

**Exploring Socioemotional State of School Children of Parents involved in Overseas
Employment: A Narrative Inquiry**

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A Dissertation

Submitted to

School of Education

In Partial Fulfillment of the Requirements for the Degree of Master of Education

Leadership and Management

Kathmandu University

Dhulikhel, Nepal

August 2025

AN ABSTRACT

of the dissertation of Bahadur Pakhrin for the degree of Master of Leadership and Management
presented on 24th July 2025 entitled **Exploring Socioemotional State of School
Children of Parents involved in Overseas Employment: A narrative Inquiry**

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This study explores the socioemotional experience of school children residing in Lalitpur district, whose one or both parents are engaged in overseas employment, leaving the children with secondary caregivers such as relatives or in hostels. Qualitative narrative inquiry research design with in-depth interviews of participants and ground observation were the means of data collection, where data was primarily collected from left-behind children, secondary caregivers and hostel warden. The selection of participants and area was purposive.

This research revealed that prolong separation of parents and children affects the left-behind children in multilayered ways. The collected data was thematize using Braun and Clarke's (2006) six-steps of familiarization and eight major themes had emerged. The major themes are; motional vulnerability and loneliness, selective communication and emotional bonding, parent-child relationship disruption, behavioral and psychological shifts, educational and motivational impacts, detachment from culture and identity, struggles and strategies of secondary caregivers, and coping mechanisms and self-regulation.

The findings after the analysis of the data were interpreted through (Bowlby's attachment theory, Vygotsky's sociocultural theory and Bronfenbrenner's Ecological System theory. The study directs that that while children adopt various coping strategies, the emotional gap caused by parental absence remains significant. The role of caregivers, schools, and policy-level interventions is crucial in supporting the socioemotional development of left-behind children.

Keywords: *Narrative Inquiry, Overseas Employment, Left-behind children, Secondary caregivers, Socioemotional development, emotional well-being, parental migration, school children, qualitative research, in-depth interviews, and attachment theory.*

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DECLARATION

I hereby declare that the research entitled “**Exploring Socioemotional State of School Children of Parents Involved in Overseas Employment: Narrative Inquiry**” submitted to the Kathmandu university School of Education in partial fulfilment of the requirement of the **EDLM 554: Research Project-II, Master of Education in Leadership and Management** is completely an original work of mine and partial or complete paper has not been submitted for any award or academic purpose.

I have acknowledged all the sources and other articles with citation in required format. The report is written in my own independent research based and understanding with adherence of required norms and guidelines required for academic integrity of Kathmandu University School of Education (KUSOED).

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DEDICATION

This research is wholeheartedly dedicated to the children who are left behind due to their parental overseas employment. Their silent and unspoken stories hit my heart and made me enthusiastic to know about their silent-strength resilience and understanding the world through their eyes.

I also dedicate this whole work to my wife Mary and my beloved parents, whose unwavering support and sacrifices have shaped who I am today. I would like to dedicate this paper to my school and hostel where I work, without their support, this work may be incomplete. This work is also dedicated to my educators who continue to nurture young hearts with compassion and care.

May this study contribute in some ways in building and understanding brave children who are left behind due to foreign employment, but the country sees that a revenue.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my heartfelt gratitude to Kathmandu university, School of Education for providing the opportunity for the growth of my academic and professional life. The platform offered me to explore on the research entitled “Exploring Socioemotional State of School Children of Parents Involved in Overseas Employment: Narrative Inquiry.”

I am deeply indebted to my respected research supervisor Mr. Ishwori Prasad Sharma, whose hard work for my understanding led me to complete this work. His expertise to mold my writing, insightful guidance, and constructive and deep feedback throughout the research have been invaluable. Sincere gratitude to Professor Dr. Mana Prasad Wagle, whose high level of expertise was a foundation of this research. I was fascinated by his ocean of knowledge in research and the way of teaching to make each student understand.

I would like to sincerely thank both the school’s principals and administrator of Lalitpur district, Lalitpur Metropolitan city who had given their valuable time and supported me to find the right participants for my research. My sincere thanks to all the school children, secondary caregivers, and hostel warden who participated in the research. Their honest expressions, time, and openness have been instrumental in making this study meaningful and authentic.

I am very thankful to the Principal of Life Preparatory Academy, Raju Moktan and team for the roadmap who had created for me was my inspiration. Their moral support, understanding and time was fuel for my journey.

Special thanks to my cohorts for their support and trust in me, insightful discussions, and moral encouragement throughout the research journey.

Finally, I would like to express my deepest appreciation to my wife Mary and other family members, for their unconditional love, patience, and constant motivation, without which the completion of this work would not have been possible.

Bahadur Pakhrin

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ABBREVIATION

KUSOED: Kathmandu University School of Education

GDP: Gross Domestic Product

CHAPTER I: INTRODUCTION

Socioemotional development is the fundamental need of every individual. It can be affected by multiple factors including parental detachment. The introductory chapter tries to find the overall prospective of the socioemotional aspects of the left behind children due to parental foreign employment in Lalitpur district.

Setting the scene/Context of the research study

Foreign employment is a significant trend in Nepali society today. In almost every family, at least one person is working in a different country in the world. Due to limited developmental infrastructure, fewer job opportunities, political instability, and globalization, many young Nepalis and those capable of earning a living are working in the Middle East, as well as some European countries and Australia. Today, we frequently see large crowds at the airport, with many people leaving the country for various reasons. When parents face difficulties and are compelled to work abroad, they often leave their children in the care of relatives or place them in boarding homes and secondary parents need to take care of their growing child. This separation means that they cannot celebrate important occasions together, and they miss out on the close-knit family and social bonds that are crucial for their development. The school where I work has many students who live in boarding homes or with relatives due to their parents working abroad.

When I was in grade 7, in search of quality education, I was forced to stay in the boarding home. My younger sister completed her education from elementary level to higher secondary level from the boarding home due to which she used to meet parents barely twice a year. This situation created a distance between our society and the culture that is in practice and the real societal life where we belong to. My sister was never able to adjust to my societal culture, and she got married to a guy who belongs to the place where the boarding home belongs to. It's hard for me and my sister to fluently communicate with our own mother tongue. Me and my sister rarely know the people from my place and so do they. When we go to our hometown, we feel like we are there just as guests, and we are not part of that community. I become unable to connect with my own place. From 12 years I am running a boarding home where I accept the children from different parts of Nepal whose parents are in foreign country for different

opportunities. I have been working as the Vice-Principal and other leadership position for more than a decade in a private school located in Lalitpur, I interact with many of these children whose parents are in different countries and few of them have not meet their parents for more than 5 years, and few of them are studying in higher secondary level and their parents are in foreign country since they were in elementary school. I often need to work as a counselor in my school and when I observe and try to see the difference between the children whose parents are in a foreign country and those who are growing with primary family have many differences in education, cultural understanding and even moral values.

With over 12 years of direct experience working with children, I've had a meaningful and unforgettable opportunity to explore their development and observe the impact of parental foreign employment on Nepali society, and it shows that the children also have some mental health effect when parents left them in extended family (Adhikari, Ramesh, et al., 2013). Through my conversations with different children, I've discovered that they face various issues in their family and personal lives, particularly in their socioemotional development. When a child needs to use virtual worlds such as mobile phones and social media to communicate with their parents, it creates a sense of distance between the children, their parents, and the society where they belong to.

Rationale

Social and emotional development is one of the key aspects of a child's development. It impacts the way a child develops relationships and manages emotions, and interacts with the surrounding environment, and therefore impacts their future wellbeing and success. This development is the result of many different systems, such as family, culture, and socio-economic status.

In the case of developing countries like Nepal, there has been a recent surge of foreign employment opportunities, which is the result of families seeking better economic opportunities. This has a major economic impact, but introduces a slew of new challenges, particularly for children with parents who leave home for long periods of time. In many such families, one or both parents tend to be missing during the most formative years of a child's development. This research aims to look at the impact of such parental absence, primarily due to foreign employment, on the socioemotional development of school-age children in Lalitpur,

Nepal. This location was selected for both ease of access for the researcher, as well as the situational context.

Keller (2020) states that culture directly influences the social and emotional development of each child. Parents provide enough opportunities to understand their culture where they raised up and it is also connected with how the parents has been raised up. In the context of Nepal too, parents provide principal support to the children, helping their emotional development and social competence but in presence it is found that children are being raised up by grandparents or other caregivers which can substitute the missing parents, softening the impact of their absence but it is not sufficient to manage socioemotional challenges and to manage stress in a healthy ways.

In children they do experience weak bonds, however, separation can give rise to emotional difficulties such as anxiety, sadness, and depression. Golombok and Tasker (2015) discuss how some family structures, resulting from distance due to work, tend to influence children differently. When unaddressed these emotions in a child can impact a child's capacity to engage in relationships or develop a positive self-image.

In case of Nepal working abroad is one of the major resources of income for families and the collection of revenue for the country. For many families, remittance is a backbone for their every activity. The emotional impact, particularly the anguish felt by the children left behind remains under- analyzed. This research attempts to focus on the socioemotional aspects of the children's understanding through narrative inquiry. Instead of using external observation, it seeks to gather the children's voices and their day-to-day lived reality, including their struggles and the feelings they navigate. This approach helps to show the impact of cultural context, need of family support, and economic constraints on a child's emotional landscape.

By using the actual voices of the children from Lalitpur, this research seeks to reveal the largely overlooked impact of foreign employment on the emotional well-being of children. It aims to explore how children face multiple challenges due to the absence of their parents and how they try to be resilient with the challenges and their coping strategies, developed to manage their upbringing amidst relentless adversities. Recognizing these patterns is critical for informing the development of purposeful public policy, educational programs, and community frameworks to ensure that children who grow up with absent parents are supported to thrive.

Problem Statement

In Nepal productive youth and parents of working aged people are heavily migrating from rural area to cities and cities to different countries of the world. This is considered as one of the best solutions to improve the economic conditions of the family and the path to showing a better future for their children. Due to the absence of parents at the developing age of the child some of the seen and unseen difficulties are increasing in the child's overall development, academic performance, and well-being. Critical situations occur in the child when one or both parents remain absent when they need real mentor to understand the social and emotional development in their life.

Socioemotional development is one of the major aspects for the holistic development of a child. Various scholars show that poor academic performance, unaware of social norms and values frequent behavioral issues on left behind children (Fellmeth et al., 2018). Child feels lonely and get difficulties to express their emotions when their parents remain in distance for long time (Geo et al., 2010) Furthermore left behind children need to play the role of their parents such as taking care of their siblings, and other responsibilities of home (Zhou et al., 2021). In the context of Nepal, many children are left behind on their relatives' home or boarding hostel, which is even creating the misunderstanding between the relatives which is causing many children visiting to psychologist.

Foreign employment is the burning issues of Nepal since the decade long arm conflict. But there is less than a handful of research that is found which addresses the socioemotional impact on children which we obtain as a gift of economic support for the country due to foreign employment. Migration causes grate psychosocial impact on the child. It is leading to the violation of child rights hindering the quality of education. These issues are also overlooked by the social policy initiatives, (Kunwar, 2022). Therefore, it is still need of comprehensive ethnographic studies that explore the impact of left behind children in Nepal.

