছেন?

২. বাংলাদেশ ছাড়া আপনি আর কোল কোল দেশে বসবাস করেছেন

দেশের নাম হতে সাল পর্যন্ত (অনুমানিক)

দেশের নাম হতে সাল পর্যন্ত (অনুমানিক)

দেশের নাম হতে সাল পর্যন্ত (অনুমানিক)

৩. আপনি যদি বাংলাদেশের বাহিরে বসবাস করে থাকেন তা হলে আপনার ওই দেশগুলোতে আপনার পেশা কী ছিল?

দেশের নাম পেশা

দেশের নাম পেশা

দেশের নাম পেশা

৪. আপনার ইমিগ্রেশন স্ট্যাটাস

- i. স্কিল্ড ওয়ার্কার অর প্রফেশনাল - প্রিন্সিপাল অস্পিকান্ট
- ii. স্কিল্ড ওয়ার্কার অর প্রফেশনাল - ডিপেন্ডেন্ট
- iii. ইনভেস্টর (বিসনেস ইমিগ্র্যান্ট) - প্রিন্সিপাল অস্পিকান্ট
- iv. ইনভেস্টর (বিসনেস ইমিগ্র্যান্ট) - ডিপেন্ডেন্ট
- v. ফ্যামিলি ইমিগ্র্যান্ট
- vi. প্রভিনশিয়াল নমিনি - প্রিন্সিপাল অস্পিকান্ট
- vii. প্রভিনশিয়াল নমিনি - ডিপেন্ডেন্ট
- viii. রেফিউজি

৫. আপনার বয়স কত? আপনি যদি দয়া করে আপনার বয়সের শ্রেণী বাস্তি উল্লেখ করুন

- i. ১৮-২৪
- ii. ২৫-২৯
- iii. ৩০-৩৪
- iv. ৩৫-৩৯
- v. ৪০-৪৪
- vi. ৪৫-৪৯

- vii. ৫০-৫৪
- viii. ৫৫-৫৯
- ix. ৬০-৬৪
- x. ৬৫ ও এর অধিক
- xi. বলতে চাচ্ছি না

৬. আপনার বৈবাহিক অবস্থা

- i. বিবাহিত
- ii. অবিবাহিত
- iii. ডিভোর্সড
- iv. একা থাকছি (স্বামী অথবা স্ত্রী থেকে বিচ্ছিন্ন)
- v. বিধবা
- vi. অন্যান্য (দয়া করে লিখুন).....
- vii. বলতে চাচ্ছি না

৭. আপনার কি সন্তান আছে? হাঁ না

৮. আপনি কি কানাডা তে কোনো ইংরেজি কোর্স করেছেন ?

- i. কোর্স এর নাম:
- ii. কোথায়?
- iii. কত মাসের বা বছরের?

৯. আপনি কত বছর ধরে কানাডায় আছেন?

- i. এক বছরের নিচে
- ii. ১-৩ বছর
- iii. ৪-৬ বছর
- iv. ৭-৯ বছর
- v. ১০ বছরের অধিক

১০. আপনার সর্বশেষ শিক্ষাগত যোগ্যতা

- i. মাধ্যমিক শিক্ষার চেয়ে কম
- ii. মাধ্যমিক শিক্ষা (অথবা সমতুল্য) শেষ করেছি
- iii. স্নাতক শেষ করেছি
- iv. মাস্টার্স শেষ করেছি
- v. ড. পেয়েছি
- vi. অন্যান্য (দয়া করে লিখুন).....

১১. বাসায় আপনারা কি ভাষা ব্যবহার করুন ?

- i. বাংলা

- ii. ইংরেজি
- iii. বাংলা ও ইংরেজি
- iv. অন্যান্য ( দয়া করে লিখুন ).....

আপনাকে অনেক ধন্যবাদ

## Appendix D: Newspaper advertisement (for interview), The Bangla Mail

### পিএইচডি গবেষণা



- আপনি কি বাংলাদেশী?
- আপনি কি কানাডার স্থায়ী অধিবাসী(বিজনেস ইমিগ্র্যান্ট, স্কিলড ইমিগ্র্যান্ট, ফ্যামিলি কেয়ারগিভার, রেফিউজি) অথবা কানাডার নাগরিক?
- আপনি কি কানাডায় অভিবাসনের পূর্বে বাংলাদেশে কমপক্ষে ১২ বছর বসবাস করেছেন?
- আপনার বয়স কি ন্যূনতম ১৮ বছর? এবং
- আপনি কি দক্ষিণ অন্টারিও তে বসবাস করেন?

যদি এই সব প্রশ্নের উত্তর হ্যাঁ হয়, তবে অনুগ্রহ করে বাংলাদেশী একজন পিএইচডি গবেষক কে “ট্রানজিশনাল ইনফরমেশন প্রাকটিসেস, চাকুরী, এবং বাংলাদেশী অধিবাসীদের কানাডায় সেটেলমেন্ট” শীর্ষক গবেষণার সাক্ষাৎকার-এ (ইন্টারভিউ) অংশগ্রহণ করে সহযোগিতা করুন।

সাক্ষাৎকার ও পুনঃসাক্ষাৎকার (যদি প্রয়োজন হয়) এর জন্য আপনার নাম, ইমেইল এড্রেস অথবা ফোন নম্বর এর প্রয়োজন হবে যা কিনা সাক্ষাৎকার ডাটায় সাথে সংযুক্ত থাকবে না। আপনার ব্যক্তিগত তথ্যসমূহ সাক্ষাৎকার ডাটা থেকে আলাদাভাবে সংরক্ষণ করা হবে এবং ব্যক্তিগত তথ্যসমূহে শুধুমাত্র এই গবেষণার প্রধান গবেষক ও সহকারী গবেষক এর প্রবেশাধিকার থাকবে।

সাক্ষাৎকার-এ (৬০-৯০ মিনিটের) অংশগ্রহণ করতে, অনুগ্রহ করে আপনার নাম এবং ইমেইল এড্রেস/সেল নম্বর [redacted] তে পাঠান। আরো বিস্তারিত জানতে, ভিসিট করুন <http://www.immigrantresearch.ca>

আপনার সহযোগিতার জন্য আন্তরিক ধন্যবাদ!

**নাফিজ জামান শুভ**



**Appendix E: Recruitment posters at different locations**





## Appendix F: Demographics: Interview (frequency & percentages)

<b>Immigration status</b>	<b>Frequency</b>	<b>Percentage</b>
Skilled worker or professional-principal applicant (including provincial nominee principal applicant)	38	63.3
Skilled worker or professional-dependent (including provincial nominee dependent)	19	31.7
Family class	3	5.0
<b>Total</b>	<b>60</b>	<b>100.0</b>
<b>Year of arrival</b>		
Before 2000	6	10.0
2000-2005	9	15.0
2006-2010	13	21.7
2011-2015	24	40.0
2016 onward	8	13.3
<b>Total</b>	<b>60</b>	<b>100.0</b>
<b>Place of residence</b>		
Toronto	36	60.0
Guelph	5	8.3
Hamilton	3	5.0
Mississauga	1	1.7
Brampton	1	1.7
Ottawa	4	6.7
London	2	3.3
Barrie	1	1.7
Ajax	3	5.0
Waterloo	1	1.7
Pickering	1	1.7
Milton	1	1.7
Kitchener	1	1.7
<b>Total</b>	<b>60</b>	<b>100.0</b>
<b>Gender</b>		
Male	38	63.3
Female	22	36.7
<b>Total</b>	<b>60</b>	<b>100.0</b>
<b>Citizenship status</b>		
Canadian Citizen	34	56.7
Permanent Resident	26	43.3
<b>Total</b>	<b>60</b>	<b>100.0</b>

<b>Age</b>		
30-34	11	18.3
35-39	15	25.0
40-44	16	26.7
45-49	9	15.0
50-54	2	3.3
55-59	1	1.7
60-64	1	1.7
65-69	3	5.0
70-74	2	3.3
Total	60	100.0
<b>Marital status</b>		
Married	54	90.0
Single	3	5.0
Single Mother	3	5.0
Total	60	100.0
<b>Education</b>		
Less than secondary	1	1.7
Secondary school diploma or equivalent	1	1.7
Bachelor's degree	12	20.0
Master's degree	41	68.3
Earned Doctorate	5	8.3
Total	60	100.0
<b>Language spoken at home</b>		
Bengali only	26	43.3
English only	1	1.7
Bengali and English	33	55.0
Total	60	100.0
<b>English language course taken (e.g., ESL)</b>		
Yes	16	26.7
No	44	73.3
Total	60	100.0

### Appendix G: Semi-structured interview participants' characteristics

Interview id	Pseudonym	Place of Residence	Gender	Mode/Location of interview/Language	Immigration Status	Arrival Year
1	Khalid	Ottawa	M	Telephone English	Skilled immigrant (Principal applicant)	1971
2**	Asad	Guelph	M	Face-to-face, Tim Hortons, English	Skilled immigrant (Principal applicant)	2007
3	Sobuj	Ottawa	M	Telephone, English	Skilled immigrant (Principal applicant)	1973
4	Kamal	Ottawa	M	Skype, English	Skilled immigrant (Principal applicant)	1984
5	Masud	London	M	Skype	Skilled immigrant (Principal applicant)	2012
6	Luna	Hamilton	F	Face-to-Face, Home	Skilled immigrant (Dependent)	1992
7	Asif	Mississauga	M	Face-to-Face, Office Petro Canada, English	Family sponsored	2005
8	Keya	Toronto	F	Face-to-Face, Cousin's home	Dependent (Skilled Immigrant)	2013
9	Chameli	Toronto	F	Face-to-Face, Home, English	Skilled immigrant (Principal applicant)	2002
10	Moushumi	Toronto	F	Face-to-Face, Friend's home	Skilled immigrant (Dependent)	2007

