CHILDREN PERSPECTIVE ON PARENTAL INVOLVEMENT IN THE EMIGRATION COUNTRY

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Abstract
Topic of emigration from Lithuania became an important issue both in scientific dialogue and political arena. Huge migration waves bring nothing but social, economic, education and other problems for the country of origin and also for the decision making migrants. And the influence of migration touched already the most vulnerable part of the population – children. If they are left alone in Lithuania they suffer from separation with their parents, but if they migrate together they suffer as well, facing other issues, such as: foreign language, country, culture and different educational systems, if they have to transfer the school. School transition, adaptation in the new environment, new country by itself is already a very complicating and challenging process for the children’s development. Moreover, during such transition problems become even more complex and this time parental involvement plays an essential role. This research is based on the children perspective, how they see parental involvement in children adaptation process both in the new country and new school abroad. The aim of the study is to identify parental involvement in children adaptation process due to migration.

KEYWORDS: parental involvement, school-age children, migration.

Introduction and methodology

After Lithuania's accession to the European Union, the intensification of emigration has become increasingly relevant topic not only on the public arena but also in the scientific discourse. Along with the departing residents Lithuania loses the economic, social and demographic potential. Moreover, migration in the recent years has been mentioned as a threat to the family institution (Maslauskaitė, Stankūnienė, 2007). One of the most controversial migration consequences in the recent years - transformation of family relations, as the effects for the both emigrating persons and their abandoned children (Juozeliūnienė, Kanapienienė, Kazlauskaitė, 2008; Maslauskaitė, Stankūnienė, 2007; Malinauskas, 2007; Liobikienė, 2009).

However, in recent years, more and more families are determined to leave Lithuania together with their school-age children, thus it is leading to new challenges and problems of adaptation to their children in a new country and school. According to data from year 2013 NEMIS the number of children who were not going to school because of migration is 11,906 (8-18 year old children). The numbers indicate the menacing children emigration. On the other side of the growing number of immigrant children in schools in host countries is one of the most significant social and demographic changes in Europe over the past decades. Immigrant children are very important to the whole of European society. However, studies show that immigrant outcomes are often lower than the local population, they are more likely to be expelled from school (Jacob, Wilder 2010), have academic (Yadav, O'Reilly, Karim, 2010) and adaptation (Suárez-Orozco, Gayton, 2007 and others) problems.

So together with the departure of parents school-age children have to adapt to the new environment of the country, but also to the new school, which may affect its future development, academic achievement (Rupšienė, Kučinskienė, Saveljeva, Osipkova, 2005; Rupšienė, Kučinskienė, 2006; Barkauskaitė, Miščikytė, 2006; Rupšienė, Bitinas, 2007; Silver, Measelle, Armstrong, Essex, 2005; Gibbons, Telhaj, 2011). Students might become less motivated (Rice et al., 2010); they may develop depression, low self-esteem and severe adjustment after school environment (Yadav, O'Reilly, Karim, 2010). And in most cases, it occurs because of the serious adaptation period, the transition from the old school to the new homeland of foreign schools (Yuen, 2007; Rice, Frederickson, Seymour, 2011). However, research has shown that those children who were provided with assistance are dealing better with difficulties of school exchange (Silver, Measelle, Armstrong, Essex, 2010; Wright, 2010; Tan, Goldberg, 2009; Cowan, Cowan, 2009; Rupšienė et al., 2005). These results confirmed that the school change is a complex social pedagogical phenomenon with a significant influence on a child's development and evolution.

As a result, successful school change and child’s adjustment in a new environment is determined by external support. Studies on the change of school is usually mention the support of the old peer Bellmore, 2011; Langenkamp, 2010), teacher support (Espinoza, Wang, Juvenon, 2011; Bellmore, 2011), parental involvement in education (Wright, 2010). Other authors Mortlock, Plowman, Glasgow (2011) argues that the success of a child's school change depends on relationships with others, and a comprehensive help:
help from the teacher, collaboration between teachers and parents, parents and children's mutual understanding of the child and the other, good relationships with classmates, parenting and with communication other parents. But in any case, school change is a complex and particular problems leading process in which assistance is especially needed. Meanwhile, due to the emigration school-age children meet even greater challenge - to change of the school from home country to the foreign.