The reformation of the country has just completed and there are so many issues are their mostly educational and social reform; this document tries to find realist situations of left behind and most vulnerable aged community of Nepal. This research will help us to learn about the areas that have to be addressed by the policy maker, educators, social workers and psychosocial councilors. Furthermore, Nepal's significant reliance on remittances from overseas jobs, the

long-term social effects of growing up without parental supervision may have a profound impact on the social structure of the nation. With deeper insights we can mitigate the existing problems and can create healthier and sustainable populations soon.

Filling the gap of addressing the socioemotional development of the child and exploration of the present conditions of the left behind child is the focus of this research. Focusing on the school children residing in Lalitpur whose parents are involved in foreign employment are the focused group of this research. As an ethnographic approach I will explore the emotional and social realities of these children and role of schools, extended families, communities with the help of participants observation, interviews and some documents review etc.

Purpose of the study

To explore and critically examine the social and emotional development of left-behind children due to parental overseas employment residing in Lalitpur District and to understand how children perceive parental absence.

Research Question

How does the separation of parents due to overseas employment impact on the socioemotional wellbeing of their children? What coping mechanisms have they adapted to move on academic and cultural activities?

Delimitations

This study focused on the socioemotional aspect of the left behind children for more than 3 years due to parental foreign migration for various purposes. This study tries to find the various aspects which affect the socioemotional development of children. For this purpose, data will be collected from the school management, students and secondary caregivers of the selected students. This study has been conducted within Lalitpur district in local language, ensuring cultural relevance and the findings may not be generalizable beyond the Nepali context.

Chapter Summary

This introductory chapter examines the socioemotional development of children left behind due to parental foreign employment, especially residing in Lalitpur district. It tries to highlight the growing trends of Nepali's foreign movement mostly for employment driven by

economic, social and political instability in the country leaving their children in extended families or boarding hostels during their crucial time of social and emotional development. Children need intensive support in their growing age for emotional, social and cultural challenges which affect their education, relationships with their parents, and their behavioral and cultural understanding but it adversely affects when their primary parents remain absent during this time. Researcher's personal and professional experiences and based on the depth of knowledge, the chapter underscores the significance of addressing this issue, aiming to explore the lived experiences of left behind children through narrative inquiry and analysis of their overall experiences. This study aims to provide a significant insight into what children are facing due to parental absence, what are the challenges faced by the secondary caregivers and what coping mechanism adapted by the left behind children. It also gives a practical suggestion for policy reforms to support the socioemotional needs of left-behind children in the context of Nepal.

CHAPTER II: LITERATURE REVIEW

Introduction

Socioemotional development of an individual develops with the physical development of the person. It directly or indirectly impacts on the person, family, society and country in many aspects. Literature review tries to find what is socioemotional development, why it is so important, which theory does it guide, why this research is important etc.

Thematic Review

Socioemotional development of a person refers to the developmental process in a person in which an individual's learnt to navigate as well as manage their emotions, establishing and maintain interpersonal relationships adopting the sociocultural environment. It is a foundation for forming a healthy self-concept, fostering empathy and building resilience of an individual (Bronfenbrenner, 1979). Including biological and physical development, socioemotional development also develops in a child with the social and cultural influence.

Emotional self-regulation, or the ability of self-control and modulate one's emotions is a critical component of socioemotional development, especially in the contexts requiring adaptation to the obstacles, such as parental absence due to foreign employment (Raver, 2004). The theoretical framework of socioemotional development is often linked to Bronfenbrenner's ecological systems theory, which highlights the interplay between individuals and their surrounding environments, such as family, school, and society (Bronfenbrenner, 1979). In the context of the present scenario many children are left behind due to parental foreign employment, and it is directly or indirectly influencing the child's socioemotional development.

Furthermore, socioemotional development includes empathy, social awareness and personal behaviors. These abilities enable children to develop pleasant relationships and in cooperative activities. Early interactions with caregivers are said to create the framework for this development, emphasizing the need for loving and emotionally supportive surroundings (Denham, Bassett, & Wyatt, 2007). Therefore, socioemotional development in the child is the part of personal and social growth in an individual.

Researchers highlight that children with strong socioemotional skills tend to have higher academic success with better mental health and strong intra-personal and interpersonal skills (Durlak et al., 2011). It indicates that socioemotional development lies in its profound influence on overall well-being, academic achievement, societal interactions and creating personal space in society. It is a key determinant of a child's ability to function effectively in social settings and adapt to life's challenges.

As per the findings, socioemotional development is as important as physical development in an individual, but the children of parents involved in foreign employment are particularly vulnerable in this area due to the detachment of their primary parents and remain with secondary guardians who also cannot support the child as much as a child needs. The situations may make children feel abandonment, loneliness, and difficulty in forming secure attachments (The Lancet, 2018). The children with the lack of socioemotional development mostly struggle with self-regulation and emotional expressions, impacting their ability to form positive peer relationships and succeed in school settings (Eisenberg, Spinrad, & Eggum, 2010)

Socioemotional development also adds to resilience, necessary skills for dealing with adversity. The development of these skills is essential not only for individual well-being, but it is equally important to develop a prosper nation with harmonious and empathetic society (Weissberg et al., 2015). These children can adapt to any kind of society and can make a positive change even in the absence of parents.

From the societal perspective, socioemotional development is an integral to addressing global challenges of depression and other mental health including social inequalities and humanitarian crisis.

Socioemotional development is the needs of everyone. It can be achieved through the holistic approaches which include family and friends, schools and community, social and cultural environments etc. Emotional growth of an individual can be fostered through open communication, consistent caregiving and modeling positive emotional behaviors (Bronfenbrenner, 1979). A family plays a vital role in the socioemotional development of an individual by providing a secure environment, emotional support with cultural underpinning. According to Khoerul Anwar, (2015) in case of absence of primary parents such as father, mother

or family members alternative guardians must create a nurturing and emotionally secure environment for a child so, a child's socioemotional growth can be nurtured.

Community engagement and involvement is another effective means for the socioemotional development of a child. When a child interacts with the community it creates competence among the children, including interactions. It develops extracurricular activities; mentorship from different perspectives and peer interactions which help to foster the socioemotional development of the child. These opportunities help children practice empathy, cooperation, and leadership skills, which are vital for social integration and resilience (The Lancet, 2018). In Nepal, where extended families and community networks often play a significant role for raising the resources which addresses the socioemotional needs of children when the parents are absent (The Lancet, 2018). Therefore, socioemotional development must be tailored to cultural and contextual factors of society.

Social and emotional learning centers and programs in schools and other community platforms can be a significant for enhancing the socioemotional development of an individual. These centers and programs can help for self-awareness, emotional control and regulations, problem solving skills and a person to face the challenges that arise in society and life so that a person can manage emotions and stress (Durlak et al., 2011). Research also shows that incorporating social and emotional learning program into the school curricula improves not only the emotional well-being of the students but also helps in academic achievements of the school (Zins et al., 2004).

Governmental policies, community and school policy also can support the socioemotional development of the individual by addressing the overall issues arising due to different factors today. Many teenagers are addicted to drug abuse, online and social media and depression, which can be addressed by the system by different stakeholders. Providing access to quality childcare, counselling services, and training programs for caregivers can mitigate the adverse impact of parental absence in the child (Science Direct, 2020). Government can make different policies and invest financial support for giving quality education and other social interactions programs at a local and national level. Government also can incorporate socioemotional learning in the curriculum so that each child can be aware of this. Digital technology is playing a vital role in coping with these challenges today. It is the best means to

create an emotional relation between the child and the parents who are long distance for long time due to overseas parental employment. Digital technologies gave a chance to connect through video calls, digital storytelling and virtual family activities which can bond reducing feelings of isolations and fostering socioemotional stability (PNAS, 2018).

These articles collectively demonstrate the significance of socioemotional development on children's well-being, particularly for those separated from parents due to foreign employment. Effective strategies for fostering these skills must involve collaborative effort from families, schools, communities and local and national government which is real need of present in the context of Nepal and more research in this sector is the responsibility of the social learning scholars.

Socioemotional development

Socioemotional development is one of the most important factors in the development of each child. It refers to the child's growing ability to experience, express and manage their stress and emotions, build relationships, and understanding of cultural attachment. It enables the child's self-awareness, social awareness, relationship skills and responsibilities for societal cooperation.

Overseas employment

The process of migration of people from one country to another for the sake of employment is called overseas employment. Overseas employment is not the process of permanent shift but a temporary shift from one country to another for certain time duration. Generally, people from developing countries travel to developed countries to seek job opportunities.

Left behind children

Those children who are left by primary parents to secondary caregivers such as grandparents or relatives, in hostel or boarding home due to the temporary shift of parents from developing country to developed country. In Nepal and other countries, where there is less opportunities for employment, people leave their country in search of better opportunities, and they leave their children with secondary caregivers. It is creating different socioemotional problems in children.

Policy review

In the present context of Nepal remittance generated from the youth of foreign employment is one of the major sources of the country. It has great importance in national GDP. However, this dynamic also created multiple challenges among the children, parents, family, communities and country. Particularly in terms of socioemotional development children of migrated parents are affected. Recognizing this, there are few policies which address the well-being of children due parental absence.

The constitution of Nepal-2015 emphasizes the protection of children's right and their overall development. Particularly in article 39; it talks about the guarantees for every child's right to education, health, proper care and family protection. The constitution acknowledges the importance of parental importance for the well-being and upbringing of children including emotional neglect that may arise due to parental absence (Government of Nepal, 2015). The local governmental operations Act 2017 gives responsibility for the child welfare programs to local government and school management. They are encouraged to initiate community-based interactions programs such as formations of different clubs and community centers where they can run awareness and counseling programs to support children who are emotionally affected due to different situations such as parental detachment.

The Act relating to children 2018, is a pioneer for the child rights in Nepal which discuss about various rights, protection and provisions for children in Nepal and indirectly address aspects of socioemotional development. Article 7 ensures the right to care, protection, and affection from parents, guardians or caregivers crucial for emotional stability and development. Article 48(2) gives a roadmap of psychological support, rehabilitation, and family reunification for children needing special protection, which directly impact on socioemotional health the child.

The National Education Policy 2019 incorporates provision to enhance pupil's socioemotional development through educational programs. The policy emphasizes holistic development, with focus on social and emotional learning. It prioritized the need for teacher training programs to equip educators with skills to address the socioemotional needs of children especially those of vulnerable groups, including children of migrant parents (Ministry of Education, Science and Technology, 2019). The School Education Sector Plan (SESP) 2022/23-2031/32 also gives some outlines about the socioemotional development of children. In article

5.3 it highlights the implementation of targeted interventions to reduce disparities in access and learning outcomes for disadvantaged groups, including children from migrant families, which aims the consolidated equity strategy. To bridge gaps through need-based scholarship and resource allocations.

In conclusion, in any policy it doesn't talk directly about the socioemotional development of children. It might be because though in Nepal still there is much need of the research for the impact of foreign employment especially in the sector of children. There are some of the policies such as constitution of Nepal and act related with child rights which indirectly talks about the socioemotional development, but it does not talk about the children left behind due foreign employment. Therefore, this topic is one of the most important issues currently in Nepal to be discussed and do some research.