11	Lopa	Toronto	F	Face-to-Face, Home	Skilled immigrant (Dependent)	2011
12	Nipa	Toronto	F	Face-to-Face, Sister's home	Dependent (Skilled Immigrant)	2013
13	Hasi	Toronto	F	Face-to-Face Home, English	Skilled immigrant (Principal applicant)	2013
14	Kabita	Toronto	F	Face-to-Face, Home	Skilled immigrant (Principal applicant)	2000
15	Chitra	Toronto	F	Face-to-Face, Daughter's Home	Family sponsored (Parent)	2015
16	Chandan	Toronto	M	Face-to-Face, Daughter's Home	Family sponsored (Parent)	2011
17	Disha	Toronto	F	Face-to-Face, Home	Skilled immigrant (Dependent)	2008
18	Liton	Toronto	M	Face-to-Face, Home	Skilled immigrant (Principal applicant)	2001
19	Jui	Toronto	F	Face-to-Face, Home	Skilled immigrant (Dependent)	2001
20	Mamun	Toronto	M	Face-to-Face, Home	Skilled immigrant (Principal applicant)	2002
21	Bristi	Toronto	F	Telephone	Dependent (Skilled Immigrant)	2014
22	Jahid	Barrie	M	Face-to-Face, Home	Skilled Immigrant (Provincial nomi.,	2014

					principal applicant)	
23	Niloy	Guelph	M	Face-to-Face, Stone Road Mall	Skilled immigrant (Principal applicant)	2004
24	Parvez	Guelph	M	Face-to-Face University of Guelph Campus	Skilled immigrant (Principal applicant)	2011
25	Shapla	Hamilton	F	Telephone	Skilled immigrant (Dependent)	1997
26	Delware	Hamilton	M	Telephone English	Skilled immigrant (Principal applicant)	1997
27	Kamrul	Guelph	M	Face-to-face Home	Skilled immigrant (Principal applicant)	2012
28	Ismail**	Guelph	M	Face-to-face Tim Hortons	Skilled immigrant (Principal applicant)	2007
29	Tomal	Toronto	M	Telephone	Skilled immigrant (Principal applicant)	2010
30	Noman	Milton	M	Telephone	Skilled immigrant (Principal applicant)	2010 (July) (PR) 2008 (as international student)
31	Salam	Toronto	M	Telephone	Skilled immigrant (Principal applicant)	2011
32	Liakot	Toronto	M	Telephone	Skilled immigrant	2013

					(Principal applicant)	
33	Arefin	Pickering	M	Telephone	Skilled immigrant (Principal applicant)	2010
34	Ayana	Toronto	F	Telephone	Dependent (Skilled Immigrant)	2013
35	Farid	Toronto	M	Telephone	Skilled immigrant (Principal applicant)	2015
36	Masum	Waterloo	M	Telephone	Skilled immigrant (Principal applicant)	2011
37	Prince	Ajax	M	Telephone	Skilled immigrant (Principal applicant)	2011
38	Sonia	Toronto	F	Telephone	Skilled immigrant (Principal applicant)	2013
39	Raju	Toronto	M	Telephone	Skilled immigrant (Principal applicant)	2010
40	Rupom	Toronto	M	Telephone	Skilled immigrant (Principal applicant)	2013
41	Kushum	Toronto	F	Telephone	Skilled immigrant (Dependent)	2010
42	Istiaq	Ajax	M	Telephone	Skilled immigrant (Principal applicant)	2000



43	Maruf	Toronto	M	Telephone	Skilled immigrant (Principal applicant)	2011
44	Imran	London	M	Telephone	Skilled immigrant (Principal applicant)	2013
45	Mahin	Toronto	M	Telephone	Dependent (Skilled Immigrant)	2015
46	Hakim	Toronto	M	Telephone, English	Skilled immigrant (Principal applicant)	2007
47	Shakil	Toronto	M	Telephone	Skilled immigrant (Principal applicant)	2016
48	Babu	Toronto	M	Telephone	Skilled immigrant (Dependent)	2011
49	Fatima	Toronto	F	Telephone	Skilled immigrant (Dependent)	2009
50	Lipi	Toronto	F	Telephone	Dependent (Skilled Immigrant)	2013
51	Khokon	Kitchener	M	Telephone	Skilled immigrant (Principal applicant)	2015
52	Alam	Ajax	M	Telephone	Skilled immigrant (Principal applicant)	2014
53	Hasan	Toronto	M	Telephone	Skilled immigrant (Principal applicant)	2017

54	Dolly	Toronto	F	Telephone	Dependent (Skilled Immigrant)	2017
55	Salma	Toronto	F	Telephone	Skilled immigrant (Principal applicant)	2016
56	Iqbal	Brampton	M	Telephone	Skilled immigrant (Principal applicant)	2017
57	Shomrat	Toronto	M	Telephone	Skilled immigrant (Principal applicant)	2017
58	Sajal	Toronto	M	Telephone	Skilled immigrant (Principal applicant)	2016
59	Shumi	Toronto	F	Telephone	Skilled immigrant (Principal applicant)	2017
60	Bornali	Ottawa	F	Telephone	Skilled immigrant (Dependent)	2003

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*\*\*The interview was conducted at mid-night*

## Appendix H: Survey questionnaire (online)

1/25/2020

Qualtrics Survey Software



Transitional information practices, employment, and settlement of Bangladeshi immigrants in Canada

### Default Question Block

Thank you so much for your participation in this study! Briefly, this study examines how Bangladeshi immigrants in Southern Ontario, Canada identify, seek, use, and share information before and after arrival to Canada and how their transitional information practices (pre-arrival and after-arrival information practices) affect their settlement into Canada. You will be asked questions related to your information needs and seeking before and after arrival to Canada, your educational and employment experiences in Canada, your use of settlement services and related programs.

The online questionnaire **will take approximately 25-30 minutes of your time. You can leave your survey at any time and then re-enter** where you left off by clicking on the survey link provided by Nafiz. **You can refuse to participate, refuse to answer any questions or leave the survey at any time.** Qualtrics will place a cookie on your browser and keeps track of the survey progress. Once you submit the questionnaire, your identifying information (e.g., IP address) is permanently deleted by the system. Your responses will be **anonymous, and no personal information will be sought in this study.**

**You are requested to read this letter of information before you proceed with the online survey.**

### Letter of Information – (Online Survey)

#### 1. Invitation to Participate

You are being invited to participate in this survey on how Bangladeshi immigrants in Southern Ontario, Canada identify, seek, use, and share information before and after arrival to Canada and how their transitional information practices (pre-arrival and after-arrival information practices) affect their settlement into Canada.

#### 2. Purpose of the Letter

This letter provides you with information required for you to make an informed decision regarding your participation in this survey.

#### 3. Purpose of this Study

The purpose of this study is to learn how Bangladeshi immigrants in Southern Ontario, Canada identify, seek, use, and share information before and after arrival to Canada and how their transitional information practices (pre-arrival and after-arrival information practices) affect their settlement into Canada. This study will also examine the employment specific information sources and challenges immigrants face during their settlement into Canada as well as the use of various settlement services by Bangladeshi immigrants with diverse socio-economic backgrounds.

#### 4. Inclusion Criteria

You are eligible to participate in this study if you meet the following criteria:

- are either citizen or permanent resident of Canada (including business immigrants, skilled immigrants, family caregiver, refugees).
- had lived for at least 12 years in Bangladesh before migrating to Canada
- are at least 18 years of age, and
- reside in Southern Ontario

#### 5. Exclusion Criteria

There are no exclusion criteria.

#### 6. Study Procedures

**Online Survey:** The online survey will take approximately **25-30 minutes to complete**. You will be asked questions related to your information needs and seeking before and after arrival to Canada, your educational and employment experiences in Canada, your use of settlement services and related programs. **You can leave your survey at any time and then re-enter** where you left off by clicking on the survey link provided. Qualtrics will place a cookie on your browser and keeps track of the survey progress. However, once you submit the questionnaire, your identifying information (e.g., IP address) is permanently deleted by the system ensuring all the submissions are anonymized. Once you have submitted the completed survey, you cannot withdraw your responses from the survey as there is no way we can identify your submission. If you have begun the survey and have partially completed it, the system will keep your partial response for 30 days. If you do not submit the survey within 30 days, your responses will be automatically deleted and neither you nor the student researcher will be able to retrieve your partial responses.

#### 7. Possible Risks and Harms

You may experience some discomfort or feelings of anxiety when asked about how you located and used information in the context of your immigration to and settlement in Canada. If such a situation arises, you can contact local counsellor or contact Mental Health Helpline <http://www.mentalhealthhelpline.ca/Home/About>) to obtain information about counselling services available in your area. You will not be required to answer any questions that make you feel uncomfortable. If you feel stressed during the survey, you may quit at any time.

#### 8. Possible Benefits

You may experience positive feelings related to answering questions related to the role of information in the context of your immigration to and settlement in Canada. Furthermore, you will be part of a study that has the potential to contribute to the advancement of research in immigrants' information needs and seeking behaviour.

#### 9. Compensation

You will not be compensated for your participation in this research.

#### 10. Voluntary Participation

Participation in this study is completely voluntary. You can refuse to participate, refuse to answer any questions or leave the survey at any time (with the above noted limitations in #6 above). You do not waive any legal rights by consenting to participate in this study.

#### 11. Confidentiality

All data collected will remain confidential and accessible only to the student researcher and thesis supervisor. Anonymized data will be kept for five years and files will be kept on an external hard drive and stored in a locked cabinet in the secure office of the principal investigator. After five years, research data will be deleted from the computers, and any paper records will be shredded. Representatives of The University of Western Ontario Non-Medical Research Ethics Board may require access to your study-related records to monitor the conduct of the research.

#### 12. Contacts for Further Information

If you require any further information regarding this research project or your participation in the study, you may contact Nafiz Shuva by email at [REDACTED] or by phone [REDACTED] Paulette Rothbauer at [REDACTED] or by email at [REDACTED].ca.

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Human Ethics [REDACTED] email: [REDACTED]

#### 13. Publication

In addition to the online doctoral dissertation, this study may result in the publication of various types, including journal articles, conference presentations, or policy reports. Aspects of this data may also be used for teaching purposes. If you would like to get a copy of the summary of the results, please contact Nafiz Shuva at [REDACTED]

#### 14. Implied Consent

You are providing your voluntary consent by responding to this survey.

**Please click "Next" to continue**

## Section A: Demographic Background

The entire questionnaire is divided into 10 sections. In this section, you will be asked questions related to your demographic background.

1/25/2020

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**What is your immigration status?**

- Skilled worker or professional – principal applicant
- Skilled worker or professional - dependent
- Investor (Business immigrant)- principal applicant
- Refugee
- Investor (Business immigrant)- dependent
- Family class
- Provincial nominee - principal applicant
- Provincial nominee - dependent
- Other (please specify)

**Were you an international student** before getting your permanent residency (PR) in Canada?

- Yes
- No

**When did you move to Canada as a permanent resident?** International students, please enter the year in which you got your PR.**What was your last place of residence before moving to Canada** as a permanent resident or international student?

- Bangladesh
- Europe except UK
- Middle East
- UK
- USA
- Other (please specify)

**Current place of residence** (please select one from the list)

- Ajax

1/25/2020

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- Brampton
- Guelph
- Hamilton
- London
- Mississauga
- Ottawa
- Toronto
- Waterloo
- Windsor
- Other (please specify)

Is your **current place of residence different from the one to which you moved initially?** (i.e., Were you in another city after arrival to Canada than the current city?)

- Yes
- No

How **many times did you move cities** before settling into the current place of residence?