Such a cardinal change requires more effort and support. According to the Suárez - Orozco et al. (2008) for children in a new country can be provided as mentoring from school staff. Another important source of support is social capital - friends and acquainances and contacts. However, one of the most important is the parental involvement in order to make adaptation process easier (Todorova et al., 2008; Suárez-Orozco, Gaytan et al., 2007, Cullen, Robles-Pina et al., 2007). According to the Lahai (2008), parental involvement reduces the gap between local children and children of immigrants. Thus, these results confirm that the active parental involvement in such a crucial moment for the child is an essential need.

In the scientific literature, terms of parents' involvement in their children's learning, mainly focuses on the following methods: active communication (Xu, Benson, Mudrey-Camino, Steiner, 2010; Beck, 2010; Altshul, 2011 and others), help with their homework (Burchinal, Roberts, Zeisel, Rowley 2008; Fan, Chen, 2001, Anderson, Jacobs and others, 2000), participation in school activities (Xu ir kt, 2010; Altshul, 2011; Shumov, Miller, 2001), additional training classes (Lahai, 2008; Epstein, 1991). However, such studies are limited to the ways of involvement in a new country or expatriate children learning at school from first grade, but they do not reflect the ways of involvement, provided the child moved from one country’s to another school. In the host country emigrated parents themselves often suffer from various problems associated with the residence. That is why their commitment towards children is significantly reduced. And although research on parental involvement in education is significant, but the parent involvement emigration and changing the school is completely deserted. Meanwhile, the school changes because emigration has become more and more relevant issue in the context of Lithuania. Therefore, it could be argued that parental involvement ways are not yet sufficiently explored and requires a deeper analysis. Moreover, it is important to investigate such issue from the perspective of children, how they see and understand parental involvement, what are the ways they experience. As a result, the aim of this study - to determine the ways of parental involvement in the children's eyes? The object of study – ways of parental involvement

Study sample. In order to accomplish the aim semi-structured interview method was chosen, through which the information was collected from the children, who had to leave Lithuania because of their parent’s emigration, and therefore they had to change schools. The study included ten children, among which nine children were still at their school-age during the interview and one girl was already a student. Almost all the interviews were recorded and transcribed; only interview was not recorded, but during the whole meeting memos were written. Research participants were aged between 12 to 22 years. Sample selection is based on the selection of extremely different elements, which means the children were selected with age, history, family structure is imposed. It was intended to ensure that the study will cover all the different points of view, different behaviors, which will look for commonalities to suit everyone.

Method. In order to investigate how parental involvement affects children's eyes, qualitative research strategy was used. Semi-structured interview method was applied. Interview questions covered the following topics: How your parents helped you to adopt in a new school? What are the ways of your parents help? How these ways are different from the ways in Lithuania? How important is your parents help to you and what is the meaning of it? Interviews lasted from 35 minutes to 1.5 hours. The study was conducted in summer 2013.

Analysis. The obtained data were analyzed by content analysis. Content analysis is a method of analyzing written, verbal or visual communication messages (Cole 1988). Classical content analysis "comprises techniques for Reducing texts to a unit -by - variable matrix and analyzing That matrix quantitatively to test hypotheses " and the researcher can produce a matrix by applying a set of codes to a set of qualitative data" (Creswell, 2009). As a result, at the end several main categories and sub-categories we formed.

Results of the study. On the base of the research and the content analysis five main categories and twelve subcategories were made. These main categories are the following: parental self-sacrifice, assurance of social networking, psychological support, attention to the studying process and additional encouragement (see
In emigration, the usual parental involvement is changed. Such parental involvement is not direct, but it's the way children contour, as an important step in adapting the new environment. These categories indicate parental involvement in the new school and in the new environment, but with the aim to have better adaptation in school.

**Parental self-sacrifice.** The study revealed that children in particular emphasize the parents’ sacrifice for their children's future. Such sacrifice can be seen in two ways: self-sacrifice as migration and parental self-sacrifice as hard-work for a child's future. The first emphasizes self-sacrifice, as the causes of migration. Kids were told that departure from Lithuania was due to a better future for them: "Ji kaip ir dėl manęs išvažiavo, kad man būtų geriau". This children's future is for better living conditions, better educational opportunity. It is obvious that in a country of parents' wages are higher than in Lithuania, and the chance to equip children is better. Meanwhile, better educational opportunities, emphasis on English language and the prestige of higher education institutions are mentioned too: "Juk geriau, kad aš baigiau (UK) universitetą, nei Lietuvoje. Galėsiu lengviau įsidarbinti." "Mes turime čia būti, tu turi čia būti, nes čia geresnis švietimas. O kad „prašau, neverk“, tokio visai nebūdavo."