Empirical Review

Parental migration is a common practice in developing countries. Especially for the good opportunities of employment everyday thousands of youths leave the countries at the cost of family togetherness. When parents leave the family children left behind faces multiple challenges which affect their socioemotional, cognitive and overall development. This review synthesizes empirical findings from recent studies using the available literature to explore these impacts comprehensively.

Parental detachment leaves children emotionally vulnerable. A study conducted in rural China highlights that left-behind children frequently experience loneliness, anxiety and even depression due to the absence of own parents and direct supervision of them (Miao et al., 2023). These children may have socialization issues and find difficulty in their emotional well-being. Similarly, Haralampoudis et al. (2021) found that prolonged parental absence creates emotional instability in children, leading to the possibility of depression and feelings of neglect. These effects are mostly found in the children who are under the care of grandparents, relatives or residing in boarding hostel whose needs and feelings are not addressed promptly.

Left behind children often create behavioral issues due to lack of proper parental guidance and negligence. Sharma (2021) mentions that children tend to develop isolations, aggression and disobedience which can interfere with their academic performance and social

presence. Moreover, girls in Nepal face added psychosocial challenges, as they are often burdened with household responsibilities that further limit their personal, social and emotional growth (Sharma, 2021; Zhao et al., 2020). Children need guidance from the father or mother when they reach their teenage years but during this time many parents remain away from their children, and they start listening to their peers even many times they make bad companies which become a challenge for the alternative caregivers.

Most countries like Nepal where males are more dominated in the family and society, when parents migrate leaving their children, different challenges are faced in girls and boys distinctly. For instance, girls internalize their stress and emotions or share their feelings to their peers who are not mature enough and faces stigma and emotional depression due to increased familial responsibilities. Boys in contrast externalize stress and emotions and manifests behavioral issues as they feel more freedom due to the absence of primary parents (Wang, 2014b). These differences in girls and boys show the unique needs of cop up interventions for their socioemotional management. The socioeconomic and cultural context plays a significant role in shaping the impact of parental migration in society. In the case of Nepal, remittance is the major source of family income in many cases, but the societal stigma associated with the absence of parents can multiply the emotional distress experiences by children. Zhao et al. (2020) emphasizes the importance of community support and understanding in mitigating these effects, suggesting that culturally sensitive interventions are essential for addressing the different challenges facing the left behind children like Nepal, where in everyday some children are being left by parents due to their overseas employment

The physical and mental health of children left behind is a crucial area to be discussed as this is important for the overall development of children. Sharma (2021) highlights that children migrated with parents faces multiple circumstances such as higher risk of malnutrition and mental health issues increasing vulnerability to neglect, leading to both psychical and emotional health issues. Fellmeth Gracia et al, (2018), writes in the article that the children of migrant children get inadequate care and supervision which is the reason behind suffering of children from malnutrition and mental health issues. Parental migration also affects the educational growth of the left behind children. Parental guidance and support are crucial for the better academic performance, but the children left behind by both parents scored lower on cognitive

testes in comparison to the children with one or both parents present (Miao et al., 2023). In many cases when parents are at long distance, they try to fulfil all their child's needs by financial support only which does not compensate for the emotional and educational guidance provided by parents. Furthermore, Zhao et al. (2020) found that left-behind children often experience disrupted schooling due to inconsistent caregiving and emotional instability which reduce the motivation and engagement in academic activities ultimately affects the educational achievements.

In conclusion, the evidence underscores the complexity of socioemotional development in left-behind children. Despite the strong financial status of the parents, children and society is paying high cost of low emotional well-being, educational attainment, physical and mental health issues, behavioral problems etc. Addressing these issues requires strong and applicable policies by the community, local and national government and other organizations.

Theoretical Review

This article is to find the socioemotional development of children left behind by the parents due to foreign employment. As it tries to find the significance of parental presence in the development of children, the attachment theory is the best theory for this research. The theoretical review finds the importance of attachment in the overall development of the child especially for socioemotional development of the children.

Attachment Theory

Attachment theory, developed by John Bowlby (1907-1990) is a foundational framework in understanding the emotional bonds formed between children and their primary caregivers/(parents). This accentuates the importance of warm interactions during the formative years of early childhood since these relationships shape the child's social and emotional skills. Bowlby argued that 'attachment behaviors such as crying, clinging or following were biologically based coping strategies which aimed to keep the child safe through proximity to providers of such care in this case the caregivers. Such relationships develop into what Bowlby referred to as internal working models mental images that determine how a child perceives himself, relationships and expectations of his environment. These models are reverberating; they are dependent for their development on level and standard of care given which means, a child's

emotional regulation and social skills are impacted for the remainder of his or her life. According to Bowlby (1982), the models are systems.

Mary Ainsworth's 'Strange Situation' experiment contributed to the work of Bowlby in determining the three basic categories of attachment: secure attachment, anxious-avoidant attachment and anxious-ambivalent attachment. Children with a secure attachment are more likely to explore their surroundings knowing that they can always return to a parent who would provide them with comfort (Keller, 2018). On the other hand, children identified as having anxious - avoidant attachment disorder tend to ignore their carers avoiding their touch hoping to be comforted which results from emotionally distant care giving. Anxious- ambivalent attachment, however, is indeed the opposite of avoidance as it is desire to be dependent or to cling onto maternal 'comfort' with resistance to being comforted which was a result of weak or random care. Later studies described disorganized attachment as the fourth category and disorganized attachment is often associated with violent or neglectful communities. This attachment subtype is a fusion of the need to be comforted and the fear of being touched by the provider which results in a wide range of psychological and social disorders (Ainsworth & Bell, 1970).

In the context of left behind children due to overseas employment, attachment theory provides the essence of the relationship between children and parents. It also provides the essential lens to understand about the effects of disruption of relation between children and parents. The study is mainly focused on the socioemotional development of children due to overseas employment; therefore, attachment theory will help to understand the importance of attachment between children and parents to manage the socioemotional impact in the children. It gives financial assistance to the family and may provide material support, but the absence of parents disrupts the secure attachment bonds that are crucial for children's emotional well-being. Zhao et al. (2020) found that left behind children frequently experience feelings of abandonment, anxiety, and depression due to the lack prolong parental absence.

The sociocultural background of Nepal further complicates the lives of children who are left behind. Children's emotional difficulties are frequently made worse by the stigma attached to absentee parenting as well as their social expectations of them. Furthermore, extended family members bear a disproportionate amount of responsibility for providing care and emotional

support because these families lack institutional help. According to a study by Sharma (2021), females in particular have psychosocial difficulties because they frequently must balance both taking care of the home and overcoming the emotional hole left by their parents.

Despite these difficulties, attachment theory offers a roadmap for treatments that can lessen the adverse consequences of parental migration. It is essential to provide nurturing surroundings that resemble the constancy and responsiveness of parental care. For example, schools can play a crucial role by providing peer group activities, emotional support programs, and counseling services that help left-behind children feel stable and like they belong. Furthermore, measures that support frequent communication between migrant parents and their child, like reasonably priced telecommunication services can support the reinforcement of attachment bonds and the maintenance of emotional ties even when they live far apart.

In addition, attachment theory offers a comprehensive framework to understand the socioemotional developmental condition of parental overseas employment on left behind children. For the effective management of the overall development of the children, primary parents are the most, in absence of them, it disrupts their bond and children leads to abandonment, behavioral challenges, and reduction of academic performances. Additionally, it leads to breaking the attachment between their culture and tradition. The problem can be addressed by the national level by changing the policies and giving support to the secondary caregivers. It is also important to establish child clubs, and other organizations to address the issue of children. School can play a vital role for creating a healthy environment for those children.

Research Gap

Foreign employment is the burning issue of Nepal. Foreign employment is one of the strong pillars in national GDP but there are multiple challenges it brought in Nepali society, one of the biggest issues which has not been much studied is socioemotional affects occurred in the children. In spite of most important aspect of life, research on the socioemotional condition on Nepali children is barely touched and which in case of international literature there are enough research and has been extensively explored. This minimal research leaves a critical gap in understanding the cultural and societal dynamics influencing these children's development and makes urge to have intensive study on the topic.

Despite the most important topic of vulnerable children, governmental policies in Nepal have somehow overlooked their socioemotional needs. Most policies and research are focused on the economic aspect of family and other issues leaving the psychological and emotional well-being of children inadequately addressed. This limited attention is one of the most important topics which highlights the urgent need for research. Such studies can bridge the gap by providing localized insights into the experiences and challenges faced by left-behind children in Nepal, informing both academic discourse and policy interventions.

Chapter Summary

The given chapter literature review gives an account of different literature relating to what is socioemotional development and how it is being disrupted in the children and what are the coping mechanisms to address the socioemotional development of the children. The attachment theory is the theoretical approach for this research highlighted in the chapter as the problem occurs in the children is due to the detachment of children from parents due to parental foreign migration for job opportunities. This chapter also finds that the policies of Nepal do not much directly address the socioemotional development of the children but there are some articles in the Constitution of Nepal 2015, that all children have the right to get proper care from their parents and have rights to stay with their parents. Though it is a burning issue in the recent decade, but a handful of researchers only tried to find the socioemotional challenges facing by the children in Nepal due to parental foreign migration.

CHAPTER III: RESEARCH METHODOLOGY

Introduction

This chapter represents and explores the methodological underpinnings used in the study of “Exploring Socioemotional State of School Children of Parents Involved in Overseas Employment.” The section outlines the philosophical orientation of the study, research paradigm and design, site and participants, data collection methods, data analysis procedures, ethical considerations, limitations of the study. The methodology section outlines how the research was carefully and thoughtfully carried out to understand the lived experiences of school children whose parents are working abroad. Since the study focuses on the everyday emotional realities of these children, a qualitative and ethnographic approach was most appropriate (Creswell & Poth, 2018). As Hammersley and Atkinson (2007) suggest, narrative inquiry research made it possible to go beyond just listening to what children said. It helped the researcher observe and interpret the subtle, culturally shaped ways these children cope and adapt emotionally within their unique social settings.

Research Paradigm

The research study is based on interpretivism. It emphasizes the understanding of social phenomena from the perspective of individuals involved in the study. Interpretivism is a paradigm where a researcher built a rapport with the participants and involved in their activities and tries to understand better about their perspective (Tailor & Medina, 2013). The experiences of the people cannot measure in data, and it remains different from person to person. The emotions and behavior observed cannot be calculated in numbers, but it can be felt.

As Pervin and Mokhtar (2022) point out, the researcher in an interpretive framework is not just an observer but a co-creator of meaning. Because they need to insert themselves in the story of the participants and they need to feel the lived experiences of participants, helps researcher to make story of the participants. For the process, researchers need to build trust with participants, listen to them carefully, and interpret their stories in a way that honors their unique perspectives. To capture the idea of this research, adapt narrative inquiry and interpretivism so that researchers try to see the perspective by standing in participants shoe.

To capture the depth and richness of these experiences, the study relied on qualitative methods such as in-depth interviews, careful observations etc.