Please indicate the **reasons behind settling into your current place of residence.** Please select all that apply.

- Job opportunities
- Child education
- Family members living in this city
- Friends and colleagues living in this city
- Better housing
- Weather
- Other (please specify)

Please indicate your age range.

- 18-29

1/25/2020

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- 30-39
- 40-49
- 50-59
- 60-69
- 70 and over

Please indicate your gender.

- Male
- Female
- Other (please specify)
- Prefer not to mention

Please indicate your religion.

- Islam
- Hinduism
- Christianity
- Buddhism
- Other (please specify)
- Not applicable

What is the highest level of education that you have **achieved outside of Canada**?

- Less than secondary school graduation
- Secondary school diploma or equivalent
- Higher secondary school diploma or equivalent
- Bachelor's degree
- Master's degree
- Earned doctorate
- Other (please specify)

What is your marital status?



1/25/2020

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- Common-law
- Divorced
- Married
- Single
- Separated
- Widowed
- Prefer not to answer

Do you have children?

- Yes
- No

If yes, how many dependent children do you have?

Please indicate your **annual family income** from the following categories

- Less than \$10,000
- \$10,000-\$19,999
- \$20,000-\$29,999
- \$30,000-\$39,999
- \$40,000-\$49,999
- \$50,000-\$59,999
- \$60,000-\$69,999
- \$70,000-\$79,999
- \$80,000-\$89,999
- Over \$90,000

What languages do you use at home?

- Bengali only
- English only
- Both Bengali and English
- Other (please specify)



Have you taken any **English language course** (for example, English as a Second Language **(ESL)**) in Canada?

- Yes
- No

## Section B: Migrational Stories and Expectations of Canadian Life

In this section of the questionnaire, you will be asked questions related to both your expectations of life in Canada before you arrived and your actual experiences of life in Canada. You will also be asked about different aspects of “migration stories” you heard about life in Canada before you moved here.

Please indicate **how much you agree with** the following statements related to your expectations of life in Canada **BEFORE** you moved here. Please tick on the appropriate box.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Not applicable
I will be able to work in a professional job relevant to my previous education/skill as I am emigrating to Canada as a skilled immigrant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initially, it may be very challenging to get a job that is relevant to my previous education/skills but it is not impossible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I may need to pursue some education to get a job relevant to my profession back home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I may not find a job related to my profession and may end up doing a survival job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canada will provide greater educational opportunities for my children (much better than Bangladesh/last place of residence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canada will provide internationally recognized education for me and/or my spouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1/25/2020

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	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Not applicable
Quality of life (including economy, environment, health, wealth) in Canada is much better than Bangladesh/last place of residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your **expectations about your future life in Canada** were based on (please select all that apply):

- Information from friends and families living in Canada
- Information from friends and families living in Bangladesh
- At the immigration interview in Singapore or another place
- Information from immigration lawyers/consultancy firms in Bangladesh
- Documents you received from Citizenship and Immigration Canada (CIC) (now Immigration, Refugees and Citizenship Canada (IRCC))
- Canada is a developed country so you assumed things are much better in Canada
- Reading through online documents and searching various online forums
- Other (please specify)

Please tell us about **your actual experience of life in Canada**.

	Much worse	Somewhat worse	About the same	Somewhat better	Much better	Not applicable
Child education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do your **family/friends in Bangladesh** ask for information about emigrating to Canada?

- Yes
- No

1/25/2020

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If yes, do you **provide them with information related to challenges** newcomers face initially?

- Yes
- No

If NO, why not? Please select all that apply.

- They may consider that I am discouraging them to emigrate to Canada
- I do not share detailed, true information unless they are very close to me
- I do not want them to be discouraged by giving them negative information
- Other (please specify)

### Section C: Settlement Information Needs and Seeking

In this study, settlement information means the information related or required to settling into a new country. Some examples of settlement information include information about housing, employment, and health.

Based on your experience, please indicate how important the following information was to **you BEFORE moving to Canada**.

	Not at all important	Slightly important	Neither important nor unimportant	Very important	Extremely important
<b>Employment information</b> (available jobs in Canada, how to get a job, skills required to get a good job, where to get information related to jobs, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Housing information</b> (information related to renting and buying a home in Canada, information about government housing facilities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Child education</b> (such as registration, quality, requirements, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all important	Slightly important	Neither important nor unimportant	Very important	Extremely important
<b>Your education</b> (for example, how to get equivalency of your academic degrees, how to get admission to Canadian colleges and universities, OSAP for immigrants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Mental preparedness</b> (for example, preparing you to struggle and succeed, information about preparing you to work in different areas than what you are trained in)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Information about government and settlement services for immigrants to Canada</b> (such as how to contact govt. offices, how to get settlement services, the services available for immigrants, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Information about things to do after arrival</b> (for example, how to get permanent resident card, SIN card, how to get health insurance, opening a bank account)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Information about Bangladesh associations/organizations</b> and/or Bangladeshi people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other (please specify)</b> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your own experience, please indicate how important the following information was to you **AFTER** you arrived in Canada.

	Not at all important	Slightly important	Neither important nor unimportant	Very important	Extremely important	Not applicable
<b>Employment information</b> (available jobs in Canada, how to get a job, skills required to get a good job, where to get information related to jobs, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Housing information</b> (information related to renting and buying a home in Canada, information about government housing facilities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1/25/2020

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	Not at all important	Slightly important	Neither important nor unimportant	Very important	Extremely important	Not applicable
<b>Child education</b> (such as registration, quality, requirements, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Your education</b> (for example, how to get equivalency of your academic degrees, how to get admission to Canadian colleges and universities, OSAP for immigrants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Mental preparedness</b> (for example, preparing you to struggle and succeed, information about preparing you to work in different areas than what you are trained in)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Information about government and settlement services for immigrants to Canada</b> (such as how to contact govt. offices, how to get settlement services, the services available for immigrants, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Information about things to do after arrival</b> (for example, how to get permanent resident card, SIN card, how to get health insurance, opening a bank account)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Information about Bangladesh associations/organizations and/or Bangladeshi people</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other (please specify)</b> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Were you responsible for finding settlement information (Did you search for settlement information?)?** For example, where to stay in Canada? how to open a bank account?

- Yes
- No

Using your own experience, select the **information sources you used** to gather information **BEFORE your arrival to Canada**. Please select all that apply.

- Citizenship and Immigration Canada (CIC) website (now IRCC)
- Family and friends in Bangladesh/last place of residence



1/25/2020

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- Family members in Canada
- Friends and professional colleagues in Canada
- Immigration counselor and lawyer in Bangladesh/last place of residence
- News sources (including print and online newspapers and TV channels)
- Online forums, groups (for example, Canada Immigration Forum at Canadavisa.com, Bangladeshi Canadian-Canadian Bangladeshi (BCCB))
- Web search (for example, Google search)
- Other (please specify)

Using your own experience, select the **information sources you used** to gather information related to your settlement in Canada **AFTER your arrival to Canada**. Please select all that apply.

- Citizenship and Immigration Canada (CIC) website (now IRCC)
- Family and friends in Bangladesh/last place of residence
- Family members in Canada
- Friends and professional colleagues in Canada
- Immigration counselor and lawyer in Bangladesh/last place of residence
- News sources (including print and online newspapers and TV channels)
- Online forums, groups (for example, Canada Immigration Forum at Canadavisa.com, Bangladeshi Canadian-Canadian Bangladeshi (BCCB))
- Public libraries in Canada (for example, Toronto Public Library)
- Settlement agencies in Canada (for instance, Access Alliance, SAWRO)
- Web search (for example, Google search)
- Other (please specify)

If you **did not look for settlement information** or **you were not responsible** for this kind of information, please select the reasons for this. Please select all that apply.

- I was not worried as my husband/wife was responsible for settlement information
- I was so excited and was not worried about knowing about settlement related information before arrival
- I did not get enough time to think and look for information before arrival
- I thought as Canada is a developed country things will be okay once I move there
- Other (please specify)

Using your own experience, **how challenging were the following aspects** of your settlement in Canada?

	Not at all challenging	Slightly challenging	Neither challenging nor unchallenging	Very challenging	Extremely challenging	Not applicable
Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health services (for example, finding a family physician)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your education (for example, finding a suitable subject to study)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate **how much you agree** with the following statements related to factors that **may hinder immigrants' settlement** into Canadian society.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
<b>Culture shock</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Financial constraints</b> (not having enough financial resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of <b>effective government policies</b> to help immigrants utilize their skills and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Lack of information</b> regarding the availability of various information and services for newcomers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Language barrier</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being able to <b>locate time-sensitive information</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not having <b>family in Canada</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not having <b>friends and professional colleagues in Canada</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking of **your everyday life in Canada** today, what information do you need regularly?

	Never	Rarely	Sometimes	Very often	Always
<b>Canadian politics</b> (for example, who is running for what position, election information, treaties/agreement done by current government)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Childcare</b> (for example, availability of childcare services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Child education</b> (for example, which school to chose for your children, is your child doing well at the school? Is the school offering appropriate services for your child?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Employment</b> (for example, job openings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Housing</b> (for example, information regarding buying house, renting house)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Health</b> (for example, information about a specialized physician, health insurance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Information regarding Bangladesh</b> (such as Bangladesh politics, economy, families in Bangladesh)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Financial and banking information</b> (for example, information about future investments for your kids and myself, saving options for you)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Religious information</b> (for example, religious events, religious program happening nearby or on TV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Entertainment information except sports</b> information (for example, any events happening nearby, information about TV shows)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Information about sports</b> (for examples, information about various sports events)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



1/25/2020

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	Never	Rarely	Sometimes	Very often	Always
<b>Other</b> (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how often you use the following **information sources** to meet your everyday needs for information. Please tick on the appropriate box.

	Never	Rarely	Sometimes	Very often	Always
<b>Community and ethnic organizations</b> (for example, Bangladeshi Community Guelph (BCG))	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Family in Canada</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Family in Bangladesh</b> and other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Friends in Canada</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Friends in Bangladesh</b> and other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Internet resources</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>News and current events</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Public libraries</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other</b> (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section D: Use of ICTs in Bangladesh and Canada

In this section of the questionnaire, you will be asked to indicate your use of information and communication technologies in Bangladesh/last place of residence and in Canada including your use of various social networking tools.

Please indicate **how often you used the internet in Bangladesh** or your last country of residence before moving to Canada.

- Every day
- At least once a week
- At least once of month
- A few times a year
- I did not use the internet in Bangladesh/last place of residence

Please indicate how often you **use the internet in Canada**.

- Every day
- At least once a week

1/25/2020

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- At least once of month
- A few times a year
- I do not use the internet in Canada

How do you **connect to the Internet**? Please select all that apply.

