The Impact of Studying Abroad on Students Who Left Their Children in Their Homeland: *A case study of selected students at Northeast Normal University – China*

Mrs. Marthe NYIRANGIRIMANA[1], Dr. Claudien Habimana SIMBI [2]

School of Education, Northeast Normal University, China

Northeast Normal University, Changchun, China

Abstract: **This study explores The Impact of Studying Abroad on Students Who Left Their Children in Their Homeland at Northeast Normal University (NENU), focusing on Communication Dynamics, Emotional Impact, Parental Involvement and Support, Personal and Academic Challenges, Social and Cultural Adjustments, Financial and Logistical Strain, Support Systems and Coping Strategies, Institutional Support and Recommendations. Guided guided by two primary theories: Family Systems Theory (Bowen, 1978) and Attachment Theory (Bowlby, 1988). These theories provided a comprehensive framework for understanding the complex dynamics and emotional ramifications involved in parent-child relationships when parents study abroad, the study aimed to understand how international students perceive and cope with the challenges of being a student and a parent while living abroad, addressing the gap in research on Impact of Studying Abroad on Students Who Left Their Children in Their Homeland in different contexts. Using a qualitative design, semi-structured interviews were conducted with six international master's students from diverse national backgrounds, and data were analyzed thematically to ensure reliability and depth.**

Findings reveal that The frequency of their interactions has shifted from daily physical presence to scheduled virtual interactions, Parents experience a constant sense of guilt and worry, which affects their emotional well-being, the lack of physical presence poses significant challenges in providing real-time support and discipline that may reduce parent-children Attachment. Nevertheless, participants revealed strong adaptability and coping strategies through support system, self-directed learning, Keeping a routine, seeking support from friends, and maintaining a positive outlook. While NENU provides valuable academic and social support services, they are often not able to serve student according to specific needs. The study recommends strong support networks and counseling services, strengthening language assistance, Cultural and social integration programs should include orientation sessions tailored to the unique challenges faced by these parents and opportunities for community engagement through events and workshops. Essentially, Northeast Normal University continued promise to academic excellence globally and improving in all aspects.

Keyword: **Impacts, studying Abroad, and Northeast Normal University (NENU).**

I. INTRODUCTION

Overview

The large number of international students to China in the last two decades has proven to be a boom for host countries. This increased circulation of foreign students into the developed world has an impact not only on the host universities but also on the people who remain in their homeland. Away from the old generation of international students who usually choose to

leave their children in their country, with the further development of international society, leaving behind both an educational model and guardianship for their children has become a problem that arises with greater frequency. These students who leave their children in to study refer to their lives behind the country study as "empty nest" lives.

The separation of parents and children due to study abroad, like students coming to China for education, focusing more on major knowledge absorption is the realistic requirement and living the life studied in their homeland for a long time. For these students, they are willing to return to their homeland after a few years. For many years, they are unhurried as the main purpose of study abroad is to learn majors. Through interviews, the status of left-behind children and their families' accommodation and life were discussed. The main purpose is firstly to solve their realistic difficulties and then move towards the ideal goal of studying.

Background of the Study

In the 21st century global economy, different nations maintain their exchanges in different ways, and many scholars put emphasis on analysing the brain drain, the educational development of returning students, and other international educational mobility issues (Entrich & Fujihara, 2022). So far, quite a few researches have paid attention to international students with children, especially the impact of studying abroad on the students who left behind their children in their homeland (Gragnano et al.2020). Only a few studies have been conducted specifically on students who have children and mainly focus on the support they receive.

Another area that has been paid attention is the impact of studying abroad on the cost of the children's care carried by the remaining spouse. The previous literature suggests that student migration and studying abroad may have direct material effects on spouses who remained in the home country trying to ensure the welfare of the households and children (Cian et al.2022). Such effects may indirectly influence student educational outcomes and even the success of student education. The reason is that more and more international students with children go to study in foreign universities and are facing increasing pressures. Most returning students have to shoulder even more family and child educational burden than the local. Therefore, the research on the impact of studying abroad on international students who left-behind children is necessary.