Research Design

The given study adopts a qualitative research methodology with an ethnographic orientation and follows narrative inquiry. Hammersley & Atkinson, (2007) explains that ethnography is derived from anthropology, which is a research methodology that aims to understand peoples' lives from their own perspectives. It requires researchers to immerse themselves in the community being studied, to gain an in-depth understanding of the socio-cultural and emotional dynamics in their day-to-day lives. In this research, ethnographic design was the most appropriate as this study focused on understanding how children of overseas employment parents experience and interpret their socioemotional worlds within their own context of home, school, community and country.

Qualitative research is research of interpretation and naturalistic, aiming to explore the phenomena in their own natural settings (Denzin & Lincoln, 2011). As this is a methodology of understanding people's perspective, unlike quantitative research a greater number of percipients are not required, and statistical analysis of data is also not required. Qualitative research seeks to understand meaning, interpretation, and experience of the respondents in their own understanding and settings. Qualitative inquiry, particularly, is powerful in accessing lived experiences, making it ideal for this study which seeks to explore the emotional, behavioral, and social aspects of school children impacted by parental prolonged absence due to various reasons (Creswell & Poth, 2018).

In this study, the researcher played multiple roles for collecting the data through various methods. The collection of the data was focused on participants' overall observation, conducting in-depth interviews, observing non-verbal cues, and collecting filed notes. The use of thick description is the foundation of narrative inquiry which enabled researchers to provide a rich, contextual understanding of the children's socioemotional states (McLeod, 2024). Moreover, the flexibility of the ethnographic design allowed for ongoing refinements of data collection based of emerging insights, enhancing the authenticity and depth of the research.

Research Site and Participants

The study was conducted in a secondary school located in Lalitpur, Nepal, a district with a high number of families with one or both parents working abroad. The district has a high number of boarding hostels and as it includes urban settlements with a high number of boarding schools with high standard and business sites, many children are staying in hostels or even in rented with secondary caregivers of single parents. The choice of site was purposive, grounded in the assumption that schools in such areas are more likely to have children of migrant workers and the feasibility of the researcher, thus providing fertile ground for an ethnographic inquiry.

The participants consisted of 4 school children from two different school children aged from 12 to 18 years, each of whom had one or both parents, who were working overseas. To validate the data in-depth interview was taken from 4 left-behind children, 3 secondary caregivers, and 1 hostel warden on children's behavior, performance, and emotional wellbeing. The selection was purposive and criterion-based; only children who met the specific criteria and were willing to participate were included.

To ensure diversity and depth of the study, participants were selected across different grades with different cultural perspectives and included both boys and girls in both schools. Special attention was given to ethical procedures, including gaining informed written consent from secondary caregivers or guardians, and assent from the children. Pseudonyms were used to protect participants' identities.

Participants details

Caregiver 1 is one of the highly enriched participants in the research. Who runs a restaurant in Lalitpur and she herself grown up in a hostel apart from her parents. She takes care of her niece who studies in grade 10 in a private school in Lalitpur. She herself grew up in a hostel and she knows better about parental absence due various reasons. She is well educated so she gave her interview in English language.

Hostel warden is the second participant in the research who has a long experience of running hostel in Lalitpur and he had encountered many children from different backgrounds who are separated from parents mostly due to foreign employment. Now he has few students in his hostel who are in pre-teen aged or in mid teen aged. He has rich experience about the

children's behavior and their socioemotional development due to parental detachment. He also witnessed for many years in managing the children behavior. He also worked in school for many years where he knows more students/children who are staying away from their parents in Lalitpur.

Caregiver C is one of the confident parents as a participant in the research. She also works in a home-based garment factory to make some money. Her husband keeps going abroad for employment. Her son got fail in SEE exam and she thought that if her husband were there, he might pass as her children listen to her husband more than to her. Her daughter is studying in grade 9, who is another participant in the research.

Caregiver D is a mother of three children who is raising her children since long time as her husband left her in Nepal right after their marriage and comes occasionally. She barely read and writes. She works in a garment factory to make some money. She is typically from Tarai community and has been staying in Lalitpur district for long time for better education of her children. She feels hard multiple time to take care of her children as a single parent. Her children are slowly reaching teen-age and mid-teen aged, due to which she is more worried about how to take care of the children in future.

Child A is studying in grade 7, so she is the smallest participant in the research. She is staying with her mother, and her father is in abroad for long time, though her father comes hardly once a year. She is not very good enough in studying according to her mother and teacher so she takes extended classes running by school. It has been habitual staying away from her father so, she doesn't miss her father in those days.

Child B is studying in grade 9. She is an average student in her class. She feels that when her father left her due to overseas employment, her academics have declined and her relationship with her brother has been weekend.

Child C is a male participant during the research. His father left him since his childhood, and his father left him few years ago. According to him his father and mother got divorced due to the long distance created by overseas employment. He stays in a hostel, where he feels that he has less free time to grow himself, but he needs to spend more time on study, which he doesn't like.

Child D is one of the most important and reached data contained participant in the research. She is a girl and is in grade 10. Her father left her when she was small. Her mother also left her with her maternal uncle due to overseas employment. She has a long experience of living without parents and challenges that a child faces in the absence of parents.

Data Collection Methods

To maintain the credibility of the research, triangulated data collection method was adopted it ensures comprehensive understanding of the research problem. The primary tools of data collection were in-depth interviews, participant observation, etc.

- **In-depth Interviews:** Semi-structured in-depth interviews were conducted with each child, lasting approximately 15–25 minutes in the school with the prior consent of school authority and their secondary caregivers. The interviews were designed to explore the children's emotional response and understanding, coping mechanism and their perception towards parental absence. Secondary caregivers, teachers, school administrators, and hostel warden were interviewed to gain additional insights into the emotional and behavioral states of the children. These interviews helped validate and contrast the children's narratives as they have directly interacted with the children in their perspective. It also tries to explore their social interactions, cultural understanding and academic performance in detail. Follow-up interviews were conducted as needed to clarify and deepen emerging themes.
- **Participant Observation:** The researcher spent at least three weeks in school settings, observing the participants, overall presence in the school including classroom and playground before the direct interaction and in-depth interview. Attention was paid to body language, peer interactions, withdrawal behaviors during any competitions, leadership tendencies in their classrooms, and emotional expressions in day-to-day school activities. Field notes were maintained to record contextual insights (Fetterman, 2010), which helped to keep the record of each moment of the participants rather than just their verbal explanation.
- **Document Analysis:** School records, such as attendance logs, academic performance records/progress report, and disciplinary actions taken by the school and secondary caregivers, were reviewed to provide supplementary data. Though it is found that no school has kept written document relating to the disciplinary action. These helped to contextualize

the verbal and observational data (Bowen, 2009). It also gave ground realities of the students in real life situations.

Each participant was unknown to the researcher, so about two-months of time was spanned in the research site to have sufficient time so that it can build rapport with participants and gain trust from them, and written and verbal consent was taken and recorded. Each interview was transcribed manually in English language however the interview was taken in Nepali language to grab the participant's feelings and expressions.

Data Analysis

Data analysis followed the principles of thematic analysis as outlined by Braun and Clarke (2006). Thematic analysis is a method for identifying, analyzing, and reporting themes within data to draw a comprehensive conclusion. The process involved several stages.

The researcher listened to the data multiple times and transcribed it in English language which was then read and re-read the transcripts and field notes to become immersed in the data. Transcripts were coded line-by-line using open coding. Codes were generated inductively from the transcribed data and captured meaningful units related to emotional expression, coping, social interaction, and family dynamics. Codes were reviewed and grouped into broader themes based on repetition of the similar response such as "feelings of abandonment," "coping through peer support," and "school as a refuge." The themes were cross-checked against the data to ensure they accurately represented the participants' experiences or not and to find the alignment of the theme with the research objectives. Themes were interpreted considering the theoretical framework and relevant literature. Verbatim quotes were used to support the themes and illustrate the children's voices for the authentication of the data presentation.

Manual coding was used for analysis. However, care was taken to ensure rigor through constant comparison, memo writing, and validation of data sources (Nowell et al., 2017). Peer debriefing with fellow researchers and member checking with participants added to the trustworthiness of the analysis.

Ethical Considerations

Kathmandu University School of Education (KUSOED) Ethical Research guidelines were followed, and integrity was maintained throughout the research process. The study adhered to the following ethical principles:

- **Informed Consent and Assent:** Secondary caregivers or guardians were provided with written consent for their children to participate. Children also gave their verbal assent (Alderson & Morrow, 2011) based on the written consent given by their parents.
- **Confidentiality:** Pseudonyms were assigned to all participants. the name of institution, ethnicity and personal information were kept and stored securely. The personal name and name of the institution were not revealed in the recorded interview. Identifiable information was stored securely and separately from the data.
- **Voluntary Participation:** Participation was completely voluntary, and participants had the right to withdraw at any time without consequences. Answering any question of the researcher was in their own choices and participants were not forced to answers which they felt were not revealed.
- **Minimizing Harm:** Sensitive questions were handled carefully. The researcher was prepared to refer children to counseling services if distress arose when they share their emotional sensitivity.
- **Ethical Approval:** The study was reviewed and approved by the relevant institutional ethics committee (BERA, 2018). Which made the research more authentic and ethical in the reverent field.

Methodological Limitations

Narrative inquiry approach offers rich and contextual insights, nevertheless it is not without limitations. First, the findings are based on limited participants and their understanding, context-specific and may not be generalizable to other populations, locations, timeframe and other age group. Second, the researcher's presence during the interview may influence the researcher and may not express what they actually want to say phenomenon known as the Hawthorne effect.

Third, interpreting data is always somewhat subjective, even though steps like validation

and member checking (Lincoln & Guba, 1985) help reduce this. Given the sensitive nature of the topic, it's also possible that some children held back deeper emotions, despite the trust and connection that was built.

Chapter Summary

The chapter describes the methodological approach which is used to explore the socioemotional development of the left behind children due to parental overseas employment focusing on residing in Lalitpur district. The research was based on narrative inquiry which tried to find the depth of the situation of the children through intensive interview with left behind children, secondary caregivers and administrator of the school. Through a mix of in-depth interviews, observations, and insights from key informants, the research captured a rich, multi-layered view of their realities. Throughout the process, strong attention was given to ethical practices and methodological care to ensure the study remained both credible and respectful.

The next chapter presents the data analysis and thematic interpretation of the findings that emerged from this methodological framework.

CHAPTER IV: DATA PRESENTATION AND FINDING

Introduction

This chapter presents the collected qualitative data with its analyzation and interpretation of the data in systematic manner. The data were collected qualitatively from the left behind children for at least 3 years or more by single or both parents to know their socioemotional experiences and coping mechanism. For the validation of the data, interviews were taken from secondary caregivers and the hostel warden. The primary objective of this chapter is to categorize the data in different themes, so that the given data can present the understanding of how parental overseas employment influences children's emotional well-being, relationship, behavior, academic engagement and cultural identity. Thematic generation and analysis are heavily guided from Braun and Clarke's (2006) six-phase approach of familiarization of the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report.