- Laptop/home desktop
- Smart phone
- iPad/tablet
- Other (please specify)

Where do you **use the Internet**? Please select all that apply.

- Home
- Work
- On the go
- At the public library
- At community centres
- Other (please specify)

Do you use **social media tools** (for example, Facebook, Skype) in Canada?

- Yes
- No

Please indicate the social media tools you use in Canada. Please select all that apply.

- Facebook
- Flickr
- IMO
- Instagram
- LinkedIn
- Skype
- Twitter

1/25/2020

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- Viber
- WhatsApp
- YouTube
- Other (please specify)

How frequently do you **contact your friends** and relatives back home?

- Everyday
- At least once a week
- At least once a month
- Do not usually contact
- Never contact

What do you use to **contact your friends and families** back home? Please select all that apply.

- Cell phone/Home Phone
- Facebook Messenger
- IMO
- Skype
- Viber
- WhatsApp
- Other (please specify)

Do you **watch television** in Canada?

- Yes
- No

What **television networks** do you watch? Please select all that apply.

- Bangladeshi television networks
- Canadian television networks
- U.S. television networks
- Indian television networks

Other (please specify)

Do you use any **streaming services** (for example, Netflix, IPTV streams)?

Yes  
 No

Please select the **streaming services** you use in Canada. Please select all that apply.

CraveTV  
 Hulu  
 IPTV  
 Jadoo TV  
 Netflix  
 Other (please specify)

Do you **follow news** and current events?

Yes  
 No

Please indicate which of the following **news sources** you follow.

	Online		Print	
	Yes	No	Yes	No
Bangladeshi news published from Bangladesh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bangladeshi news published in Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canadian news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section E: Your Education

Are you **pursuing/pursued any degree/certificate** in Canada?

Yes

1/25/2020

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No

Please describe the type of **schooling/education/degree** that you are pursuing/pursued in Canada. For example, Diploma in Early Childhood Education (ECE), undergrad Nursing.

Is the education that you are pursuing/pursued in Canada relevant or **related to your previous occupation in Bangladesh or your last country of residence**? For example, you were a banker in Bangladesh, now pursuing/pursued Canadian Securities Course (CSC), so it is relevant to your previous profession.

Yes

No

Have you been **awarded a degree/certificate** for the education you pursued/pursuing in Canada?

Yes

Not yet

Did not continue

Using your own experience, please indicate the **degree to which you agree** with the following reasons for pursuing training/education in Canada.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
To get a decent job, quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To further my education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for the Canadian job market so that I can work in an area relevant to my previous job in Bangladesh/last place of residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get Ontario Student Assistance Program (OSAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To tackle the initial settlement challenges including financial challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input style="width: 100%; height: 20px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How **influential** were the following factors in your decision to pursue training/education in Canada?

	Not at all influential	Somewhat influential	Neither influential nor non-influential	Moderately influential	Extremely influential
Information from <b>online forums/groups</b> (such as Bangladeshi Canadian - Canadian Bangladeshi (BCCB))	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information from <b>web searching</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggestions/information from <b>settlement agencies</b> (such as Access Alliance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggestions/information from <b>community organizations</b> (for example, Bangladesh Association of Hamilton)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggestions/information from <b>family and friends in Canada</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggestions/information from <b>family and friends in Bangladesh</b> /last country of residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggestions/information from <b>professional colleagues in Canada</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggestions/information from <b>professional colleagues in Bangladesh</b> and elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other</b> (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate **how much you agree** with the following statements related to pursuing post-secondary education in Canada.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
My current job/last job (if retired) is relevant to my education/certificate in Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received interview calls but have not yet got a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1/25/2020

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	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I got promoted in my job because of my education in Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not get any benefit because of my education in Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What was the reason(s) behind **not pursuing any education in Canada**? Please select all that apply.

- Got a job shortly after my move to Canada so did not bother about pursuing any education
- Financial crisis (had to focus on earning money to cover the living expenses)
- I had to take care of my kids
- I did not know about the Ontario Student Assistance Program (OSAP)
- OSAP was not widely available when I moved to Canada
- My family and friends in Canada suggested me not to pursue any education in Canada instead try to focus more on getting a job
- Other (please specify)

## Section F: Your Employment

What is **your current employment status** in Canada?

- Combination of full time and part time
- Employed full time
- Employed part time
- Self-employed
- Retired
- Student
- Unable to work due to disability
- Unemployed looking for work
- Unemployed not looking for work
- Other (please specify)



How long have you been **employed in Canada** (add up all employment, if there are gaps)

- Less than one year
- 1-3 years
- 4-6 years
- 7-9 years
- 10-12 years
- 13-15 years
- More than 15 years
- Never worked in Canada

What is your **current occupation in Canada**? Please be as specific as possible. If you are currently unemployed or retired, please tell us what your last occupation was. If you have multiple occupations, please mention it here (for example, Uber driver and chef at a restaurant).

What was your **occupation in Bangladesh/last place of residence**? Please be as specific as possible. For example, if you were a Bangladesh Civil Service (BCS) cadre, please write the cadre name, for instance, BCS (admin), BCS (customs and duty), BCS (education).

Did you look for **jobs in Canada before your arrival**?

- Yes
- No

Did you **look for jobs in** Canada after arrival?

- Yes
- No

To what extent do **you agree** that the following **were challenges for you** when you were looking for work in Canada?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree



1/25/2020

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	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Problems with the English language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My qualifications were not recognized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of Canadian work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not having strong Canadian references	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of family and friends in Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of professional colleagues in Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racism and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did you find **information about your first job in Canada** (including a job you might have taken as a “survival job” or those jobs that you do temporarily to meet immediate financial needs)? Please select all the apply.

- Employment agencies (for example, ACCES Employment, Adecco)
- Family members in Canada
- Friends and professional colleagues in Canada
- Family members in Bangladesh and elsewhere
- Friends and professional colleagues in Bangladesh and elsewhere
- Online job searches and websites (e.g., www.job-applications.ca)
- Settlement organizations (for example, Access Alliance)
- Newspapers and other news sites
- General web searching
- Community and ethnic organizations (e.g., Bangladeshi Community of Guelph)
- Public libraries
- Advertisements of employers (e.g., Walmart Canada)
- Other (please specify)

In your **current work**, are you able to **use the skills, knowledge and experience** from your previous employment in Bangladesh or in your last place of residence? **Please tick on the appropriate box.**

	Not at all	A little	Neither a little nor a lot	A lot	A great deal
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1/25/2020

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	Not at all	A little	Neither a little nor a lot	A lot	A great deal
Utilization of your knowledge, experience, skills from past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How **satisfied/dissatisfied** are you with your current job?

	Extremely dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Extremely satisfied
Satisfaction/dissatisfaction with your current job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section G: Use of Settlement Services in Canada

Settlement services are those offered to newcomers to Canada by various agencies to help people find housing, language classes, jobs, access to health care and education, banking etc.).

Settlement services are offered by agencies such as Neighbourhood Link Support Services, Access Alliance Multicultural Health and Community Services, YMCA, and are often supported by public libraries and ethnic community organizations (e.g., Bangladesh Centre and Community Services). The general goal of settlement services is to help newcomers smoothly integrate into Canadian society.

Did you use any **settlement services** after you arrived in Canada?

- Yes  
 No

If yes, please tell us which **services you used**. Please select all that apply.

- Essential government documents and benefits  
 Immigration and citizenship  
 Employment  
 Education and training  
 Foreign credential assessment  
 English and French language classes  
 Health  
 Housing  
 Legal and social services  
 Child, youth and family resources  
 Community and recreation  
 Consumer information

1/25/2020

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- Personal finance and income tax
- Shelter, food and clothing
- Translation/Notary/Photocopy/Fax services
- Volunteer placement
- Other (please specify)

How **useful** did you find the information provided by settlement agencies during your initial days of settlement in Canada?

	Extremely useless	Moderately useless	Neither useless nor useful	Moderately useful	Extremely useful
Usefulness of settlement services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If no, please tell us why **you did not use settlement services**. Please select all that apply.

- I did not need them as my friends and family helped me settle into Canada
- I did not know about settlement services.
- I heard that settlement services are a waste of time
- My friends/family asked me not to use settlement services.
- Other (please specify)

## Section H: Use of Public Library Services in Canada

Did/do you use public libraries (including using the library for your kids) in Canada?

- Yes
- No

Please indicate the **current frequency** of your public library use.

- Don't use it now
- Very rarely use it
- Rarely use it
- Occasionally use it

Frequently use it

**What services of public libraries do/did you use? Please select all that apply.**

- Programs for my child/children
- Borrowing books and other materials for my child/children
- Programs for my self or my spouse
- Borrowing books and other materials for myself or my spouse
- Computer and internet services
- Photocopy and printing services
- Reading room services
- Settlement services for newcomers including ESL book club
- Other (please specify)

**If you do not use the public library or stopped using it recently would you please indicate the reasons behind it? Please select all that apply.**

- I do not find time to use the library
- It is far from my home
- I do not know how to use public library services
- Other (please specify)

**Please indicate how much you agree with the following statements regarding public library collection and services. Please tick on the appropriate box.**

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The public library should build collections on ethnic languages and literature (for example, books in Bengali) to help our kids learn about ethnic languages and literature (learn about their roots)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1/25/2020

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	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Public libraries should increase their outreach programs (for example, visiting newcomer families, offering various workshop in cooperation with various settlement agencies) to ensure they reach to the populations who rarely used public libraries before moving to Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you use **public libraries in Bangladesh**/last place of residence?

- Yes
- No

How **frequently did you use public libraries** in Bangladesh/last place of residence?

- Very rarely used it
- Rarely used it
- Occasionally used it
- Frequently used it
- Very frequently used it

Did you use **any other libraries** (for example, college or university libraries) in Bangladesh/last place of residence?

- Yes
- No

### Section I: Your Life Satisfaction

How **satisfied** are you with the following compared to your life in **Bangladesh**/last place of residence?

	Extremely dissatisfied	Moderately dissatisfied	Neither satisfied nor dissatisfied	Moderately satisfied	Extremely satisfied
Canadian culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1/25/2020

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	Extremely dissatisfied	Moderately dissatisfied	Neither satisfied nor dissatisfied	Moderately satisfied	Extremely satisfied
Employment status in Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial condition in Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious freedom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall life satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Block 1****Section J: Concluding Suggestions**

Do you have any suggestion(s)/comment(s) regarding any aspects of your immigration or any suggestion to the Government of Canada regarding immigration policies.

How did you hear about this survey? Please select all that apply.