The study enhances existing literature by exploring the systemic and emotional dynamics within families affected by a parent's absence due to studying abroad. It offers a nuanced understanding of the interplay between family structures and individual emotional bonds. Practical Implications for Educational Institutions by Highlighting the need for flexible academic policies, specialized counseling services, and support networks tailored for student parents. Policy Implications like Advocates for scholarship programs, emergency funds, parental leave policies Family Well-being by Stressesing the importance of maintaining strong attachment bonds and family connections to mitigate the negative effects on children's well-being. Social and Cultural Implications by Provideing insights into how international student parents can better integrate into their host communities, encourages understanding and navigating cultural differences and forming social connections.

Research Objectives

The research was conducted under the guidance of the following three (3) specific research objectives:

1. To examine the impact of studying abroad on Parent-Child Relationship

2. ii. To investigate the difficulties students encounter during the process of studying abroad after leaving behind their children.

3. To look for effective help to solve the difficulties encountered in the process of studying abroad.

The following research questions guided the study:

1. What the impact of studying abroad on Parent-Child Relationship?

2. What are difficulties students encounter during the process of studying abroad after leaving behind their children?

3. What are effective help to solve the difficulties encountered in the process of studying abroad?

II. LITERATURE

The work-school balance has been a lifelong theme for working mothers (Fensie et al.2023). The concept of work-family balance mainly focuses on the balance of working time and family time, the benefits and burdens that one must bear, the satisfaction of participating in the family, and the sense of belonging to the family (Gragnano et al.2020). The concept of work-family balance is wider than the dual responsibilities of family and work. The dual responsibilities mainly focus on performance in work and family (Wayne et al.2022). Balance uses various analysis angles and emphasizes the entanglement between work and family. However, in comparison to fathers, society has long held higher standards for women (Schoppe-Sullivan & Fagan, 2020). The phenomenon of mothers studying abroad without children is almost absent, and currently, only a few people have realized such a demand, and the response from society and family is positive (Entrich & Fujihara, 2022). The normal social gender roles, the physical characteristics of women, and the social norms of taking care of the next generation consistently exert their influence. Working mothers, as a grassroots group of women, depend on their struggle for survival to support the burden of dependence. They perpetually exist in a state of marginalization, yet when they depart from their origins, they heavily influence the child left behind (Cian et al.2022). The challenge of the situation is not easily remedied through the enhancement of skills, and no woman can liberate herself from the obligation to provide for and look after other dependents. Migrant mothers' international education has been given relatively limited attention in academic research (Lipura & Collins). The existing studies mainly focus on two aspects: one is the number of mothers migrating for education, and the other is the gender roles of 6 mothers studying abroad (Qiu, 2020). However, there is almost no research aimed at exploring the effect of mothers' international education on children left behind.

Effects of Studying Abroad on Students' Families

For the family left behind, "after bitterness comes sweetness". In most cases, family members are more supportive of the decision to study abroad or have no opinion. Since high expectations are conducive to reducing various negative psychological states, children who are studying abroad will also feel the strong support and encouragement of their families, thus reducing these negative psychological states in themselves (Antia et al.2020). By studying abroad, students will obtain higher education than their families and have a higher level of family status (Ivemark & Ambrose, 2021). They will also improve their connotation and level and enhance their influence in the family. Adapting to the upgrading of student education level will bring a significant positive impact on the family as a whole (Carolan, 2022). If the sending party maintains a harmonious relationship with the backbone of the family while studying abroad, it will certainly maintain family stability and further enhance the family's ability to resist the risks that may occur (Wu et al.2022).

Challenges Faced by Students Who Leave Their Children

Difficult Cultivation of Family Education Parents use the guidance of teachers and their own observation, judgment, and consideration to choose appropriate life concepts for their growing children (Prior & Renaud, 2020). They provide rich and colorful cultural and life leisure activities for their children within their capacity. However, conditions for these students who study in foreign countries are restricted at present. Due to language and culture differences and their personal counseling conditions, it is difficult for these students 7 to control family education and cultivation tasks effectively by remote control for a long time (Di et al.2022). Even if they occasionally pay attention to textbooks as a form of cultural check-up, once the distance of family education follows the track, these students may encounter education problems when they depart from the original track, and they are unable to supervise or guide their children in a timely manner (Man et al.2021). At this point, some parents are very anxious and flustered, hoping to do something for their children but cannot do anything (Rapee et al., 2022). Their impotence makes these parents feel very uneasy. Separation from Children Most of the university students who have left behind their children are mothers who love their children very much and are used to taking care of their children by themselves (Puccia et al.2021). After relocating to study abroad and being separated from their children, parents often experience emotional distress due to differences in time, space, and culture, leading to a deep longing for their children (Lan, 2020). In some cases, parents who struggle to maintain communication with their children may consider reducing or halting their academic pursuits (Bender et al.2022).