Coding and Theme Development Process

To ensure the transparency, validity of and originality of the data, analysis of the data is conducted in the following steps based on Braun and Clarke's (2006) six-phase approach.

1. **Transcription and familiarization:** All the audio recorded data collected in the grounded resources were transcribed manually. After the completion of transcription of the data, the data was read and re-read by the researcher to understand and get familiar with the data.
2. **Initial Coding:** After getting the transcribed data familiar with the researcher, the data were coded line by line relating to the different statements, phrases and expressions of the respondent based on the question asked by the researcher. The process gave researcher the foundation to generate the theme from the data.
3. **Categorizing the code:** This step includes the separation of the different code generated from the initial line by line coding, which helped to prepare the theme.
4. **Reviewing theme:** This step involves refining the theme, checking their validity against the data, merging, emerging and discarding the data as per the need of generating the theme.

5. **Theme Development:** Development of the theme is important to align the research with theoretical review and research questions. This is also important to guide the overall finding and to present the data in a systematic manner.
6. **Producing the report:** After the development of the theme, it is important to present the findings of the research through the report.

Key Theme generated by the data

The table below represents the summary of the theme generated based on initial coding of the data and categorization of the data by the detail analyzation of the data.

SN	Theme	Categories/ Subtheme	Dode from the transcribed data
1	Emotional vulnerability and loneliness	Sadness and special events such as birthdays, Parents' Day. Feel alone at home.	Misses parents in birthdays, Parents' Day, Mother's Day etc. Feels sad and spend time with dog on holidays
2	Selective communication and Emotional Bonding	Talk to peers rather than caregivers. Open with certain family member but not open with caregivers.	Shares more with maternal uncle or friends. Doesn't feel comfortable sharing with caregivers and teachers.
3	Parent-child Relationship Disruption	Weak bonding Lack of regular interaction	Child doesn't talk to parents, or they have short conversation.
4	Behavioral and psychological shift	Disobedience Introvert Aggressive	Avoids caregivers Fights with siblings Stay isolated
5	Educational and Motivational Impacts	Decline in academic performance Lack of motivation is study.	Doesn't obey the instruction of study. Performs poorly in exams in the absence of father. Improvement after intense pressure in study.
6	Detachment from culture and identity	Lack of cultural awareness. No exposer to hometown	Never visited hometown

			Don't know about parental cultural attachment.
7	Struggles and Strategies of Secondary Caregivers	Lack of training. Not enough time to take care of the children	Feels unprepared
8	Coping mechanisms and Self-regulation	Use of creativity. Peer support Spiritual coping	Drawing, maintaining diary. Sharing with close friends. Teaching from Christian values.

Reflection of the thematic analytical process

Thematic analysis was inductive and grounded on the lived experiences of the participants. Rather than applying pre-described themes to make essence of the finding, the transcribed data were familiarized by reading multiple times and the data were coded to generate the meaning which is further developed into theme. Recurring expressions and concerns of different participants were compared and contrast to ensure the validity of the theme where applicable interpretations were connected to clear the concepts so that the data can connect with the theory. For example, children's preference for peers or maternal uncles as emotional outlets highlights a shift in primary attachment due to prolonging primary parental absence.

This layer of approach ensures that the emerged themes are not just the description of the data but the interpretation of ground reality to direct the discussion towards the theoretical framework of the findings.

Interpretation of the Theme

Theme 1: Emotional Vulnerability and Loneliness

Prolong left behind children from the parents experience the different emotional down such sadness specially during the different events that they need to celebrate. Children get emotional during their Birthday, Mother's Day, Parent's Day in the school etc. Child D said, "*I feel sad when my mother is not there even in my birthday and Christmas*". It shows that the left behind children is emotionally vulnerable. Child even shared, "*I don't have anybody to talk at home because my caregivers leave home early in the morning.*" These expressions highlight that

children may in emotional voids when they are detached from parents for long time. Emotional disruptions are expected when secure attachment are not consistently available to the person, which leads to anxiety and emotional distress (Bowlby, 1988). Due to the emotional vulnerability these children's emotional fluctuation occurs and it may retard the children's overall growth.

Theme 2: Selective Communication and Emotional Bonding

During the researcher's field visit and interviews, it is found that most of the children who are staying with secondary caregivers do not feel comfortable sharing their feelings with their primary caregivers, but they either try to share it with their parents or some other person who is close to them such as their friends or other relatives. Respondent D mentions that *"I don't feel comfortable to share my feelings with teachers or my caregivers, but I share with my friends and mother"*. It shows that children do not feel comfortable sharing their feelings even with their caregivers, but they share their feelings with their close ones. As Ainsworth (1989) points, these secondary bonds can serve as compensatory attachment but may not fully replace the primary caregiver relationship.

Theme 3: Parent-child Relationship Disruption

This theme identifies the disruption of parent-child relationships due to prolonged detachment of parents and child due overseas employment. The relationship between parents and children for better bonding is necessary. Caregiver 3, said, *"my son even didn't recognize when his father can to home"*. This created the emotional distance between parents and children. Child 3 even said *"I don't have much good relationship but just okay"*, which shows that children are staying in secondary caregivers, but they don't have a good bonding, and some child stated that, *"I feel it's not enough to talk only once a week"*, which shows that they don't get sufficient time to talk their parents it disrupts the relationships between the parents and child. Zlatkova-Doncheva (2020) found that children of migrants experience long-term relational detachment due to minimal contact.

Theme 4: Behavioral and Psychological Shift

Bronfenbrenner's (1979) theory found that family disruptions within the microsystem can influence the psychological functioning of children. Many children are staying in the hostel where he/she has structured routine for each day. Child-C tells *"I feel I am pressurized for the*

study”, this may lead stress to the child, and he/she may get aggressive. Hostel warden of Child C also mentioned that *“He gets aggressive and fights with younger one”*, there is a relationship between aggressiveness and study pressure. It shows that parental absence may lead to the behavioral and psychological shift in child. Caregiver A also said, *“she is introvert and, and doesn’t much share her feelings”* indicates child’s psychological impact due to prolong detachment from father and mother.

Theme 5: Educational and motivational Impact

One caregiver explains, *“If father says something they listen... but not with me”* which gives a deep meaning of need of father for the educational growth and the motivation of the child. Parents have grate role of guidance in learning, suggesting the child which emphasizes the zone of proximal development for any children (Vygotsky, 1978). When parental guidance decreases it may lead less performance in academics by children it also shows by the statement of one caregiver who said, *“I need to keep on reminding her otherwise she does the same mistake”*. When primary parents are abroad and children are left with secondary caregivers it may impact on their motivation. Child C said, *“I got more pressure for studies and no refreshment”* indicates that children feel demotivated even though they do hard work on studies, it is because they feel that the pressure given by secondary caregivers are more directive.

Theme 6: Detachment from Culture and Identity

Most of the children participated in the interview reports that they have least of no attachment to their hometown and family culture. Phinney (1990) argues that identity development relies on exposure to family and societal cultural narratives, but many children today are unaware of their culture because they are staying either in the hostel or in secondary caregivers who cannot play bridge to connect them with their culture. One respondent said, *“I have no idea about my real place or traditions”*, and another shared, *“I feel like I have no relation with the culture that my parents had.”* These are some representations that indicate that the children are staying away from the culture that they are from, it may lead the cultural detachment in children in future.

Theme 7: Struggles and Strategies of Secondary Caregivers

One caregiver said, *“I don’t have any training ...I just try to handle in my own way”*, it indicates that they acknowledge their limitations, and they may not be able to handle only by themselves, when the problem arises. In many cases they may not be ready to face the different challenges which keep arising when they take care of the child. Bronfenbrenner (1979) quotes emotional and educational burden shouldered by caregivers, often without proper support. Most of the caregivers are also busy in their own life and they cannot give their full time to take care of the child. This hinders the effectiveness of the caregiver to support children. Caregiver A said, *“we cannot scold her ...we just wait for her to realize”*, it indicates that caregivers struggle many times while taking care of the child.

Theme 8: Coping Mechanism and Self-Regulation

A participant shared, *“I draw and paint when I feel lonely,”* and another participant said, *“I write in diary when I miss my parents”* one caregiver said, *“we stay together and teach through bible.”* These in-vivo codes suggest some of the representative coping strategies that are being adopted by children to regulate their emotions despite the absence of parents (Compas et al., 2001). When parents leave their children, children may use different strategies for the self-management of their daily life. It is also important to teach children about self-regulations which can help them to manage their stress.

Chapter Summary

This chapter has presented the comprehensive analysis of the data collected through qualitative approach from the left-behind children due to overseas employment and their secondary caregiver. The data collected through qualitative approach was coded and organized in eight major themes using Broun and Clark’s (2006) six-step model. The eight major themes are; **emotional vulnerability and loneliness, selective communication and emotional bonding, parent–child relationship disruption, behavioral and psychological shifts, educational and motivational impacts, detachment from culture and identity, struggles and strategies of secondary caregivers, and coping mechanisms and self-regulation.**

The voices of left-behind children and caregivers were included in the thematic interpretation through in-vivo coding, which gave credibility to the researcher and participants. It

also helped the deepen understanding of the emotional context of the children. Through the different theme emotional struggles, behavioral responses, cultural disconnection, struggles of secondary caregivers, and personal coping mechanism of the children were highlighted.

The findings were connected through theoretical framework of Attachment Theory (Bowlby, 1988), Ecological System Theory (Bronfenbrenner, 1979) and Sociocultural Theory (Vygotsky, 1978). It helped to contextualize the socioemotional experiences of the participants. Which also helped the validity of the research study.

In addition, the analysis of the qualitative data gave thick insights regarding socioemotional impact to the prolonged parental overseas employment to the left behind children. It showed that left-behind children have multiple impact such, emotional challenges, social relationships, academic challenges, cultural disconnection, behavioral issues etc. This chapter draws the roadmap for chapter 5, to draw the conclusion of the findings.

CHAPTER V: DISCUSSION

Introduction

This chapter discusses the key findings of the study which is based on the theoretical frameworks and relevant literature reviewed in earlier chapters. This chapter aims to elaborate the themes and findings generated in earlier chapters which were based on in-depth interview and observation of children in their real setting. It also tries to connect the findings with literature and the theory presented in literature review. The discussions will focus on the socioemotional experiences of left-behind children of parents involved in overseas employment, particularly within behavioral, emotional, educational, cultural and caregiver perspective. The findings were focused on Bowlby's Attachment Theory (1988), Bronfenbrenner's Ecological Systems Theory (1979), and Vygotsky's Sociocultural Theory (1978), therefore, this chapter will elaborate the themes based on these theories.

Emotional Vulnerability and Loneliness

Bowlby's theory of attachment (1988) emphasizes the role of secure attachment in ensuring emotional stability. Child D said, *"I feel sad when my mother is not there even in my birthday and Christmas"*. One of the key findings of the research findings in left-behind children due to parental overseas employment experiences is the emotional vulnerability due to prolong separation from primary parents. It is because when primary parents remain unavailable, it disrupts the continuity of care for children, which makes children emotionally vulnerable. It is also because when parents leave children for long time, they get limited access to share their feelings, their parents remain unavailable in their most important events such as, birthday celebrations, festivals and schools' Parents's Day.