- From the researcher (in-person, online, telephone invitation)
- Friends and family members
- Bengali newspaper advertisements
- Online post (e.g., Facebook, LinkedIn)
- Email from an organization (including settlement, ethnic, religious organization)
- Posters, leaflet
- Other (please specify)

Survey Powered By

## Appendix I: Email script (survey)

### **Subject Line: Invitation to participate in an online survey on Bangladeshi immigrants in Canada**

Hello..... vaiya (brother)/apu (sister)/uncle/aunty,  
Assalamu Alaikum.

I have received your email address from Bangladeshi Community Guelph Directory/ Bangladesh Association Hamilton Directory/Newspapers...**[source will be inserted]**. You are invited to participate in my doctoral study conducted under the supervision of Dr. Paulette Rothbauer of Western University. Briefly, the study examines how Bangladeshi immigrants in Southern Ontario, Canada identify, seek, use, and share information before and after arrival to Canada and how their transitional information practices (pre-arrival and after arrival information practices) affect their settlement into Canada.

You will be asked questions related to your information needs and seeking before and after arrival to Canada, your educational and employment experiences in Canada, your use of settlement services and related aspects. The online questionnaire will take **approximately 25-30 minutes** of your time.

Your responses **will be anonymous, and no personal information will be sought** in this study. You can refuse to participate, refuse to answer any questions or withdraw from the study at any time. Your name/email address will not be linked to your survey questionnaire.

I will send you **two reminders, one in approximately two weeks** from now and the final one in approximately four weeks from now. However, I would appreciate early response.

If you would like to participate in this study, please click here <http://goo.gl/EjQQ5p>

I thank you for your kind cooperation in conducting this study. Please feel free to contact me at or if you need any further information about this study.

Best,  
Nafiz Zaman Shuva  
Doctoral Candidate  
Faculty of Information and Media Studies  
Western University, London, Canada  
email:  
Website: <http://immigrantresearch.ca/>  
Cell:



**Appendix J: Draft Facebook/LinkedIn message script (survey)**

**Subject Line: Invitation to participate in an online survey on Bangladeshi immigrants in Canada**

Hello..... vaiya (brother)/apu (sister)/uncle/aunty,

Assalamu Alaikum.

I am Nafiz Zaman Shuva, a PhD candidate in Faculty of Information and Media Studies at Western University, London, Canada. I am originally from Bangladesh. You are invited to participate in my doctoral study conducted under the supervision of Dr. Paulette Rothbauer of Western University. Briefly, the study examines how Bangladeshi immigrants in Southern Ontario, Canada identify, seek, use, and share information before and after arrival to Canada and how their transitional information practices (pre-arrival and after arrival information practices) affect their settlement into Canada.

You will be asked questions related to your information needs and seeking before and after arrival to Canada, your educational and employment experiences in Canada, your use of settlement services and related aspects. The online questionnaire will take approximately 25-30 minutes of your time.

Your responses will be anonymous, and no personal information will be sought in this study. You can refuse to participate, refuse to answer any questions or withdraw from the study at any time. Your name/email address will not be linked to your survey questionnaire.

I will send you two reminders, one in approximately two weeks from now and the final one in approximately four weeks from now. However, I would appreciate early response.

If you would like to participate in this study, please click here <http://goo.gl/EjQQ5p>

I thank you for your kind cooperation in conducting this study. Please feel free to contact me at or if you need any further information about this study.

Best,  
Nafiz Zaman Shuva  
Doctoral Candidate  
Faculty of Information and Media Studies  
Western University, London, Canada  
email: [nshuva@uwo.ca](mailto:nshuva@uwo.ca)  
Website: <http://immigrantresearch.ca/>  
Cell:





**Western  
FIMS**

Faculty of Information  
& Media Studies

## **Appendix K: Business card**

### Recruitment Business Card with QR Code

Invitation to participate in a survey on “The Information Practices of Bangladeshi Immigrants in Canada”

Please type this address on your cell phone/laptop/desktop  
**[goo.gl/EjQQ5p](https://goo.gl/EjQQ5p)**

or, scan the QR code

For further information, please contact Nafiz Shuva at or by email



Appendix L: Guelph Bangladeshi Community Directory (cover page)



## Appendix M: Newspaper advertisement, CBN (survey)



### Invitation to participate in a survey on

## “Transitional Information Practices, Employment, and Settlement of Bangladeshi Immigrants in Canada”

- Are you Bangladeshi?
- Are you either a citizen or permanent resident of Canada (including business immigrants, skilled immigrants, family caregiver, refugees)?
- Have you lived for at least 12 years in Bangladesh before migrating to Canada?
- Are you at least 18 years of age?
- Do you reside in Southern Ontario?

If the answers to all of these questions are “YES” then please help a Bangladeshi Ph.D. student conducting research on “transitional information practices, employment and settlement of Bangladeshi immigrants in Canada” by filling out the survey questionnaire.

To participate in this study, please click on this link

[https://uwo.eu.qualtrics.com/jfe/form/SV\\_ezEiG2Jc9mdvSPb](https://uwo.eu.qualtrics.com/jfe/form/SV_ezEiG2Jc9mdvSPb)

The online questionnaire **will take approximately 25-30 minutes of your time. You can leave your survey at any time and then re-enter** where you left off by clicking on the survey link provided. You can refuse to answer any question, and can leave the survey at any time before submission. Your responses will be **anonymous, and no personal information will be sought in this study.**

Any question or concern, please contact Nafiz Shuva by email at [REDACTED]

**Thank you so much for your kind cooperation**



**Appendix N: Letter of information (telephone survey)**

**Project Title: Transitional Information Practices, Employment, and Settlement of Bangladeshi Immigrants in Canada - Survey**

**Student Researcher:** Nafiz Zaman Shuva, Ph.D. Candidate, Faculty of Information and Media Studies, Western University

**Thesis Supervisor:** Dr. Paulette Rothbauer, Faculty of Information and Media Studies, Western University

**Letter of Information – (Telephone Survey)**

**1. Invitation to Participate**

You are being invited to participate in this survey on how Bangladeshi immigrants in Southern Ontario, Canada identify, seek, use, and share information before and after arrival to Canada and how their transitional information practices (pre-arrival and after-arrival information practices) affect their settlement into Canada.

**2. Purpose of the Letter**

This letter provides you with information required for you to make an informed decision regarding your participation in this survey.

**3. Purpose of this Study**

The purpose of this study is to learn how Bangladeshi immigrants in Southern Ontario, Canada identify, seek, use, and share information before and after arrival to Canada and how their transitional information practices (pre-arrival and after-arrival information practices) affect their settlement into Canada. This study will also examine the employment specific information sources and challenges immigrants face during their settlement into Canada as well as the use of various settlement services by Bangladeshi immigrants with diverse socio-economic backgrounds.

**4. Inclusion Criteria**

You are eligible to participate in this study if you meet the following criteria:

- are either citizen or permanent resident of Canada (including business immigrants, skilled immigrants, family caregiver, refugees).
- had lived for at least 12 years in Bangladesh before migrating to Canada
- are at least 18 years of age, and
- reside in Southern Ontario

**5. Exclusion Criteria**

There are no exclusion criteria.

**6. Study Procedures**

**Telephone Survey:** During the telephone survey (land line or cell phone) the student researcher will collect your responses over phone. You will be required to give your verbal consent before you can take part in the survey. You will be asked questions related to your information needs and seeking before and after arrival to Canada, your educational and employment experiences in Canada, your use of settlement services and related programs. The survey will take approximately **30-45 minutes to complete**. You have to give your verbal consent before you proceed with the telephone survey. Nafiz will record your responses on the online questionnaire. You can ask Nafiz any questions you have regarding the survey during the telephone call. Your name and phone number (land line or cell number) will not be linked with your submission and will be stored separately. You cannot withdraw your survey submission once Nafiz has submitted your responses to the survey onto the online system as there is no way we can identify your submission. However, at some point before submission, if you want to withdraw, you can tell Nafiz not to submit your partial responses. The system will delete your responses after 30 days and no record of your partial responses will be stored.

7. **Possible Risks and Harms**

You may experience some discomfort or feelings of anxiety when asked about how you located and used information in the context of your immigration to and settlement in Canada. If such a situation arises, you can contact local counsellor or contact Mental Health Helpline (<http://www.mentalhealthhelpline.ca/Home/About>) to obtain information about counselling services available in your area. You will not be required to answer any questions that make you feel uncomfortable. If you feel stressed during the survey, you may quit at any time.

8. **Possible Benefits**

You may experience positive feelings related to answering questions related to the role of information in the context of your immigration to and settlement in Canada. Furthermore, you will be part of a study that has the potential to contribute to the advancement of research in immigrants' information needs and seeking behaviour.

9. **Compensation**

You will not be compensated for your participation in this research.

10. **Voluntary Participation**

Participation in this study is completely voluntary. You can refuse to participate, refuse to answer any questions or leave the survey at any time (with the above noted limitations in #6 above). You do not waive any legal rights by consenting to participate in this study.

11. **Confidentiality**

All data collected will remain confidential and accessible only to the student researcher and thesis supervisor. Anonymized data will be kept for five years and files will be kept on an external hard drive and stored in a locked cabinet in the secure office of the principal investigator. After five years, research data will be deleted from the computers, and any paper records will be shredded. Representatives of The University of Western Ontario Non-Medical Research Ethics Board may require access to your study-related records to monitor the conduct of the research.

12. **Contacts for Further Information**

If you require any further information regarding this research project or your participation in the study, you may contact Nafiz Shuva by email at or by phone or Paulette Rothbauer at or by email at =.

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Human Ethics, email:

**13. Publication**

In addition to the online doctoral dissertation, this study may result in the publication of various types, including journal articles, conference presentations, or policy reports. Aspects of this data may also be used for teaching purposes. If you would like to get a copy of the summary of the results, please contact Nafiz Shuva at nshuva@uwo.ca

*This letter is yours to keep for future reference.*

**Telephone Survey Verbal Consent Form**

*Before I proceed with the telephone survey, I have to document your consent by asking three questions. I, on behalf of you, will be checking appropriate boxes on the printed consent form.*

1. Do you confirm that you have read the Letter of Information [or the Letter of Information has been read to you] and have had all questions answered to your satisfaction?

YES  NO

2. Do you agree to participate in this research?

YES  NO

3. Do you consent to the use of unidentified quotes (if applicable) obtained during the study in the dissemination of this research?