 Some parents confided in the author about their profound sense of isolation upon returning to their dormitory, compensating by surrounding themself with photographs of their children, which they displayed on the walls and in their books (Zhu & Wang, 2024). These images accompany her during her studies, daydreams, and sleep. Additionally, some parents procure educational materials and meaningful gifts for their children, with the intention of nurturing their bond and providing for their future. Upon returning to their countries, these parents look forward to reconnecting and reestablishing a daily routine

with their children.. Some parents who cannot communicate with their children for some time will gradually 8 reduce or even give up their current studies (Achterberg et al., 2021). The parents shared their story with the author, saying that they felt very lonely every day when they came back to a dorm with a full emotional gap (Heyang et al., 2024). She downloaded photos of her children from her phone instead of herself, posting them on the walls and in her books as much as possible, Photos of her children surround her when she studies, dreams, and sleeps. There are also parents who purchase or provide early or primary education books and other educative media for their children, preparing high-quality gifts and souvenirs in China for future occasions (Huang, 2022). After returning, they will have voice communication and daily life with their children.

Family Systems Theory by Bowen, 1978

Family systems theory views the family as an emotional unit and uses systems thinking to describe the complex interactions between members in the unit (Bowen,1978). Family systems theory suggests that families are interdependent; that is, the behavior of one family member affects all the family members. Using the family systems framework to describe the study of students studying abroad, the act of studying abroad involves the entire family system. Different from other theories, which focus on the individual student or the entire family, family systems theory has a holistic and comprehensive approach to include all of its members. From the theory's perspective, family systems frequently adapt to and thrive in new surroundings as international students; however, the needs and challenges faced by family members remain important and cannot be ignored.

The young children of those parents from abroad have special care demands and adjustments of emotions and behaviors should be reflected in their subsequent daily lives. 9 factors In line with family systems, the student must recognize the importance of the family, be flexible and accept six paradoxes: (a) keeping home close versus keeping a distance; (b) being communicative and updating problems versus not worrying the family; (c) discussing tempting alternative lifestyles versus less transgressive lifestyles; (d) receiving and seeking close help versus not being an obsolete member; (e) avoiding attracting problems versus experiencing and evaluating problems; and (f) coming back and breaking stereotypes versus staying and creating stereotypes. When making a decision about studying abroad, families should discuss whether the student wants to go alone or with a partner. If a partner comes, it strengthens the family system in the international context, enriches the conceptual framework about international student families, leads to a better understanding of international students and their partners, and provides practical responses of support that programs and institutions can offer.

Attachment Theory by Bowlby 1988

Attachment is a strong emotional relationship, usually specific, that is enduring and whose absence can produce negative consequences where people rely on their primary caregivers, or attachment figures, for feelings of comfort and security, especially during times of distress (Bowlby,1988). John Bowlby described the concept of attachment in the 1950s, defining it as an emotional bond that facilitates survival by encouraging caregivers to protect and care for children (Granqvist and Duschinsky2021). The theory advanced by Harlow and Ploog-Stewart suggests that children possess an inherent biological need for security while under the care of their caregivers, prompting 10 parents to offer necessary nurturing due to the biological attachment formed within the relationship.

A research study by Schaffer and Emerson, which observed children in Great Britain during a time of war, determined that a significant majority of children, ranging from 60% to 64% at varying ages, were capable of developing attachments to multiple caregivers for comfort and assistance by Schaffer and Emerson examining children in Great Britain during wartime, it was found that a majority - ranging from 60% to 64% at different ages - were able to form bonds with multiple caregivers for comfort and support. Through the approach offered by Harlow and Ploog-Stewart, attachment was conceptualized as a theory indicating that children are biologically secure in the presence of their caregivers, prompting parents to provide the necessary care due to the biological connection formed within the bond (Klein et al.2023). The significance of a child's bond with their caregiver lies in the necessity to form an internal representation of the caregiver.