Other sub-category is parental self-sacrifice as hard-work. This work children understand as indirect support to them, in this way children see parents striving hard and treat it as an indirect parental involvement. "Juk aš matau kaip ji (mama) stengiasi, negaliu jos nuvilti." "Buena sunku, abi pavargusios grįžtame, ir nesinori jos skuaintinti, kad kažkas blogai man mokykloje, tai aš stengiuosi pati susitvarkyti." It should be mentioned here that such involvement in learning, although is indirect, but in the eyes of children seen as very important. Children see their parents’ efforts to ensure good learning and living conditions and children themselves struggle to adapt in a new school, learn a new language and new things.

**Assurance of social networking.** In the study the social interaction that parents establish by making big efforts to involve child communication in the new social environment of the country, is a part of parental involvement. Most respondents noted the importance of the travel within the country or a trip to overview the city as very helpful. "Mamos draugas, airis, pasiimdavo mus kiekvieną savaitę ir 2 metus važinėdavom po Airija. Savaigaliai būdavo labai faini, musiveždavo į parkus, į visokius namukus, ten įdomiai žiūrėdavom, pasakų pilis visokias, prie vandenyno buvo labai faina." Children become familiar with a new culture and a new country that allows, according to the child, feel more secure “Man taip nuo vaikystės tik Anglijos.” Getting to know a new culture makes it easier to adapt to the child and the school.

Another important factor in a child's introduction to the social interaction is the communication with local residents, neighbours, family friends in a new place. "Tėvai mane supažindino su išvairiais žmonėmis, tėvo draugais. Jie buvo vietiniai." Given what some acquaintances in a new country make child's sense of security go up, that is why it gets easier to adapt to a new country and a new school. Most of the children said that their parents did not know the language of the new country, but tried to do everything that child learn it as soon as possible.

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**Fig. 1.** Types of parental involvement according the migrant children

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<th>Categories</th>
<th>Sub-categories</th>
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<tr>
<td>Parental self-sacrifice</td>
<td>Parental self-sacrifice as migration</td>
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<td>Parental self-sacrifice as hard-working</td>
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<td>Assurance of social networking</td>
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<td>Psychological support</td>
<td>Parents – children communication</td>
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<td>Parental trust in the child</td>
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<td>Attention to the studying process</td>
<td>Parental help in homework</td>
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<td>Additional encouragement</td>
<td>Initiative in „Cheer ups“</td>
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<td></td>
<td>Financial provision</td>
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<td>“Pampering”</td>
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In order to promote the communication between local residents and their children parents were asking children to work part-time. One of the communication ways – working with the local people „Dirbau pas vietinius gyventojus, su kuriais supažindino mano tėvas.“ „O dabar aš jaučiu, kad pasiilgstu tu žmonių su kuriais bendravau, mano bendruomenės. Bendravau, tai buvo mano darbovietytė. Mane mama darbino į maisto prekių parduotuvę, kuriąj pati dirbo ir ten.“

Another way of parental involvement, which was submitted by the respondents, which is not common - this is a call to live together (or to emigrate) child's friends for a better adaptation in the new country. „Tėvai pasiūlė mano draugui ar nenorėtum mokytis kartu. <...> Aš net nesitikėjau, kad tėvai priims tokį sprendimą rintai, negalvojau kad jie sutiks.“ It is known, being with a person you know in new environment makes an adaptation much easier and better for a child. It reduces severe consequences of adaptation, improves children's learning and communication skills. However, not every parent can afford this.

**Psychological support.** In emigration parents because of working conditions often do not have same communication opportunities which they had at home. However, children indicated, that it is very important to communicate with parents: „Jie stengėsi padėti iš visų įgūdžių, klausdavo kaip man sekasi. Staig niekada nepasilikdavo nuošaly, jei kas vykdavo.“ „Mama man visada sakydavo, juk viskas bus gerai, viskas bus gerai“. „Mama padėdavo ir sakydavo amen, tu žinai kad mokyklą turi pabaigti, kai ją baigsi neišsispirk viskas bus gerai.“ Such communication helps child to feel secure, safe in a new environment, gives more confidence, and helps to reveal stress after the school day. Also, if there are problems it is very important to have someone to talk with about it, ask for advice: „Ne aš tikriausiai viską savoje užsiskleidžiau (apių mokslas) ir ašku aš iškart parėjas namo išsipaskodavau mamai nebuvo ten didelių ašku galvojimu- aš negaliu čia būt, aš nenoriu, aš neisiu vis tiek eidavom ir eidavom ašku.“