YES  NO

*Your name (Please print):*

**Appendix O: Demographics (survey)**

<b>Immigration status</b>	<b>Frequency</b>	<b>Percentage</b>
Skilled worker or professional-principal applicant (including provincial nominee principal applicant)	125	61.3
Skilled worker or professional-dependent (including provincial nominee dependent)	45	22.1
Family class	25	12.3
Other (including investor)	9	4.4
Total	204	100.0
<b>International student before permanent residency (PR)</b>		
Yes	32	15.7
No	172	84.3
Total	204	100.0
<b>Year of arrival</b>		
Before 2000	20	10.9
2000-2005	28	15.3
2006-2010	57	31.1
2011-2015	56	30.6
2016 onwards	22	12.0
Total	183	100.0
<b>Last place of residence before arrival to Canada</b>		
Bangladesh	167	81.5
Europe except UK	5	2.4
Middle East	9	4.4
UK	6	2.9
USA	9	4.4
Other (please specify)	9	4.4
Total	205	100.0
<b>Current place of residence</b>		
Ajax	4	2.0
Brampton	6	2.9
Guelph	12	5.9
Hamilton	4	2.0
London	22	10.7
Mississauga	6	2.9
Ottawa	18	8.8
Toronto	99	48.3
Waterloo	3	1.5
Windsor	13	6.3
Other (please specify)	18	8.8

Total	205	100.0
<b>Reasons behind settling into current place of residence</b>		
Job opportunities	113	55.1
Child education	53	25.9
Family members living in this city	45	22.0
Friends and colleagues living in this city	45	22.0
Better housing	40	19.5
Weather	27	13.2
Other	42	20.5
<b>Age</b>		
18-29	11	5.4
30-39	71	34.6
40-49	75	36.6
50-59	37	18.0
60-69	10	4.9
70 and over	1	.5
Total	205	100.0
<b>Gender</b>		
Male	126	61.5
Female	76	37.1
Other (please specify)	1	.5
Prefer not to mention	2	1.0
Total	205	100.0
<b>Education</b>		
Less than secondary school graduation	1	.5
Secondary school diploma or equivalent	3	1.5
Higher secondary school diploma or equivalent	4	2.0
Bachelor's degree	41	20.0
Master's degree	138	67.3
Earned doctorate	14	6.8
Other (please specify)	4	2.0
Total	205	100.0
<b>Marital status</b>		
Common-law	1	.5
Divorced	3	1.5
Married	189	92.2
Single	10	4.9
Separated	2	1.0
Total	205	100.0
<b>Children</b>		
Yes	174	84.9



No	31	15.1
Total	205	100.0
<b>Languages spoken at home</b>		
Bengali only	57	27.8
Both Bengali and English	147	71.7
Other (please specify)	1	.5
Total	205	100.0
<b>English language course (e.g., ESL)</b>		
Yes	45	22.1
No	159	77.9
Total	204	100.0

## Appendix P: Ethics approval letter (interview)



**Western  
Research**

Western University Non-Medical Research Ethics Board  
NMREB Delegated Initial Approval Notice

**Principal Investigator:** Dr. Paulette Rothbauer  
**Department & Institution:** Information and Media Studies/Faculty of Information & Media Studies, Western University

**NMREB File Number:** 109232  
**Study Title:** Transitional Information Practices, Employment, and Settlement of Bangladeshi Immigrants in Canada

**NMREB Initial Approval Date:** May 24, 2017  
**NMREB Expiry Date:** May 24, 2018

**Documents Approved and/or Received for Information:**

Document Name	Comments	Version Date
Other	Attestation of Translation. Received for Information.	2017/05/19
Instruments	Interview Schedule - Bengali	2017/04/07
Instruments	Interview Schedule - English version	2017/04/07
Other	Skype - interview consent form	2017/04/07
Western University Protocol		2017/05/19
Recruitment Items	Newspaper ad - English and Bengali	2017/05/19
Letter of Information & Consent	Bengali	2017/05/19
Letter of Information & Consent	English	2017/05/19

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the above named study, as of the NMREB Initial Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

\_\_\_\_\_  
NMREB Chair or delegated board member

EO: \_\_\_\_\_ Nicola Morphet \_\_\_ Karen Gopaul \_\_\_ Patricia Sargeant \_\_\_

## Appendix Q: Ethics approval letter (survey)



Date: 13 December 2017

To: Dr. Paulette Rothbauer

Project ID: 109232

Study Title: Transitional Information Practices, Employment, and Settlement of Bangladeshi Immigrants in Canada

Application Type: NMREB Amendment Form

Review Type: Delegated

Full Board Reporting Date: January 12, 2018

Date Approval Issued: 13/Dec/2017

REB Approval Expiry Date: 24/May/2018

Dear Dr. Paulette Rothbauer,

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the WREM application form for the amendment, as of the date noted above.

### Documents Approved:

Document Name	Document Type	Document Date	Document Version
109232_Rothbauer_Shuva_Online Survey_Amend_VDec3_Clean	Online Survey	03/Dec/2017	Clean
109232_Rothbauer_Shuva_Businesscard_Amend_VNov7_Clean	Recruitment Materials	07/Nov/2017	Clean
109232_Rothbauer_Shuva_Email reminder_Amend_VNov7_Clean	Recruitment Materials	07/Nov/2017	Clean
109232_Rothbauer_Shuva_Email script_AmendVNov7_Clean	Recruitment Materials	07/Nov/2017	Clean
109232_Rothbauer_Shuva_Facebook message_Amend_VNov7_Clean	Recruitment Materials	07/Nov/2017	Clean
109232_Rothbauer_Shuva_LOI_Survey_F2F_Amend_VDec8_Clean	Written Consent/Assent	08/Dec/2017	Clean
109232_Rothbauer_Shuva_LOI_Survey_Online_Amend_VDec3_Clean	Implied Consent/Assent	03/Dec/2017	Clean
109232_Rothbauer_Shuva_LOI_Survey_Telephone_Amend_VDec8_Clean	Verbal Consent/Assent	08/Dec/2017	Clean
109232_Rothbauer_Shuva_Newspaper ad_Amend	Recruitment Materials	24/Oct/2017	Clean
109232_Rothbauer_Shuva_Newspaper_Ad_Amend_VNov7_Clean	Recruitment Materials	07/Nov/2017	Clean
109232_Rothbauer_Shuva_Poster_Website Ad_Amend_VNov7_Clean	Recruitment Materials	07/Nov/2017	Clean
109232_Rothbauer_Shuva_protocol_VDec3_Clean	Protocol	03/Dec/2017	Clean
109232_Rothbauer_Shuva_Telephone_Recruitment_Script_Amend_VNov7_Clean	Recruitment Materials	07/Nov/2017	Clean
109232_Rothbauer_Shuva_Telephone_Survey_Script_Amend_VDec8_Clean	Recruitment Materials	08/Dec/2017	Clean

### Documents Acknowledged:

Document Name	Document Type	Document Date	Document Version
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REB members involved in the research project do not participate in the review, discussion or decision.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario. Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 0000941.

Please do not hesitate to contact us if you have any questions.

Sincerely,

Kelly Patterson, Research Ethics Officer on behalf of Dr. Randal Graham, NMREB Chair

*Note: This correspondence includes an electronic signature (validation and approval via an online system that is compliant with all regulations).*



**Appendix R: Letter of information (face-to-face survey)**

**Project Title: Transitional Information Practices, Employment, and Settlement of Bangladeshi Immigrants in Canada - Survey**

**Student Researcher:** Nafiz Zaman Shuva, Ph.D. Candidate, Faculty of Information and Media Studies, Western University

**Thesis Supervisor:** Dr. Paulette Rothbauer, Faculty of Information and Media Studies, Western University

**Letter of Information – (Face-to-face Survey)**

**14. Invitation to Participate**

You are being invited to participate in this survey on how Bangladeshi immigrants in Southern Ontario, Canada identify, seek, use, and share information before and after arrival to Canada and how their transitional information practices (pre-arrival and after-arrival information practices) affect their settlement into Canada.

**15. Purpose of the Letter**

This letter provides you with information required for you to make an informed decision regarding your participation in this survey.

**16. Purpose of this Study**

The purpose of this study is to learn how Bangladeshi immigrants in Southern Ontario, Canada identify, seek, use, and share information before and after arrival to Canada and how their transitional information practices (pre-arrival and after-arrival information practices) affect their settlement into Canada. This study will also examine the employment specific information sources and challenges immigrants face during their settlement into Canada as well as the use of various settlement services by Bangladeshi immigrants with diverse socio-economic backgrounds.

**17. Inclusion Criteria**

You are eligible to participate in this study if you meet the following criteria:

- are either citizen or permanent resident of Canada (including business immigrants, skilled immigrants, family caregiver, refugees).
- had lived for at least 12 years in Bangladesh before migrating to Canada
- are at least 18 years of age, and
- reside in Southern Ontario

**18. Exclusion Criteria**

There are no exclusion criteria.

**19. Study Procedures**

**Face-to-face Survey:** You will be given a printed questionnaire and a pen to fill out the questionnaire. You will be asked questions related to your information needs and seeking before and after arrival to Canada, your educational and employment experiences in Canada, your use of

settlement services and related programs. The survey will take approximately **30-45 minutes to complete**. For the paper-based questionnaire, you have to sign the written consent form before you can proceed with the survey. No identification marks will be placed on the print questionnaire you submitted that can reveal your identity. You can withdraw your printed survey submission at any time before your responses are inputted into the online survey. However, withdrawal is not possible once Nafiz has entered your responses and submitted the online questionnaire as there is no way we can identify your submission. Once your responses are submitted to the online survey, Nafiz will shred the printed questionnaire.

You can ask the student researcher any questions you have regarding the survey while filling out the questionnaire. The contact information collected by Nafiz for the face-to-face survey will not be linked to your submission and will be stored separately.

**20. Possible Risks and Harms**

You may experience some discomfort or feelings of anxiety when asked about how you located and used information in the context of your immigration to and settlement in Canada. If such a situation arises, you can contact local counsellor or contact Mental Health Helpline (<http://www.mentalhealthhelpline.ca/Home/About>) to obtain information about counselling services available in your area. You will not be required to answer any questions that make you feel uncomfortable. If you feel stressed during the survey, you may quit at any time.

**21. Possible Benefits**

You may experience positive feelings related to answering questions related to the role of information in the context of your immigration to and settlement in Canada. Furthermore, you will be part of a study that has the potential to contribute to the advancement of research in immigrants' information needs and seeking behaviour.

**22. Compensation**

You will not be compensated for your participation in this research.

**23. Voluntary Participation**

Participation in this study is completely voluntary. You can refuse to participate, refuse to answer any questions or leave the survey at any time (with the above noted limitations in #6 above). You do not waive any legal rights by consenting to participate in this study.

**24. Confidentiality**

All data collected will remain confidential and accessible only to the student researcher and thesis supervisor. Anonymized data will be kept for five years and files will be kept on an external hard drive and stored in a locked cabinet in the secure office of the principal investigator. After five years, research data will be deleted from the computers, and any paper records will be shredded. Representatives of The University of Western Ontario Non-Medical Research Ethics Board may require access to your study-related records to monitor the conduct of the research.