Theoretical aspect

The research is guided by two primary theories: Family Systems Theory (Bowen, 1978) and Attachment Theory (Bowlby, 1988). These theories provide a comprehensive framework for understanding the complex dynamics and emotional ramifications involved in parent-child relationships when parents study abroad. Family Systems Theory (Bowen, 1978)

Family Systems Theory, developed by Murray Bowen, views the family as an emotional unit and uses systems thinking to describe the complex interactions between family members.

In the context of this study, Family Systems Theory helps explain how the absence of a parent studying abroad affects the entire family unit. The theory suggests that the emotional dynamics within the family, including the roles and relationships, are disrupted when a parent leaves, leading to changes in behavior and emotional states among all family members, particularly the children.

Attachment Theory (Bowlby, 1988) Attachment Theory, proposed by John Bowlby, posits that attachment is a strong emotional bond that develops between children and their primary caregivers. This bond provides children with a sense of security and comfort, especially during times of distress. Attachment Theory was crucial for this study as it highlights the potential negative consequences of a parent's absence on the child's emotional and psychological well-being. Children who are separated from their primary attachment figure may experience distress, insecurity, and behavioral issues, impacting their overall development and mental health. The integration of Family Systems Theory and Attachment Theory provides a framework for understanding the impact of studying abroad on parent-child relationships. These theories complement each other by addressing different but interconnected aspects of the family dynamics and individual emotional bonds. By integrating these theories, the study explored the complex emotional and systematic dynamics involved, providing a foundation for identifying effective support strategies for international student parents and their children. This framework not only addresses the immediate challenges but also promote long-term emotional and psychological well-being for all family members involved.

III. METHODOLOGY

Research Design

This study adopts a qualitative research design particularly using a phenomenological approach, to explore the Impact of Studying Abroad on Students Who Left behind Their Children in Their Homeland. A phenomenological approach is appropriate for this study because it intends to understand how individuals make meaning of their lived experiences, particularly in copying with challenges and adapting to new academic environments (Creswell, 2013). The focus is on understanding the nature and core of academic challenges, coping mechanisms, and support system insights through the voices of those who experience them first-hand.

Research setting and participants

The study was conducted at Northeast Normal University, a leading university in China that hosts a diverse population of international students from across South America, Africa, Europe, and Asia. The target population included international master's students who studied at the University for at least one academic year. In this case study the (N = 6) of the participants who were married and they left their children in their Homeland within 2 years were chosen. 3 female of them had only one child, 3 male had more than two children. Purposeful sampling was used to recruit participants from a cohort of 2022 to 2023 students attending Northeast Normal university in china. Students were in the age range of 28 and 42 years, 3 women and 3 men who met the criteria of being parents and students. In the selection of participants, the researcher used purposeful sampling technique. This method helps to gather information from people you believe that they have enough knowledge on what you are looking for, (Creswell, 2014). The researcher had faith in the participants that they are going to give correct and adequate information about the impact of studying abroad on Students who left behind their children in their homeland. Since the participants are from different cultural background, each of them will represent the culture of a particular society. The instrument used to collect data was the interview. An interview guide was designed from the research questions and it helped to ask relevant questions from the participants to answer the problem under study. The interview questions were clear and understandable by the interviewees.

Data Collection Methods

The researcher first asked permission from the participants for their consent and they all agreed. Data were collected through semi-structured, in-depth interviews, allowing for open-ended responses and follow-up questions to clarify meanings and gather deeper insights. The interview was arranged to be done face by face, each interview lasted between 20 to 30 minutes and was conducted in English. The interview protocol was designed around the study's three main research questions, covering themes such as Communication Dynamics, Emotional Impact, Parental Involvement and Support, Personal and

Academic Challenges, Social and Cultural Adjustments, Financial and Logistical Strain, Support Systems and Coping Strategies, Institutional Support and Recommendations. All interviews were audio-recorded (with participant consent), the recorded data was transcribed from audio to written document to be used for easy analysis and coding (transcribed verbatim), and checked for accuracy to ensure the reliability of the data.

Data Analysis Procedures

Thematic analysis was used to analyse the interview data, following Braun and Clarke's (2006) six-step model: familiarisation with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. The recorded data was transcribed from audio to written document, The researcher read the data collected from the six respondents to come up with codes. From the codes the researcher developed themes after critically analyzing the data. Themes were developed and were used to answer the problem under study.