Selective Communication and Emotional Bonding

Respondent D shares that *"I don't feel comfortable to share my feelings with teachers or my caregivers, but I share with my friends and mother"*. The finding revealed that when children remain detached from primary parents or when they don't get sufficient time to share their feelings with their parents, they prefer to share their feelings and emotions with their peers or specific relatives who are close to them rather than their caregivers. This selective sharing of

feelings by the children shows the shift of communication in the absence of biological/ primary parents. But Ainsworth (1989) points that these secondary bonds can serve as compensatory attachment but may not fully replace the primary caregiver relationship.

Parent–Child Relationship Disruption

One of the key findings of the research is also disruption of parent-child relationships due to prolong separation of parents and children. Respondent C said *“I don’t have much good relationship but just okay”*, When children remain long distances from their parents, they don’t get emotional support from the parents until they share their feelings. Parents and children do not have enough time to talk or even children, and parents may need to allocate the day to talk which creates the distance between parent and child. It ultimately disrupts the parent-child relationship. Zlatkova Doncheva’s (2020) highlights that prolonged separation creates emotional distance and weakens familial bonds. Findings showed from the in-vivo that some children even cannot recognize their own biological parents due to prolong separation.

Behavioral and Psychological Shifts

A person’s behavior is shaped by the microsystem of family (Bronfenbrenner, 1979), particularly in the case of children who are left behind, when they detached from their primary parents, the way of direction they received changes which plays a role to change their behavior. Caregiver A said, *“she is introvert and, and doesn’t much share her feelings”*, it is because child is not much close with parents and child is shifting towards to introvert. The findings show that, when children are left for a long time by the parents, they become more aggressive, some are introvert and disobedience to the parents. Additionally, when a child stays with secondary caregivers, sometime their needs and feelings may not be fulfilled, and it may create stress, and they may feel emotionally left out and pressurized in unwanted areas. Which leads to the psychological shift in the children.

Educational and Motivational Impacts

Vygotsky (1978) highlights that adult scaffolding is necessary for children to achieve high goals and when children get support in their academics, they can easily accelerate their academic but in contrast when parents are not with children and when parents cannot support their achievement, it hinders the child’s success. During the in-depth interview, one participant

mentioned that “*if my parent was there, my child may pass his exam*” showing that parental absence may affect the child’s educational achievements and child may lose his motivation to study. When the progress report was observed, it was found out that these four children they unperformed in their final exam.

Detachment from Culture and Identity

Cultural understanding of a child is deeply rooted in the family and community practices and communication to the child (Phinney, 1990). One respondent said, “*I have no idea about my real place or traditions*” When parents are abroad, many times children celebrate their most important event of life on phone calls and even sometimes not. This makes children detach from parents as well as the tradition and culture that they adapted. All participants gave an account that they rarely visit their hometown or in some cases they never visit their own hometown. Findings show that many participants have not visited their own hometown for a long time, and they even don’t have any connection with the culture that they belong to. It shows that when children are left by primary parents, it also detaches children from tradition and cultural identity.

Struggles and Strategies of Secondary Caregivers

Except for one hostel warden, all the participant caregivers are engaged in their own profession and even they haven’t got any training or education to take care of children. One caregiver said, “*I don’t have any training ...I just try to handle in my own way*”. It shows that they are taking care of children based on their experiences but there is a huge gap between their way of upbringing and the way of upbringing now. It created many challenges for caregivers such as emotional support, behavioral management, academic support, cultural attachment etc. Bronfenbrenner (1979) indicates that the mesosystem interactions between various microsystems like family and school must function effectively to support a child but when parents leave a child for long time microsystem of child disrupts and it affects in multiple ways.

Coping Mechanisms and Self-Regulation

Despite the challenges, children demonstrated resilience through their various coping mechanisms. It is very important for a person, if he wants to exist in society. A participant shared, “*I draw and paint when I feel lonely,*” this is the best example of coping mechanism adapted by children. During the observation, most of the children were with their friends and

they were somehow engaged with their friends. It is a good technique to cope with the situation of loneliness or feelings of sadness. Findings from the in-depth interview show that participants remain engaged when they are emotionally triggered. Children can cope with the situation by painting and drawing, writing their feelings in diary and sharing their feelings with their friends. In some cases, students may also need faith-based support which helps them to have trust in themselves and tackle the challenges. It is important for each person to manage their situation based on their ability, so that they can resist in the given environment.

Chapter Summary

In conclusion, the chapter has discussed the major themes highlighted in the earlier chapter of data analysis and interpretations. The findings of the data suggest that left-behind children due parental overseas employment experiences significant emotional, social, behavioral, and academic challenges. Though children developed the coping mechanism to adapt to the new environment, parental support and presence is most otherwise they always remain emotionally vulnerable. The next chapter will offer a summary of key findings, draw conclusions, and provide practical recommendations for stakeholders involved in supporting these children.

CHAPTER VI: SUMMARY, IMPLICATIONS AND CONCLUSION

Introduction

This chapter includes the overall summary of the research study. This chapter is based on the earlier discussions and literature review that has been done to find the research gap. This chapter will also give the conclusion of the study and further recommendations for different stakeholders and researchers of similar fields.

Summary of the Study

This study titled “Exploring Socioemotional State of School Children of Parents Involved in Overseas Employment: A Narrative Inquiry” is conducted to explore the socioemotional experience of left-behind school children due to overseas employment. The study was conducted in private school of Lalitpur, Nepal. The research adopted an ethnographic qualitative approach to study the lived experience of participants. The study focused on emotional well-being of left behind children, academic motivations, behavioral shift, cultural detachment, and caregivers’ perspectives in the related field.

Using observation, in-depth interviews were taken by school children, secondary caregivers, and hostel warden. The selection of the participants was purposive, and the site was selected as per the feasibility of the researcher. The interview was manually transcribed and thematized by following Braun and Clarke’s (2006) six-step model of understanding the data. Eight major themes were generated based on child’s emotional wellbeing, behavioral shift, mode of communication, academic motivation, and cultural understanding. The generated themes were theorized and interpreted on the lens of Bowlby’s attachment theory, Bronfenbrenner’s Ecological system theory, and Vygotsky’s Sociocultural theory.

The findings indicate that prolonged separation of parents due to various factors deeply affect the children’s overall development. The left-behind children get emotionally vulnerable, selective mode of communication, behavioral shift, parent-child detachment, and cultural detachment. It also indicates that absence of parents may affect overall understanding of the value of relationships. Despite multiple challenges it is also found that children cope with the

situation with the help of friends, teachers or self-engagement in their own field of interest such drawing, painting, writing journal etc.

Implications

Based on the research findings, the following implications are offered for multiple stakeholders to support the socioemotional development of left-behind children:

A. For overseas employers

- i. Need to maintain constant communication with children.
- ii. Acknowledge children's achievement and important life events.
- iii. Understand the emotional needs of children, connect with them virtually or physically when they are in need
- iv. Periodically visit them if possible and need to give enough time when visit them

B. For secondary caregivers

- i. Get some formal training such as parenting session to understand children's socioemotional wellbeing.
- ii. Maintain a close relationship with the child so that they can share their problems.
- iii. Establish positive reinforcement techniques for their behavioral and academic support.
- iv. Give enough time to the children.

C. For schools and Teachers

- i. Establish child counseling service and peer support system in the school.
- ii. Encourage the activities that strengthen cultural identity and community engagement.
- iii. Organize parental workshop of parenting in the school.

D. For policy makers

- i. Develop national policies that address socioemotional wellbeing of the children.
- ii. Develop the curriculum in school level to make aware of teacher and children
- iii. Allocate budgets for caregivers training, social workers in schools and society to raise awareness.

E. For Future Researchers

- i. Study the impact of gender, age, and regional differences in children's experience.

- ii. Explore the coping mechanisms of children from different ethnic, cultural and religious backgrounds.
- iii. Investigate the role of technology to maintain the parent-child attachment during long-term separation.

Conclusion

This ethnographic research underscores the complex and multi-layered impact of parental overseas employment on socioemotional development of school children. Overseas employment is one of the major sources of income and gives good revenue to the country, but one of the left topics of left-behind children is always overlooked and it is very important for the future of a good society and country. Emotional wellbeing, cultural attachment, and academic motivation cannot be fulfilled by the money earned by foreign employment. Because the study found that children left-behind are emotionally vulnerable due to the absence of their parents in an important moment of life, they are less aware or unaware of their cultural identities, and they cannot share their feelings with caregivers rather they share their problems with third parties or peers who may mislead the child.

Despite the strong effort of secondary caregivers, lack formal training and emotional support cannot fulfill the effective role of primary/biological parents. When secondary caregivers also remain on their own responsibilities, the child feels insecure, and they feel loneliness and isolated. It indicates the need for dedicated secondary caregivers to handle those children.

Moreover, the findings indicate that school and society play a crucial role in the wellbeing of these left-behind children. Schools have provided dedicated and supportive teachers; schools conduct extracurricular activities which help to cope with the emotional challenges of children. However, schools should run parental sessions for parents, schools should have school counselors, and schools must conduct socioemotional learning programs. This remains the gap for these kinds of children.

In conclusion, the children of left-behind can demonstrate their resilience to cope with the situation so, integrated support system to students, families, schools. Community and government are in need.

This study contributes to understanding the hidden cost of foreign employment to the left-behind children and their socioemotional development. Literature review shows that it is one of the overlooked issues, though parental migration is very common all over the world. Therefore, it highlights an urgent need for a holistic, collaborative approach to safeguarding the emotional welfare of children left behind. While remittance continues to sustain Nepal's economy, no child should be emotionally impoverished for the country's financial gains, this is warning alarm for each stakeholder of the families, communities and countries.

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Annex-1 Transcribed and coded data

Caregiver-A (Rachel's Aunty, parent)

Que: what is your relationship with the child?

Ans: She is my sister-in-law's daughter, so, we are mama and maiju.

Que: How long have you been the primary caregiver for this child? Since how long have you taken care of the child in the absence of his/her parents.

Ans: It's been one and half years since she's been staying with us.

Que: How often do the child's parent(s) communicate with the child? How often do they communicate with you?

Ans: Every week maybe Sunday and Friday. Through phone

Que: What is your main source of income/support for caring for the child?

Ans: The main source of income is business.

Que: Do you observe any emotional change since his/her parents went abroad? Can you describe any specific emotional expression?

Ans.: For one or two days she will be emotionally close, because it's hard to believe but this time she was grown up and she felt more sad before like Child. As a parent we taught her how to stay. It's mommy's duty right now she's okay, but one-two days she will be little sad

Que: How does the child express their emotions about their parents being away?

Ans: She stays quite alone in her room and most of the time we feel that she expresses her feelings by doing art.

Que: What emotional challenges have you observed in her?

Ans: She is introvert, so she doesn't much share her feelings with us, when something happen, she shares with her small mama, she is little open with him.

Que: Do you observe any signs of loneliness, sadness, or anxiety in the child? Please provide examples.

Ans: She remains ok most of the time but when she is emotionally down, she uses her phone and spends time in her own room by drawing and painting.