**25. Contacts for Further Information**

If you require any further information regarding this research project or your participation in the study, you may contact Nafiz Shuva by email at or by phone or Paulette Rothbauer at or by email at.

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Human Ethics, email:

**26. Publication**

In addition to the online doctoral dissertation, this study may result in the publication of various types, including journal articles, conference presentations, or policy reports. Aspects of this data

may also be used for teaching purposes. If you would like to get a copy of the summary of the results, please contact Nafiz Shuva at

*This letter is yours to keep for future reference.*

**Project Title: Transitional Information Practices, Employment, and Settlement of  
Bangladeshi Immigrants in Canada**

**Consent Form**

I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction. By signing the consent form, I do not waive my legal rights.

Participant's Name (please print):

\_\_\_\_\_

Participant's Signature:

\_\_\_\_\_

Email address:

\_\_\_\_\_

Date:

\_\_\_\_\_

Person Obtaining Informed Consent (please print):

\_\_\_\_\_

Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_





**Western  
FIMS**

Faculty of Information  
& Media Studies

## **Appendix S: Letter of information (interview)**

### **Project Title: Transitional Information Practices, Employment, and Settlement of Bangladeshi Immigrants in Canada**

**Principal Investigator:** Dr. Paulette Rothbauer, Faculty of Information and Media Studies, Western University

**Co-investigator:** Nafiz Zaman Shuva, Ph.D. Candidate, Faculty of Information and Media Studies, Western University

### **Letter of Information – English**

(to be translated into Bengali upon approval of the English version)

#### **1. Invitation to Participate**

You are being invited to participate in this research study into how Bangladeshi immigrants in Southern Ontario, Canada identify, seek, use, and share information before and after arrival to Canada and how their transitional information practices (pre-arrival and after arrival information practices) affect their settlement into Canada.

#### **2. Purpose of the Letter**

This letter provides you with information required for you to make an informed decision regarding your participation in this research.

#### **3. Purpose of this Study**

The purpose of this study is to learn how Bangladeshi immigrants in Southern Ontario, Canada identify, seek, use, and share information before and after arrival to Canada and how their transitional information practices (pre-arrival and after arrival information practices) affect their settlement into Canada. This study will also help examining the employment specific information sources and challenges immigrants face during their settlement into Canada as well as the use of various settlement services by Bangladeshi immigrants with diverse socio-economic backgrounds.

#### **4. Inclusion Criteria**

You are eligible to participate in this study if you meet the following criteria:

- had lived for at least 12 years in Bangladesh before coming to Canada
- are at least 18 years of age
- reside in Southern Ontario
- proficient in either Bengali or English
- are either citizen or permanent resident of Canada (including business immigrants, skilled immigrants, family caregiver, refugees).

#### **5. Exclusion Criteria**

There are no exclusion criteria.

#### **6. Study Procedures**

If you agree to participate, you will be asked to give your written consent to participate in a 60-90 minute face-to-face or Skype, audio-recorded interview to be conducted by Nafiz Shuva in either English or Bengali. The interviews will be scheduled at mutually convenient times and locations. Your name, email address or phone number will be needed only to schedule the interview and if you choose, to provide you with a copy of your interview transcript and notify you of possible future research publications. Your personal information will be stored separately from the interview data. Interview data will be transcribed and any information that could identify you all will be removed and will not be linked to your personal information in any way. All research data will be kept on an external hard drive and stored in a locked cabinet in the secure office of the principal investigator.

#### **7. Possible Risks and Harms**

You may experience some discomfort or feelings of anxiety when asked about how you located and used information in the context of your immigration to and settlement in Canada. You will not be required to answer any questions that make you feel uncomfortable. If you feel stressed during the interview, you may stop anytime.

#### **8. Possible Benefits**

You may experience positive feelings related to sharing your story about the role of information in the context of your immigration to and settlement in

Canada. Furthermore, you will be part of a study that has the potential to contribute to the advancement of research in immigrants' information needs and seeking behaviour.

#### **9. Compensation**

You will not be compensated for your participation in this research.

#### **10. Voluntary Participation**

Participation in this study is completely voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the study at any time.

#### **11. Confidentiality**

All data collected will remain confidential and accessible only to the investigators of this study. Data will be kept for five years and files will be kept on an external hard drive and stored in a locked cabinet in the secure office of the principal investigator. After five years, research data will be deleted from the computers, and any paper records will be shredded. If the results are published, pseudonyms will be used in place of names. If you choose to withdraw from this study, your data will be removed and destroyed.

#### **12. Contacts for Further Information**

If you are interested to participate in this study, please contact Nafiz Zaman Shuva by email at or by phone.

If you require any further information regarding this research project or your participation in the study you may contact Nafiz Shuva or Paulette Rothbauer at or by email at.

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Research Ethics , email

#### **13. Publication**

If the results of the study are published, pseudonyms will be used in place of your names. If you would like to receive a copy of the transcribed interview and any potential study results, please contact Nafiz Shuva.

*This letter is yours to keep for future reference.*

**Project Title: Transitional Information Practices, Employment, and Settlement of  
Bangladeshi Immigrants in Canada**

**Consent Form**

I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction. By signing the consent form, I do not waive my legal rights.

The investigator may require to contact you for clarification or to gather further information on your interview. Would you like to take part in the follow-up interviews?  
(please circle)

- i) Yes
- ii) No

My preferred follow-up interview mode

- i) Face-to-face
- ii) Skype
- iii) Over telephone
- iv) Any of the above

Participant's Name (please print):

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Participant's Signature:

---

Email address:

---

Date:

---

Person Obtaining Informed Consent (please print):

---

Signature:

---

Date:

---

## Appendix T: Letter of information (interview, Bengali)



প্রকল্প শিরোনাম: ট্রানজিশনাল ইনফরমেশন প্রাকটিসেস, চাকুরী, এবং বাংলাদেশী অধিবাসীদের কানাডায় সেটেলমেন্ট

### (Transitional Information Practices, Employment, and Settlement of Bangladeshi Immigrants in Canada)

প্রধান গবেষক : অধ্যাপক ড. পওলো রোথবার, ইনফরমেশন এন্ড মিডিয়া স্টাডিস, ওয়েস্টার্ন অন্টারিও বিশ্ববিদ্যালয়।

সহকারী গবেষক: নাফিজ জামান শুভ, পি.এইচ.ডি গবেষক, ইনফরমেশন এন্ড মিডিয়া স্টাডিস, ওয়েস্টার্ন অন্টারিও বিশ্ববিদ্যালয়।

### Letter of Information – Bengali

তথ্যপত্র

#### ১. গবেষণায় অংশগ্রহণের আমন্ত্রণ

আপনাকে কানাডায় বসবাসরত বাংলাদেশী অধিবাসীরা কীভাবে কানাডায় আসার পূর্বে ও পরে তথ্য খোঁজে, সনাক্ত করে, তা ব্যবহার ও শেয়ার করে এবং তাদের সেটেলমেন্ট এ ট্রানজিশনাল ইনফরমেশন প্রাকটিসেস এর প্রভাব সংশ্লিষ্ট গবেষণায় অংশগ্রহণের আমন্ত্রণ জানানো হচ্ছে।

#### ২. তথ্য পত্র প্রদানের উদ্দেশ্য

এই পত্রটি আপনাকে এই গবেষণা সম্পর্কে প্রয়োজনীয় তথ্য প্রদান করবে যাতে করে আপনি জেনেসনে এ গবেষণায় অংশগ্রহণ করতে পারেন।

#### ৩. গবেষণার উদ্দেশ্য

এই গবেষণার উদ্দেশ্য হচ্ছে কানাডায় বসবাসরত বাংলাদেশী অধিবাসীরা কীভাবে কানাডায় আসার পূর্বে ও পরে তথ্য খোঁজে, সনাক্ত করে, তা ব্যবহার ও শেয়ার করে এবং তাদের সেটেলমেন্ট এ ট্রানজিশনাল ইনফরমেশন প্রাকটিসেস এর প্রভাব তা জানা। এ গবেষণাটি বাংলাদেশী অধিবাসীদের চাকুরী সংক্রান্ত বিভিন্ন তথ্যের উৎস ও এই সংক্রান্ত যেসকল বাধার সম্মুখীন হোন তা সনাক্ত করতে ও বাংলাদেশী অধিবাসীদের কানাডার বিভিন্ন সেটেলমেন্ট সেবার ব্যবহার অনুসন্ধান করতে সহযোগিতা করবে।

#### ৪. অন্তর্ভুক্তি মানদণ্ড

আপনি এই গবেষণায় অংশগ্রহণ করতে পারবেন যদি আপনি

- কানাডায় আসার পূর্বে বাংলাদেশে কমপক্ষে ১২ বছর বসবাস করেন
- আপনার বয়স ন্যূনতম ১৮ বছর

- Southern Ontario তে বসবাস করেন
- বাংলায় অথবা ইংরেজি তে দক্ষ হন, এবং
- আপনি যদি কানাডার স্থায়ী অধিবাসী অথবা নাগরিক হন

#### ৫. ব্যতিক্রম

কোনো ব্যতিক্রম মানদণ্ড নাই।

#### ৬. গবেষণা প্রক্রিয়া

যদি আপনি এই গবেষণায় অংশগ্রহণ এ সম্মত হোন, তাহলে আপনাকে লিখিত সম্মতি পত্র সাপেক্ষে নাফিজ জামান শুভ ৬০-৯০ মিনিটের মুখোমুখি/Skype সাক্ষাৎকার গ্রহণ করবেন। সাক্ষাৎকার বাংলা অথবা ইংরেজি তে দেয়া যাবে। পরস্পর সুবিধা জনক সময় ও স্থান এ সাক্ষাৎকার গ্রহণ করা হবে। সাক্ষাৎকার গ্রহণ করার জন্য আপনার নাম, ইমেইল ঠিকানা অথবা ফোন নম্বর প্রয়োজন হবে। যদি আপনি চান তবে আপনার সাক্ষাৎকার এর একটি কপি এবং ভবিষ্যত প্রকাশনার একটি কপি আপনাকে দেয়া হবে।

আপনার ব্যক্তিগত তথ্য সাক্ষাৎকার এর ডাটা থেকে আলাদাভাবে সংরক্ষণ করা হবে। আপনার সাক্ষাৎকার প্রতিগপি বেনামে সংরক্ষণ করা হবে এবং কোনো অবস্থাতেই আপনার ব্যক্তিগত তথ্যের সাথে সংযুক্ত করা হবে না। সকল গবেষণার ডাটা প্রধান গবেষক এর অফিস এ এক্সটার্নাল হার্ড ড্রাইভ এর মাধ্যমে সংরক্ষণ করা হবে।