Trustworthiness Ethical Considerations

Some ethical issues include ensuring that participants volunteer willingly and voluntarily, ensuring the participant's confidentiality and anonymity are protected, and guaranteeing that the data collected is secure. All the members who participated in this study were informed of the aim of the study and were asked to sign a consent form before data collection. Relevant authorities, such as the local education department and school administrations, were sought to approve the research in the selected schools.

All collected data was securely stored, and the research adhered to ethical standards to ensure the protection of the rights and privacy of the participants. The names of participants and institutions under study were not used for privacy throughout the study.

IV. FINDINGS

This study explored The Impact of Studying Abroad on Students Who Left behind Their Children in Their Homeland on selected students at Northeast Normal University. In general, they have concerns about their own studies but after comparing their lives since studying in China with their spouses staying in their homeland, there is a conflicting expression on their faces. The general mood of the students was most deeply disturbed by the fact that they could not usually be on time where they are needed by their children.

Table: Summary of the Themes and subthemes from the findings

Main Themes	Subthemes(Emerging ideas from Participants)
1. Communication Dynamics	✓ Changes in frequency and Method (Daily or regular communication through video calls, phone calls, and text messages) ✓ Scheduled and less spontaneous interactions due to time differences and busy schedules
2. Emotional Impact	✓ On Parents: Feelings of guilt, worry, loneliness, and isolation. ✓ On Children: Increased attachment to caregivers, withdrawal, and behavioural changes due to the absence of the parent.
3. Parental Involvement and Support	✓ Efforts to stay involved in children's lives through homework help and staying updated on their activities. ✓ Reliance on caregivers (family members) and coordination with spouses to manage parental responsibilities.
4. Personal and Academic Challenges	✓ Struggles with loneliness, stress, and anxiety ✓ Difficulty in balancing academic responsibilities with parental duties, leading to challenges in concentration and academic performance.
5. Social and Cultural Adjustments	✓ Language barriers and cultural differences make it hard to form close friendships and integrate into the new environment ✓ The cultural and time zone differences affect the ability to stay connected with children effectively

6. Financial and Logistical Strain	✓ Managing tuition fees, living expenses ✓ Sending money back home create financial strain.
7. Support Systems and Coping Strategies	✓ Strong support systems in the home country, primarily family members and spouses. ✓ Availability of counseling services and community groups, but often limited and not fully tailored to their specific needs.
8. Institutional Support and Recommendations	✓ Flexibility with deadlines and access to mental health resources provided by academic institutions. ✓ Establishing workshops on time management and coping strategies, as well as creating a dedicated support network for student parents.

Impact of studying abroad on Parent-Child Relationship

Communication

All participants emphasize the significant changes in their communication patterns since moving abroad. Participant A stated, *"I rely heavily on digital communication methods, such as video calls and phone calls, to stay connected with my children"*. The frequency of their interactions has shifted from daily physical presence to scheduled virtual interactions. This shift has made their communication more structured but less spontaneous, highlighting the challenges of maintaining a close relationship from a distance. After relocating to study abroad and being separated from their children, parents often experience emotional distress due to differences in time, space, and culture, leading to a deep longing for their children (Lan, 2020). The students who had a great impact on the affection relationship are those who had left their eldest children. For example, Participant C said, " *my only son has been no father, he is seven years old At this time I am quite worried Even if I made a phone call I will still ask my father and my second child to see if my son heard my voice"*

While participant E mentioned, " *I made a phone call to my son and felt that he is lonely and missed me very much, After that, I would either send a video or make a long phone call every two days, In the process of studying and being a parent together I felt the pressure and pain from my family I occasionally wanted to give up and sometimes I was in poor spirit. My father would say to me not to be sad, the study was for the children to have a better life."* This indicate that Parent-child relationship is significantly affected by overseas study. First, in terms of affection, the warmth and understanding between parents and children were significantly improved. In terms of learning, although the majority people still reported that there has been no significant improvement in their child's learning, other family members believe that there has been a significant improvement in the child's learning during their parents' overseas study (Wu et al.2022).