Another important psychological factor – trust in a child. Children know who parents rely on them, are not tend to negative behaviour, but try to improve at school. One respondent said, “Mama net tų „reportų“ (atsiliepimai apie moksleivių) nesako, nes jie neatspindi mano mokslo rezultatų. Ji žino, kad aš gerai mokauosi.“ This indicates a close relationship between the child and the parents, based on trust. „Na aš jiems viską pasakoju. Na aš pakankamai savarankiškas. Aš visada gerai mokiausi ir tėvai žino tai. Ji kaip ir apsitiik manimi ir kaip mokinausi. Nu stengiuos nenuvilti.“ „, , Tėvai manimi pasitiki, todėl negaliu įtakos.“

**Attention to the working process.** Respondents indicated that only small part of parents actually help their children with homework. This is due to the problems parents encountered in emigration, such as language barriers, financial barriers, and other working conditions. Especially because of the language barrier „Padėdavo, jau kai matė, kad man visiškai ten jau nebesiseka, ašku kai ką nors galėdavo padėti, tiktai reikėdavo kaip nors pažiūrėti, arba pasakyti košį nors sakint. “ While help with homework directly is not very often parents involve in the child's adaptation to the new school, but the respondents indicate that parents focus on what is happening at school abroad only increased. They often ask what happened at school, what are the tasks and what are child’s academic achievements. „Jie (tėvai) retkarčiais klausinėja. Net galima pasakyti visada – ką aš darau, kaip man sekasi. Bet netikrina užduočių.,

**Additional encouragement.** In emigration children feel lonely especially because of the lost communication with former friends and other family members. Therefore the additional communication and interactions of parents and their children is particularly important. „Mama visada stengėsi mane prablaskyti, suminkštinti situaciją. Stengėsi nusvesti mane kur nors, į baseiną. Na daug įvairių vietų, Retkarčiais su mašina važinėdamės."

Also important is the additional financial provision: „Aš va daug pinigų leidžiu bilietams, čia po keturis kartus į metus, pirmyn atgal (į Lietuvą). Ir čia galiu gyventi. Va neseniai į Italiją skraidau. Vasarą buvau Švedijoje. Ir drabužiams sau negaliu.“ Children know that parents are able to provide them extra financial support and parents often use such things in order to make a child feel better in a new environment.

From the statements of the respondents it is possible to see that emigrant parents often feel guilty, because they try to soften the situation by “pampering” and extra attention, „Aš manau kad jie mane labai lepino. Na nežinau, man buvo daug kas leidžiama.“ „Na taip ir būdavo, kompiuteris, televizorius, viskas namie."

**Factors reducing and promoting parental involvement.** As already mentioned in migration parents themselves suffer from different problems and obstacles. Studies have shown that parental involvement is often dependent on a number of factors (see Fig. 2).
Fig. 2. Factors reducing and promoting parental involvement in emigration

Such factors are the following:

- **Language proficiency levels of both parents and children** - parents are willing to help their children at school if they know the foreign language themselves and their children know it poorly and vice versa, parental involvement is lower if parents the foreign language skills are worse than children’s;

- **Barriers/opportunities for migrants in the host country** – parental involvement in the education system reduces when there is an absence of emigration oriented system at the host country. Also, parental involvement increases when the (education, integration or other) system is open to the needs of emigrants;

- **Children's features of character** – children, who are not likely to interact with their parents, are reluctant to parental involvement even in a foreign country. Conversely sociable, open to the parental involvement children are willing to accept help;

- **Parents-child relationships** – parents-children conflicts, arguments reduces parental involvement as well;

- **Parental social separation/openness** – parents who are separated from the communication with the local people, are not participating in the life of local community, schools are tent to be less involved than those you are active members of the local life.

**Discussion and conclusions**

Study shows that parental involvement in emigration does not suit normal rules. Such involvement usually occurs indirectly and not consistent with other researchers’ ideas that worked in this field parental involvement research not in the conditions of emigration, and only partly agrees with their result. However, such involvement in the eyes of children helps children adapt in a new environment and get used to the changes and the new school.