#### ৭. সম্ভাব্য ঝুঁকি ও ক্ষতি

আপনি অস্থিতি অনুভব করতে পারেন যখন আপনাকে কানাডায় ইমিগ্রেশন নেবার ও কানাডায় বসবাসকালীন সময়ের তথ্য ব্যবহার সংশ্লিষ্ট প্রশ্ন করা হবে। তবে যে সকল প্রশ্ন আপনার অস্থিতির কারণ হবে সে সকল প্রশ্নের উত্তর আপনাকে দিতে হবে না। ইন্টারভিউতে অংশগ্রহণ যদি আপনার মানসিক চাপের সৃষ্টি করে, তবে আপনি সাথে সাথে ইন্টারভিউ বন্ধ করতে পারবেন।

#### ৮. সম্ভাব্য সুবিধা

আপনি কানাডায় ইমিগ্রেশন নেবার ও কানাডায় বসবাসকালীন সময়ের তথ্য ব্যবহার সংশ্লিষ্ট প্রশ্নের উত্তর দিতে গিয়ে আপনার ভালো লাগতে পারে। তাছাড়া, আপনি এমন একটি গবেষণায় অংশ নিচ্ছেন যা ইমিগ্র্যান্টদের তথ্য চাহিদা ও তথ্য অনুসন্ধান সংশ্লিষ্ট গবেষণার উন্নয়ন এ সহায়তা করবে।

#### ৯. আর্থিক সুবিধা/ক্ষতিপূরণ

এই গবেষণায় অংশগ্রহণে আপনাকে কোন ধরনের আর্থিক সুবিধা/ক্ষতিপূরণ দেয়া হবে না।

#### ১০. ঐচ্ছিক অংশগ্রহণ

এই গবেষণায় অংশগ্রহণ সম্পূর্ণ ঐচ্ছিক। আপনি এতে অংশগ্রহণ প্রত্যাখ্যান করতে পারেন, যেকোনো প্রশ্নের উত্তর না দিতে পারেন এবং যে কোনো সময় প্রত্যাহার করতে পারেন।

### ১১. গোপনীয়তা

সকল ডাটা গোপনীয়তার সাথে সংরক্ষণ করা হবে এবং শুধুমাত্র গবেষকরাই ডাটা তে প্রবেশ করতে পারবেন। ডাটা সমূহ পাঁচ বছরের জন্য প্রধান গবেষক এর অফিস এ এক্সটার্নাল হার্ড ড্রাইভ এর মাধ্যমে সংরক্ষণ করা হবে। পাঁচ বছর পর কম্পিউটার এ সংরক্ষিত ডাটা সমূহ সম্পূর্ণ মুছে ফেলা হবে এবং কাগজ এ সংরক্ষিত ডাটা ছিড়ে ফেলা হবে। যদি ডাটা সমূহ দিয়ে কোনো প্রকাশনা করা হয়, সেক্ষেত্রে অংশগ্রহনকারীর আসল নাম এর পরিবর্তে ছদ্মনাম ব্যবহার করা হবে। আপনি যদি গবেষণা থেকে আপনার নাম প্রত্যাহার করেন তবে আপনার সকল ডাটা অপসারণ ও মুছে ফেলা হবে।

### ১২. অধিকতর তথ্যের জন্য যোগাযোগ

আপনি যদি অংশগ্রহন এ ইচ্ছুক হোন তবে দয়া করে নারফিজ জামান শুভ এর সাথে ইমেইল [REDACTED]

এ গবেষণা এবং আপনার অংশগ্রহন সংশ্লিষ্ট অধিকতর তথ্যের জন্য আপনি নারফিজ জামান শুভ অথবা ড. পলোট রোথবার এর সাথে এই নম্বর [REDACTED]

আপনি যদি গবেষণার অংশগ্রহনকারীর অধিকার ও পরিচালনা সম্পর্কে জানতে চান তবে অফিস অব রিসার্চ এথিক্স [REDACTED]

[REDACTED] যোগাযোগ করতে পারেন।

### ১৩. প্রকাশনা

এই গবেষণা থেকে কোনো প্রকাশনা করা হলে ছদ্ম নাম ব্যবহার করা হবে। যদি আপনি আপনার ইন্টারভিউ এর কপি ও সন্ধ্যাব ফলাফল এর কপি পেতে চান তবে নারফিজ জামান শুভ এর সাথে যোগাযোগ করবেন।

*এই পত্রটি আপনার সংরক্ষণের জন্য।*

**প্রকল্প শিরোনাম:** ট্রানজিশনাল ইনফরমেশন প্রাকটিসেস, চাকুরী, এবং বাংলাদেশী অধিবাসীদের কানাডায় সেটেলমেন্ট (Transitional Information Practices, Employment, and Settlement of Bangladeshi Immigrants in Canada )

**সম্মতিপত্র**

আমি তথ্যপত্রটি পড়েছি, গবেষনার ধরন সম্পর্কে আমাকে ব্যাখ্যা করা হয়েছে। আমি গবেষণায় অংশগ্রহন এ সম্মত আছি। সকল প্রশ্নের সন্তোষজনক উত্তর দেয়া হয়েছে। সম্মতি পত্রটিতে স্বাক্ষর করার মাধ্যমে আমি আমার আইনগত অধিকার পরিত্যাগ করছি।

এই গবেষণায় অধিকতর তথ্যের জন্য আপনার সাথে ফলো-আপ ইন্টারভিউর প্রয়োজন হতে পারে। আপনি কি ফলো-আপ ইন্টারভিউতে অংশগ্রহন করতে রাজি আছেন?

- i) হাঁ
- ii) না

আমার পছন্দের ফলো-আপ ইন্টারভিউ মোড

- i) মুখোমুখি
- ii) Skype
- iii) টেলিফোন
- iv) উপরের যেকোনো টি

অংশগ্রহনকারীর নাম (দয়া করে প্রিন্ট করবেন):

অংশগ্রহনকারীর স্বাক্ষর:

তারিখ:

সম্মতি পত্র গ্রহণকারীর নাম (দয়া করে প্রিন্ট করবেন):

স্বাক্ষর:

তারিখ:



## Curriculum vitae

### Nafiz Zaman Shuva

#### Education

Ph.D.	The University of Western Ontario, Faculty of Information and Media Studies, Canada	2014-2020
Master in Digital Learning (DIL)	Oslo and Akershus University College of Applied Sciences, Norway; Tallinn University, Estonia; Parma University, Italy	2009-2011
MA in Information Science and Library Management	University of Dhaka, Bangladesh Department of Information Science and Library Management	2004-2005
BA (Honors) in Information Science and Library Management	University of Dhaka, Bangladesh Department of Information Science and Library Management	2000-2004

#### Teaching Experience

Instructor, The University of Western Ontario Faculty of Information and Media Studies (FIMS)	September-December 2019; May-August 2019; January-April 2018
Teaching Assistant, The University of Western Ontario	2014-2020
Assistant Professor, University of Dhaka, Dhaka, Bangladesh	January 2012-August 2014
Lecturer, University of Dhaka, Dhaka, Bangladesh	November 2008-January 2012

#### Honours and Awards

Manjunath and Roja Pendakur South Asian Student Scholarship in Library and Information Science, Faculty of Information and Media Studies, The University of Western Ontario.	2019
PSAC Local 610 Academic Achievement Scholarship, The University of Western Ontario.	2019
PSAC 610 Outstanding Research Contributions Scholarship, The University of Western Ontario	2017
PSAC Local 610 Academic Achievement Scholarship, The University of Western Ontario.	2016
Manjunath and Roja Pendakur South Asian Student Scholarship in Library and Information Science, Faculty of Information and Media Studies, The University of Western Ontario.	2015
The University of Dhaka Scholarship for MA Result	2008
The University of Dhaka Scholarship for BA (Honors) Result	2006
Dean's Merit Scholarship, Faculty of Arts, The University of Dhaka	2002
International Paper Contest Award by ASIST&T, Special Interest Group, International Information Issues (SIG-III)	2004

**Publications:**

**Shuva, N.Z.** (2017). The information practices of the fishermen in the Bay of Bengal, Bangladesh. *Open Information Science*, 1, 19-38. doi: 10.1515/opis-2017-0002.

**Shuva, N.Z., & Taisir, R.** (2016). Faculty members' perceptions and use of open access journals: Bangladesh perspective. *IFLA Journal*, 42(1), 36-48. doi: 10.1177/0340035216628879

Audunson, R.A. & **Shuva, N.Z.** (2016). Digital library education in Europe. A Survey. *Sage Open*, January-March, 1-17. doi:10.1177/2158244015622538.  
<http://sgo.sagepub.com/content/spsgo/6/1/2158244015622538.full.pdf>

**Shuva, N.Z.** (2014). Are university libraries in Bangladesh ready to be digital? *OCLC System and Services*, 30(2), 108-131.

**Shuva, N.Z.** (2012) Building digital libraries in Bangladesh: A developing country perspective, *International Information and Library Review*, 44(3), 132-146.  
 doi:<http://dx.doi.org/10.1016/j.iilr.2012.07.002>

**Presentations (oral):**

I probably would never get this job if I would not do this degree [in Canada]”: Post-secondary education and job prospects for newcomers to Canada at the *International Metropolis Conference*, Ottawa, June 25, 2019. [peer-reviewed]

“Bangladeshi immigrant women in Canada: Results of a pilot study on settlement information needs and information sources” at the *Migration and Ethnic Relations 2016 Graduate Student Conference*, Centre for Research on Migration and Ethnic Relations, The University of Western Ontario, April 7, 2016. [peer-reviewed]

**Presentations (poster):**

“Immigrants and public library usage in Canada: A case study of Bangladeshi immigrants” at the *OLA Super Conference 2018* (held in Toronto from January 31st to February 3rd, 2018). Available at [http://www.olasuperconference.ca/SC2018/wp-content/uploads/2017/12/OLA\\_Poster\\_2018\\_Final\\_Print\\_Jan-31\\_NafizShuva.pdf](http://www.olasuperconference.ca/SC2018/wp-content/uploads/2017/12/OLA_Poster_2018_Final_Print_Jan-31_NafizShuva.pdf)

“The everyday life information behaviour of immigrants: A case of Bangladeshi women” at the *Diversity by Design Symposium* (<https://www.idiversitybydesign.com/>) held on September 13-14, 2017 at the Ontario Trillium Foundation, Toronto.

“Settlement information needs and services: A pilot study with Bangladeshi immigrant women in Canada” at the *Western Research Forum*, March 10, 2017.

“Everyday life information behaviour of Bangladeshi immigrant women in Canada” at the *Information Seeking in Context (ISIC)-2016 Conference*, Zadar, Croatia from September 20-23, 2016. (also invited to participate in the pre-conference doctoral seminar)