The difficulties students encounter during the process of studying abroad after leaving behind their children

Emotional and Psychological difficulties

The emotional problem of being away from their children is profound for all participants. Participant b stated, *"I am experiencing a constant sense of guilt and worry, which affects my emotional well-being"*. This align with the work of Zhu & Wang (2024) who noted, Parents has a profound sense of isolation upon returning to their dormitory, compensating by surrounding themself with photographs of their children, which they displayed on the walls and in their books. The findings revealed that childrens have changed in their behaviour and emotional states. Participant C explained that *" My absence has led to increased withdrawal and emotional distress in my children."* This indicate the crucial role parental presence plays in their emotional development.

Parental Involvement and Support difficulties

The students-parents make concerted efforts to stay involved in their children's lives despite the distance (Klein et al.2023). Participant A stated, *"I assist girl with homework and stay updated on school activities through video calls and phone calls"*. The research revealed that parent helps their children.

 However, the lack of physical presence poses significant challenges in providing real-time support and discipline. They rely heavily on family members back home to fulfill daily caregiving roles, underscoring the importance of a robust support system.

Personal and Emotional Challenges

The separation from their families is the most significant personal challenge for all interviewees. Participant D stated, *"Being separated with my children impacts impact my studies and overall well-being, often leading to stress, anxiety, and difficulty concentrating."* This align with the research that have stated that, The students- parents felt very lonely every day when they came back to a dorm with a full emotional gap (Heyang et al., 2024). The emotional burden of being away from their children is a recurring theme, affecting their academic performance and mental health.

Academic and Professional difficulties

Balancing academic responsibilities with parental duties is an ongoing struggle for all participants. Participant A explained that,*" I have to make Late-night calls and need to stay updated with my children's lives often interfere with my study schedules and lack of enough rest."* Students- parent face many challenges of maintaining focus and performing academically while being constantly concerned about their families (Di et al.2022).

Social and Cultural Adjustments difficulties

All participants face difficulties adjusting to the new culture and social environment in their host countries. Participant E stated*, " Language barriers especially Chinese language and cultural differences hinder my ability to form close connections."*, This encrease their sense of isolation. The cultural and time zone differences affect their ability to relate to their children's experiences back home, making communication more challenging.

Financial Challenges

The student-Parents encounter significant financial challenges. Participant B stated*, " It is not easy for me to manage tuition fees, living expenses, and the need to send money back home."* This revealed that, they have to careful budgeting to cope with the financial strain. The logistical aspects of supporting their children from abroad are managed through careful planning and the support of family members back home (Heyang et al., 2024).

The effective help to solve the difficulties encountered in the process of studying abroad.

Support Systems

Support Systems The students-parents benefit from strong support systems in their home countries (Klein et al.2023). All participants rely on their mothers and extended families support their children. In their host countries, the support from academic institutions is limited but includes counselling services and some flexibility with deadlines. Participant A explained that, *"Most of time I find support from my fellow international students which is crucial in coping with my situations of staying away from my family."* This implies that institutional support is important for student-parent to cope with all challenges.

Institutional and Community Support

All participants identify the need for more financial aid and programs specifically tailored for student parents. Participant C stated, *"I suggest that academic institutions could provide more comprehensive support by establishing support groups, offering workshops on time management and coping strategies."* The support from academic institutions includes access to mental health resources and flexible deadlines (Bender et al.2022).

Coping Strategies

The students-parents have developed personal strategies to manage their dual responsibilities. Participant E stated, *" Keeping my routine, seeking support from friends, and maintaining a positive outlook are crucial practices for me to cope with stress and loneliness."* This implies that it is advisable to the student parents in similar situations to stay organized, reach out for help, and openly discuss their struggles.

V. RECOMMENDATIONS

Firstly, enhanced financial support is essential. Northeast Normal University should develop scholarships and grants specifically for international student parents to alleviate financial strain, and establish emergency funds to assist in unexpected financial difficulties. Flexible academic policies are also crucial; implementing more flexible deadlines, attendance policies, and offering part-time study options will help student parents balance their academic and parental responsibilities.