Que: How do you try to provide emotional support and comfort to the child? What works best, and what are the challenges?

Ans: If we found she is emotionally down we ask her, means me and her mother or her maternal uncle, and we take her somewhere if it is holiday and spend time with her. We also try to give her, that she likes. In those days she is little open with us.

Que: In what ways do you try to maintain the child's connection with their parent(s) abroad? What are the difficulties in this communication?

Ans: It is mostly phone. As far as possible we try to let her talk with her mother for at least 3 to 5 minutes, just to know about the day.

Que: Have you noticed any significant changes in the child's behavior since his/her parents left?

Ans: I have noticed much. This time her mother came and whatever she needed, she discussed with her mother, and she discussed with us too. So, she is more open with us now.

Que: How has the child's academic performance been since his/her parents left? Have you observed any changes in their motivation or engagement in school?

Ans: If we talk about her academics, her study is just ok. From the beginning. She is just a fine student in each grade. We cannot expect much from her studies. If we tell her to read, instead of that she does different things. She just finishes her homework, if she has a test, she will read little. We keep on telling her that it is the last year of her study in school and she has to do if she wants to do something in future. It is not much pressure with her but suggestion with giving some goal.

Que: Are there specific challenges you face in managing the child's behavior or supporting their academic needs?

She is ok with us but for small and small things also we need to keep on reminding her otherwise she does the same mistake. After 2-3 days.

Que: Do you feel the child has taken on more responsibilities at home due to the parent's absence? How does this impact them?

Ans: Me and my husband believe that she needs to learn that basics of life, for example, she needs to come here to the restaurant and work for some hours on holidays. At home also she has very tight schedules, she needs to go to school early in the morning and has class till evening. On holidays, she needs to help in a restaurant for a short time and even she helps me at home because if she just stays at home, she keeps on scrolling on her mobile phone. So, we don't give her phone except on Friday evening to Saturday. Other days she uses our phone, if she really needs it.

Que: What are the main challenges you face as a secondary caregiver?

Ans: Sometimes we face challenges because she is grown up and we cannot scold her. So, we give her some tasks and if we find something we tell her that this is not good, and it doesn't make us happy and after a few days she realizes herself and says sorry to us. So, we don't have many challenges of taking care of her. She doesn't respond back to us but remains silent when she gets angry.

Que: Do you receive any support from your relatives and others?

Ans: Though we are small families when we have any problem, our relatives and her mother also support coping up with the problem.

Que: What resources of our support system work best?

Ans: She is an introvert for us, she is more open with her small maternal uncle, and her mother. So, if her mother talks to her it is most helpful for us.

Que: Do you feel adequately prepared?

Ans: Maybe not much, handling teenaged girls in the absence of mother, own parent is not easy, but we just try to handle them in our own way which do not work many times.

Que: What is the most significant impact on a child?

Ans: I think it is good if her mother is with her, because she is open to her mother. It is very important to teach our child about good ways and bad ways. If a child is going in good ways we need to appreciate and if going in wrong ways we need to correct. At a young age this is the main issue in children. I think this is the main problem in children due to

overseas employment of parents. So, showing the children in the right way will be the most significant impact on children as it impacts their whole life.

Que: Do you think prolonged separation will cause problems in relationships?

Ans: That is for sure, I grown up in an orphanage hostel, I don't talk much with my father till now. When I go to my hometown I just say hi/hello that's it, I never call him as father but for her I don't think she has a problem. We have very good bonding; she can talk freely with her mother and even with her maternal uncle.

Que: What is your recommendation for the other families?

Ans: Talking about caregivers, in many cases many children are with their grandparents and there is a big gap between upbringing children and grandparents, it is important to educate parents and children about their responsibilities and make them strong to know about how to build good relationships. In Nepal I see many children are left with grandparents but children do not listen to them but there is a gap between child and parents. It is also because how grandparents think is very different from how children think. Therefore, there should be something to learn.

Que: Anything that you like to say at last?

Ans: For me whether the parents are abroad or in the country, too much strict to the child is not good, if the child is not open parents have to be very friendly, too much friendly is also not so good. Therefore, there should be good bonding between parents and children and there should be some rules to direct the child. Parents should make their child know if they are doing something wrong what the consequences are. It is not easy to upbringing your own child also. I have witnessed many parents whose children don't listen to them.

Some questions for your perspective of relationships.

Que: How long time you stay in hostel?

Ans: Till grade 10, I stay in hostel. I stayed in a hostel when I was 5 years to when I was 17 years old.

Que: How was your relationship with your parents at that time?

Ans: We didn't have much. My mother used not to travel because of some incident but after 10 years I met her then I was close with her but right now she doesn't stay with me. But I have no connection with my father anymore. Sometimes I talk with him, but we don't have any bonding.

Que: Does it was allowed to go and meet your parents at that time?

Ans: Parents can come and visit during the daytime. We were allowed to spend time on the day out. Staying overnight was not allowed because of some issue at that time.

Caregiver-2 (Sugam's parents, Hostel warden)

Que: What is your relationship with the child?

Ans: I am hostel guardian. He stays with me.

Que: How long has he been staying with you?

Ans: It has been two years since he has stayed with me.

Que: How long has the child been staying away from his parents.

Ans: Maybe 6 to 7 years or more. When the child was in grade UKG, his mother went abroad and before that his father was abroad.

Que: How often does a child communicate with his parents?

Ans: Mostly on Friday because his mother gets off on Friday. Around half an hour to one hour he talks with his mother. For father, whenever father gets time, he talks.

Que: How often does he communicate with you?

Ans: In the beginning he was more open with me but now, not much maybe he is grown up and reached her teen age. I keep on encouraging and teach him about sharing his problem with me.

Que: So, you mean he is slowly emotionally changing recently?

Ans: Yes, right.

Que: Do you observe any specific emotional change in a child?

Ans: I haven't seen him feeling loneliness or being sad, but he is more aggressive recently, he fights with his youngers and shows his anger on him.

Que: What emotional challenges have you observed in him due to parental absence?

Ans: His parents have been divorced so he might be getting challenged emotionally and showing this behavior.

Que: Do you support him, or do you support him to be emotionally well?

Ans: I keep on teaching him. We are Christian, so, I teach him through bible too. Every morning and evening we stay together and share different things and teach about life and managing different situations.

Que: What worked best for making him comfortable and emotionally well?

Ans: I keep telling him that his parents are sending money for his study and if he doesn't study, it will be even difficult for me. Now his study has improved, which makes me happy.

Que: How does the child communicate with his parents? How you help with that? What are the challenges to it?

Ans: They communicate on the phone. Whenever his parents call me, I let them talk. Many times, parents remain busy. So, we cannot make them communicate. We can say it is a challenge on communication.

Que: How have his academic changes occurred after living by his parents?

Ans: His academics have improved since he is here with us. Especially he is good in math, Nepali and social. He is very talented in math and if I assign him to study, he does that.

Que: Does he have any kind of behavioral issues in school?

No, till now he doesn't have any behavioral issues, even when I went to work in the same school also, he was good at school.

Que: Any difficulties for you when you help him in his study?

Ans: No, there are no issues. In math, Nepali and social, he mostly doesn't need help. In other subjects too, when I help with the study there is no problem at all.

Que: With whom was he staying before he is with you?

Ans: Before that he was in the hostel. He was staying in a hostel, but my brother's hostel got closed and then he came into my hostel.

Que: Is there any responsibility that has been increased for him because of his parental abroad in family or his daily work.

Ans: No, he has no responsibility in the hostel. He doesn't need to cook food and other things, just eating food and studying.

Que: What are the specific responsibilities he has here in the hostel?

Ans: Here in the hostel, he must wash his dishes, wash inner clothes and socks. He needs to clean his room twice a week. He doesn't have other responsibilities in the hostel, even he doesn't need to wash his clothes.

Que: As a secondary caregiver, what are the challenges you are facing to manage his behavior?

Ans: Now he doesn't have much problem but as a teenager I told you he is little bit aggressive. Before I also caught him smoking and he used to lie but, in those days, I didn't have any challenges with his behavior other than his anger, it might be his genetic too.

Que: Do you have any support or any training you took to take care teen aged child?

Ans: I don't have any support, and I have not taken any training on this. What I am doing is from my own experience and own understanding.

Que: What are the overall impacts on the child due to parental overseas employment?

Ans: The main issue that I felt is due to parental overseas employment, family do not have good bonding. Supporting their children financially but they are not involved in the overall development of the child, and I am taking care of him as a secondary caregiver.

Que: Do you think the prolonged separation of parents will impact on the understanding of relationship of the child?

Yes, I think so, parents are not with him now, one day he also will get married he will also have babies but how his parents taught him may impact on how he teaches his child, which I felt should not be happen.

Que: What are your suggestions and recommendations to other parents, caregivers, school and policy makers.

Ans: I don't have anything to say but I am thankful for school and community for accepting this kind of child.

Que: What do you want to say about policy makers?

Ans: I just want to say to the governmental policy maker that, why is this tight rule to take care of these kinds of children if the government, if the government make flexible policy, it will be easy to take care of these kinds of children.

Caregiver- 3 (Salina's mother, parent)

Que: How long has it been since you are the single caregiver for your child?

Ans: About 2 years.

Que: How often does the child communicate with father?

Ans: Not much, I don't know why but he doesn't talk much with children.

Que: Is there any significant change in child after leaving by father?

Not much but I can see some changes in daughter after leaving by her father; some disrespect to his brother and more she plays etc.

Que: This is the most important time that they need father's support but at this time, he left, what are the emotional changes you found in them?

Ans: Yes, there are some changes, like they don't listen to me much. Even playing mobile phone and other. If father says they listen and obey but not with me. If he says something they listen for a while and obey but for me, it is really challenging.

Que: Do you observe any emotional changes in a child after being left by their father?

Ans: Not much but they are happy because they have more freedom to play because they don't scare and obey me. But my daughter keeps saying if he had not gone overseas for employment, it would be better for us.

Que: What might be the reason that your daughter says not to go for overseas employment?

Ans: It is because she was closer to her father, they used to go visit and play out. But son is not much close with father, it might be because when he was around six months, his father went for overseas employment and when his father came back, he was two years old and he even didn't recognize his father because at that time there was not video call system to know and get connected, since that time, he doesn't have good bonding with his father.

Que: Do you think that is the reason that father and son do not have much bonding.

Ans: I think so, he was just 6 when his father left and when his father returned at that time, he was around 3 years, and **he even didn't recognize his own father**. This lasts till now and they don't have good bonding.

Que: How do you support your children to have good bonding between them and their father?

Ans: I told them the fact that their father cannot come back in his will and after the completion of his working permit, he will surely come back.

Que: How often does your child and their father communicate?

Ans: Rarely, though he calls every day, they don't talk. With son generally he doesn't talk but rarely he talks with his daughter.

Que: Any significant changes you found in children after he left?

Ans: Not much but they don't listen and obey me. I feel that if their father were here my son may not fail in SEE exam, because when I told him to study, he doesn't obey me but keeps on playing on the phone. Son and daughter had good respect before but now they keep fighting with each other, and don't respect each other but before it was good.