Indirect involvement occurs because of the obstacles encountered by parents in emigration. Parents often do not have knowledge of foreign languages, working overtime, not able to communicate with teachers, participate in the school community. Also parental involvement in children depends on the language proficiency levels of parents and children, barriers /opportunities for migrants in the host country, children's features of character, parent-child relationships. Such idea is confirmed by the scientific research on emigration. For example, Suarez et al. (2010) also argued that the fundamental role played in the emigration is the language, as a result, also it could one of the most significant factors hindering or favouring parental involvement.

Talking about the results of the current study, these results only partially confirmed the ways formulated by scientists in parental involvement. However among the results of the current study parent - school (teachers) communication and collaboration was not found. This opinion is not consistent with the opinion of some researchers (Xu et al, 2010; Altschul, 2011; Shumov, Miller, 2001). Parents do not participate in the school community, as they often do this at home. Also on arrival abroad, parent- teacher contact is significantly reduced or disappears completely.
Also, the self-sacrifice of parents, as parental involvement way, not an usual way of parental involvement. It can cause a sense of guilt to children, and encourage children to behaviour better and learn harder. However, in the scientific literature, this reasoning has not been found.

The researchers who are writing about emigration topic (Todorova et al, 2008; Suárez-Orozco, Carhill, 2008; Suárez - Orozco, Gayton, 2010) also confirm that social capital and social interaction as much as self-assurance helps immigrants and their children to adapt to the new environment. Therefore, such introduction of a child with the life of the local community, helps the linguistic side, both from a social side and as well as the country’s knowledge. Therefore, such an awareness of the new host country, albeit indirectly, but it helps the child to adapt in a new environment and school.

Moreover, an active parent - child communication, as confirmed by the researchers (Xu, Benson, Mudrey-Camino, Steiner, 2010; Beck, 2010; Altschul, 2011 and others) is an essential means of parental involvement. It helps a child to develop a sense of self-confidence, deal with the problems and simply tune the parent-child relationship. At the same time, help with homework and focus on the learning process as much as in normal conditions (not in emigration) in the new country remains one of the most important way of parental involvement. With such views and agree researchers Burchinal, Roberts, Zeisel, Rowley (2008), Fan, Chen (2001), Anderson, Jacobs and others (2000). Meanwhile, additional encouragement can be understood as the number of additional course after school, which confirms the opinions Lahai (2008), Epstein (1991). But “pampering”, as a parent involvement may be associated with a sense of guilt before to children, and can also connected to emigration.

All in all, parental involvement in emigration is slightly but different from the parental migration in the home country. Moreover, children might see such involvement differently, than their parents that are why, results of this study differ from the result of other studies, where main respondents are parents or school stuff. However, parental involvement is a very important topic in education research, since it has the direct influence on children development and future.

List of references
Unterstützung, besonders auf den Lernprozess, zusätzliche Anreize.

durch Kindermeinung zeigten, dass die Einbeziehung der Eltern ist: Selbstlosigkeit, Sozialhilfe, psychologische

emigriert. Deshalb die Kinder die Schulen wechseln. Das Ziel des Forschung - zu bestimmen, wie die Einbeziehung

Meinung von die Kinder. Zehn Kinder haben in Forschung teilgenommen. Die Eltern von die Kinder haben

lernen, nicht das die Kinder von einem Land zum anderen Land, von eine Schule zur andere Schule springen. Das ist

2008; Epstein, 1991). Doch diese Forschung ist möglich, wenn die Kinder in der Schule von der ersten Klasse

konzentriert sich hauptsächlich auf der folgenden Methoden: aktive Kommunikation (Xu, Benson, Mudrey -

Zusammenfassung

Beitritt Litauens zur Europäischen Union, die Intensivierung der Auswanderung hat sich nicht nur in der


Familienbeziehung. Es passiert bei emigrierten Personen und auch bei ihre verlassene Kinder.

In diesem Zusammenhang der Umrechnungsfaktor der Schule sehr wichtig ist. Schulwechsel ist ein komplexes pädagogischen Phänomen mit einem Einfluss auf die Entwicklung eines Kindes. Ein wichtiger Teil der Entwicklung des Kindes zum Zeitpunkt der Veranstaltung ist die Hilfe der Eltern, insbesondere die Einbeziehung der Eltern in


Der Gegenstand der Untersuchung - die Teilnahme an der Schulbildung des Kindes. Die Ergebnisse durch Kindermeinung zeigten, dass die Einbeziehung der Eltern ist: Selbstlosigkeit, Sozialhilfe, psychologische Unterstützung, besonders auf den Lernprozess, zusätzliche Anreize.