In terms of support networks and counselling services, creating support groups for international student parents and enhancing access to mental health services will address their emotional and psychological challenges. Specialized academic advising and mentorship programs can provide guidance and support, helping student parents navigate their academic journey. Cultural and social integration programs should include orientation sessions tailored to the unique challenges faced by these parents and opportunities for community engagement through events and workshops. Institutional and community collaboration is also vital. Partnering with local NGOs and community groups can provide additional support services, while leveraging community resources for workshops on parenting, financial management, and cultural adaptation. Furthermore, working with governmental and educational bodies to advocate for supportive policies will ensure international student parents have equitable access to education and resources.

VI.   CONCLUSION

It is suggested that NENU should make use of the advantages of the integrated compound talent, strengthening the support and guidance to encourage adult students who are parents to further study carefully, and to make them fully realize the role change and personal characteristic promotion brought by cultural exchange. Get a full understanding of the difficulties in learning better for their feelings. Research has found that adult international learning-driven parents are characterized by profound personal growth and changes, leading them to be better parents despite the challenges like loneliness and stress. This inquiry mainly explores University students as parent-cultural phenomena produced in the process of internationalization, from the perspective of dynamic development and changes in parenting focus, concept of parenting in family sociology. But the study of this subject is in its infancy, and there are still many deficits, such as the small sample, the huge differences between countries, regions, and different courses, and the fact that the sample is taken from only one university. Therefore, in future research, we should expand the scope of the survey as much as possible and then examine it in depth, to sum up all different complex roles in the study, and to better understand the life perception of university students who are parents and the progress of their own growth.

ACKNOWLEDGEMENT

REFERENCES

[1]   Ackerman, N. J. (1984). A theory of family systems. New York: Gardner Press.

[2]   Antia, K., Boucsein, J., Deckert, A., Dambach, P., Račaitė, J., Šurkienė, G., ... & Winkler, V. (2020). Effects of international labour migration on the mental health and well being of left-behind children: a systematic literature review. International journal of environmental research and public health, 17(12), 4335. mdpi.com

[3]   Audi R, Ali Y (2011) The economics of transnational living. International conference on human and economic resources, Istanbul.

[4]   Auerswald, E. H. (1987). Epistemological confusion in family therapy and research. FamilyProcess, 26, 317-330.

[5]   Bowen, M. (1976). Theory in the practice of psychotherapy. In P. J. Guerin. (Ed.). Familytherapy. New York: Gardner.

[6]   Bowen, M. (1978) Family therapy in clinical practice. New York: Aronson. Bowlby, J. (1988). A secure base: Parent-child attachment and healthy human development. New York: Basic Books.

[7]   Carolan, J. (2022). English proficiency as a performance of digital social capital: understanding how Chinese study abroad students use WeChat for the symbolic purpose of English …. The Journal of Chinese Sociology. springer.com

[8]   Cian, H., Dou, R., Castro, S., Palma-D'souza, E., & Martinez, A. (2022). Facilitating marginalized youths' identification with STEM through everyday science talk: The critical role of parental caregivers. Science Education, 106(1), 57-87. nsf.gov

[9] Dent, V. & Goodman, G. (2021). Representations of attachment security, attachment avoidance, and gender in Ugandan children. Attachment & Human Development. academia.edu Posada, G., Waters, E., Vaughn, B. E., Pederson, D. R., & Moran, G. (2021). Mary Ainsworth, ethology, and maternal sensitivity. Measuring attachment: Developmental assessment across the lifespan, 1-36. [HTML]

[10] Di, W., Zhang, S., Lian, X., Oubibi, M., Li, D., Ding, L., ... & Yang, T. (2022). Research on cross-cultural adaptation and educational management of international students in China: case of African students at Zhejiang Normal University. Frontiers in Psychology, 13, 1009658. frontiersin.org

[11] Entrich, S. R. & Fujihara, S. (2022). New horizontal inequalities in Japanese education? Examining socioeconomic selectivity in pre-college study abroad intent and participation. Research in Social Stratification and Mobility. academia.edu .

[12] Fensie, A., Pierre, T. S., Jain, J., & Sezen-Barrie, A. (2023). Engaged learning during distraction: A case study of successful working moms in distance education. Journal of Computing in Higher Education, 1-46. springer.com

[13] Fogarty, T. F. (1976). System concepts and the dimensions of self. In P. J. Guerin (Ed.). Familytherapy. New York: Gardner.

[14] Foley, V. (1984). Family therapy. In R. J. Corsini (Ed.) Encyclopedia of Psychology. New York: Wiley.

[15] Ge YS, Xenos P (2006) Challenging global inequality: the global-level evidence. Rutgers University press.

[16] Gragnano, A., Simbula, S., & Miglioretti, M. (2020). Work–life balance: weighing the importance of work–family and work–health balance. International journal of environmental research and public health, 17(3), 907. mdpi.com

[17] Heyang, T., Lei, Y., & Ma, X. (2024). Cultural empowerment: the space production and local identity effects of square dancing on middle-aged and elderly rehabilitation patients—based on a qualitative …. Research in Dance Education. [HTML]

[18] Hsieh FY, Chen HJ, Lee FH (2006) Another look at the determinants of student decision on migration opportunities: evidence from China with an instrumental variables approach. Social Science Research, 35(3):536-552.

[19] Huang, L. (2022). How can Finnish Youth Centres develop camp education export to China. theseus.fi

[20] Ivemark, B. & Ambrose, A. (2021). Habitus adaptation and first-generation university students' adjustment to higher education: A life course perspective. Sociology of Education. sagepub.com

[21] Konrad BW (2005) Immersion study experiences abroad: life transforming or filtering? Journal of Marketing education, 27:90-102. Rubin MA (1976) Cultural exchange as a factor in regional development, Gainesville: University Presses of Florida.

[22] Konrad BW (2005) Immersion study experiences abroad: life transforming or filtering? Journal of Marketing education, 27:90-102. Rubin MA (1976) Cultural exchange as a factor in regional development, Gainesville: University Presses of Florida.

[23] Lipura, S. J. & Collins, F. L. (). Towards an integrative understanding of contemporary educational mobilities: A critical agenda for international student mobilities research. Globalisation. researchgate.net

[24] Liu Y, Hsiao WC, Eggleston K (1999) Equity in health and health care: the Chinese immigration economy. Health Economics, 8: 451-480.

[25] Man, X., Liu, J., & Bai, Y. (2021). The influence of discrepancies between parents' educational aspirations and children's educational expectations on depressive symptoms of left-behind children in rural China: The mediating role of self-efficacy. International Journal of Environmental Research and Public Health, 18(21), 11713. mdpi.com

[26] Peng X, Ren M, Tian Q (2009) The whole course of living condition of family left behind by transnational migrants. Research on social security problems, 6:142-49.

[27] Prior, S. & Renaud, K. (2020). Age-appropriate password "best practice" ontologies for early educators and parents. International Journal of Child-Computer Interaction. strath.ac.uk

[28] Qiu, S. (2020). Chinese 'study mothers' in living apart together (LAT) relationships: Educational migration, family practices, and gender roles. Sociological Research Online. researchgate.net

[29] Rapee, R., Wignall, A., Spence, S., Cobham, V., & Lyneham, H. (2022). Helping your anxious child: A step-by-step guide for parents. [HTML]

[30] Schoppe-Sullivan, S. J. & Fagan, J. (2020). The evolution of fathering research in the 21st century: Persistent challenges, new directions. Journal of Marriage and Family. Family access fighting forchildrens rights.com

[31] Wayne, J. H., Michel, J. S., & Matthews, R. A. (2022). Balancing work and family: A theoretical explanation and longitudinal examination of its relation to spillover and role functioning. Journal of Applied Psychology, 107(7), 1094. researchgate.net.

[32] Zhao Q (2007) The children left behind: China's migrant worker underclass. Journal of social, political and economic studies, 32:33-57. Audi R, Ali Y (2011) The economics of transnational living. International conference on human and economic resources, Istanbul. Hsieh FY, Chen HJ, Lee FH (2006) Another look at the determinants of student decision on migration opportunities: evidence from China with an instrumental variables approach. Social Science Research, 35(3):536-552.

[33] Zhao Q (2007) The children left behind: China's migrant worker underclass. Journal of social, political and economic studies, 32:33-57.

[34] Zhao Z, Li S (2010) Who benefit from China's labor market? Inequality of wage income for urban residents and rural-to-urban migrants. Eurasian Economic Review,

[35] Zhu, Y. & Wang, Y. (2024). Like Water: Feeling and Negotiating Relational Complexity in School-Based Ethnographic Childhood Research in China Through the Lens of Emotional Reflexivity. Journal of Contemporary Ethnography. sagepub.com