Que: Any academic change or challenges you found in children after their father left them?

Ans: Yes, previously when their father used to tell study, they used to listen but with me they don't obey but always try to go out to play, these hinder studies

Que: Do you think it is because they don't have good mentors to guide them?

Ans: I think so, they don't listen to me at all, but they were good when their father was there.

Que: How much time do you give to your child?

Ans: I think I give them enough time because I work at home and they remain with me on their free time.

Que: What are the challenges you face for handling your children in the absence of their father?

Ans: I don't have much. My son and daughter don't go much outside, but they don't obey me and plays mobile a lot and do not study. If there was their father, they are not going to do that.

Que: Have any responsibilities been increased for your child due to the absence of their father?

Ans: No, not at all. Sometimes my son prepares meals because rather than playing mobile that is better, I think.

Que: Do you get any support for the growth and development of your child?

Ans: Yes, a bit, we have relatives who help us in need. Not more than that.

Que: What are your other sources of income?

Ans: Foreign employment of my husband and I work carpet industry, from which I can make money.

Que: What are the significant challenges faced by children due to parental overseas employment?

Ans: If parents remain in long distance children may go in wrong direction. I have an example that my brother-in-law and his wife left their children for overseas employment, later their son and daughter become unable to pass exams, and they left their study. I felt that they were in the wrong track.

Que: Does this prolonged separation will affect their relationship in the future? What do you think?

Ans: Yes, that's, I think. They will not much understand about the value of relationships because their parents demonstrate them in those ways.

Que: Do you think that the separation of parents will affect understanding of their own culture?

Ans: Yes, it is. Mostly my daughter says that if there was father **they may understand more about culture and they may have more fun at festivals etc.**

Que: Okay, what do you want to say at last?

Ans: It is necessary to have parents with their children; it will only help children to show them the right path. Thank you.

Caregiver-4 (Apekshya's mother, Parent)

Que: What is your relationship with child?

Ans: My daughter.

Que: What is her age?

Ans: She is 12 years now.

Que: How often does your child communicate with their parents?

Ans: Mostly once a day.

Que: What is your source of income?

Ans: Overseas employment of husband.

Que: Any emotional challenges to the child due to the absence of their father?

There is surely the difference between having both parents together and not having. She gets angry now days.

Que: When she gets angry how does she react?

Ans: She shows aggressiveness and especially fights with his brother.

Que: How do you deal with your child when she becomes aggressive?

Ans: I tell her politely and let her know the situation, it works much with her.

Que: Are there any challenges she is facing due to the prolong absence of her father?

Ans: I don't see her but her small brother, he always asks about father and when he sees others' father, he asks me why he doesn't have father?

Que: How do you handle this situation?

Ans: Mostly absence of father impact to the younger one. So, I let him talk to his father and father explain his situation and it works for him.

Que: What are the challenges they face to communicate with their father?

Ans: The main problem is workload; we cannot talk with him when it is in need. Some time we get the issue of electricity and internet etc.

Que: How long time their father been abroad?

Ans: It's more than 10 years, but he keeps on coming back to Nepal.

Que: Any change you found with your child due to the absence of their father?

Ans: They become happier when there is their father, and they are a little sad when they don't have father.

Que: Any academic difficulties in child because of absence of your husband?

Ans: There are so many. I need to complete taking care of those children. If I need to go out also, I cannot leave long time. I cannot help with their studies at home etc. Taking care of children alone is very difficult, especially managing their behavior.

Que: Can you share a thing that because of absence of father, children get problem?

Aue: Their confidence may be high if their father were with them but not now, they have much confidence.

Que: Do you feel that due to the absence of father for long time, children will have some impact in their future?

Ans: Yes, I think that. Even now, if their father were with them, the father's guide may be more effective and in future too they may feel the value of father less in their life. They often feel the need of father, but he is not there now.

Que: What are your recommendations for other parents who left their children due to overseas employment.

Ans: In my opinion, the presence of both father and mother is important for the development of child, each parent should think about it.

Child-A (Apekshya)

Que: How old are you?

Ans: I am 11 years old.

Que: Which grade do you study?

Ans: I study in grade 7

Que: Currently, which parent is in abroad?

Ans: Currently, father is in abroad.

Que: How long time it's been since your father is in abroad?

Ans: Many years, what I heard is after my mother and father get married.

Que: Now, with whom, are you staying with?

Ans: I am staying with my mother.

Que: How do you feel about working your father abroad?

Ans: I feel better if he works in Nepal.

Que: What makes you sad?

Que: I feel sad when I think about my dad is out of the country and not with me.

Que: When does your father came back to Nepal?

Ans: Most of the time on my birthday father comes home.

Que: How do you share your feelings with your mother and father?

Ans: I share my feelings with my mother with father regularly if needed.

Que: Do you feel lonely as your father is in abroad?

Ans: I don't feel much because I keep talking to my father on phone, but my brother feels that, and he keeps on asking about when father will come back to Nepal.

Que: When you miss your father, what do you do?

I talk to my mother and let her call, and I talk to my father.

Que: How often do you talk to your father and how do you feel after calling him?

Ans: I call my father via video call mostly in the evening. I feel better talking with him.

Que: Do your responsibilities increase after your father is not at home?

Ans: Yes, I need to take care of my brother, and I need to help him with his studies when my father is not at home. When my father comes home, he helps to brother, and I don't need to help him.

Que: What does your mother do?

Ans: She works in a garment factory.

Que: Does your mother understand your feelings?

Ans: Yes, but not sometimes. She is rude sometimes.

Que: How many friends do you have in school?

Ans: All students in my class are my friends in school.

Que: Do your friends supportive to you?

Ans: Yes, they are supportive of me.

Que: Any moment you really miss your father?

Ans: In Parents' Day, everyone's father came but I didn't have so I missed him at that time.

Que: What are the benefits of being a father abroad?

Ans: If my father is abroad, he fulfills our needs. He brought me toys and an electric cycle.

Que: What are the negative things about having fathers abroad?

Ans: If he had here, he might love a lot but not much now.

Que: Do you feel connected with your family traditions and culture?

Ans: Not much because my father is staying abroad. I don't get much chance to go to my village and understand them. I am from Saptari and none of the people from my place know. If my father come to Nepal I can go to my place, but if he is not there I cannot go. So, I am detached from my culture.

Que: Do you have experience of bullying or anything?

Ans: No.

Que: Any impact on your academics due to the absence of father?

Ans: No, I am ok with my studies, if he is there, he can help me, but he is not there, so I need to go for tuition.

Que: How does your mother and teacher help you in your daily activities and emotional well-being?

Ans: My teacher encourages me to study and my mother stays with me, when I stay late at night to do homework, it makes me emotionally well.

Que: What makes you sad?

Ans: When I cannot complete my homework.

Child-B (Salina)

Que: How old are you?

Ans: I am 13 years old.

Que: In which grade do you study?

Ans: I study in grade 9.

Que: Which parent is currently working in abroad?

Ans: Currently my father is working abroad.

Que: How long has it been working your father in abroad?

Ans: It has been around 2 years.

Que: With whom are you staying right now?

Ans: I am staying with my mother.

Que: How do you feel about your father lest you for overseas employment?

Ans: I don't feel better about going to my father abroad.

Que: What makes you sad and uncomfortable?

Ans: When mother scolds me for a small reason, I feel uncomfortable.

Que: What do you do when you feel sad and angry?

Ans: I cry.

Que: Can you approach your mother about your sadness or other feelings?

Ans: Yes, I can. She is approachable.

Que: Have you ever felt that you missed your father and think that if father were there you may have a better time and you may get a chance to go for an outing?

Ans: Yes, I feel that if my father were there, I could go to play outside with my father and even I can go with him for visit outside.

Que: How often do you communicate with your father? How do you feel after that?

Ans: I talk with my father whenever I get time through video calls. I feel good when I talk to my father.

Que: Do you think communication through the phone call is sufficient to get connected with your father?

Ans: No, it is not, I feel sometime to be with him and staying with him, we can play together and shar my problems.

Que: Are there any responsibilities that have been increased since your father went abroad?

Ans: No, not much. My mother does all household responsibilities.

Que: Do your mother understand your feelings?

Ans: Yes mostly, but sometimes she doesn't understand and gets angry with me.

Que: How many friends do you have in school?

Ans: I have 2 best friends in school.

Que: Are your friends supportive of you?

Ans: Yes, they are supportive of me.

Que: Have you ever felt the absence of your father at school or any school activity?

Ans: No, I don't feel that.

Que: Do you think that you are unaware and not very familiar with your culture due to the absence of your father?

Ans: Yes, I feel that. It has been a long time since I have not visited my hometown. So, I don't have any friends in my hometown, and I don't know much about my place and the culture.

Que: Have you ever encountered any kind of bullying due to the absence of your father?

Ans: No, I don't.

Que: Is there any impact on your academics due to the absence of your father?

Ans: No, I am ok in my studies.

Que: Do you feel that you have difficulties concentrating on your study due to the absence of your father? Ans: Yes, sometimes I felt that, but I don't know why?

Que: Do you find yourself, any changes in you after leaving your father?

Ans: Yes, I felt. I get more angry. I keep on fighting with my brother. My brother behaves like my father and tries to dominate me. So, we get into a fight.

Que: Do you involve in school activities?

Ans: Yes, I got involved.

Que: Do you get support at home for your study?

Ans: Yes, I get some time from my brother.

Que: What makes you happy?

Ans: When my mother gets happy with me and I get time to spend with my father and mother.

Child-C (Sugam)

Que: How old are you?

Ans: I am 13 years old.

Que: In which grade do you study?

Ans: I study in grade 8.

Que: Which of your parents are currently working now in abroad?

Ans: Both mother and father are currently abroad.

Que: How long time since your parents have been working abroad?

Ans: My mother has been 3 years of working in abroad and father is so many years, when I was studying in UKG.

Que: How do you feel about your parents being abroad?

Ans: I feel bad and sometimes I feel loneliness. In the beginning I didn't feel much but when my mother came for vacation and went back again, I felt bad.

Que: Mostly, in which time do you miss your parents?

Ans: Especially when I am eating.

Que: How do you express your feelings when you miss your parents?

Ans: I write that in diary.

Que: Can you share your emotions with others?

Ans: Not much but sometimes I feel okay.

Que: Do you feel you are isolated due to the absence of your parents?

Ans: Not much.

Que: How do you mostly communicate with your parents as they are not with you?

Ans: I call and talk to my parents through laptop on video calls.

Que: How often do you talk with your parents?

Ans: Once a week normally.

Que: What routine of your life has changed after leaving your parents?

Ans: So many changes. I need to wake up in the given routine. My eating time has changed. I have got more pressure on study etc.

Que: Do you feel your caregiver understands your feelings?

Ans: Yes.

Que: How is your relationship with your hostel warden?

Ans: Not much good just okay.

Que: How is your relationship with friends at school and in the community?

Ans: It's good.

Que: How many friends do you have in school?

Ans: I have around 10 friends.

Que: Do you feel they are supportive of you?

Ans: Yes, they are supportive to me. When in need they are good friends of mine.

Que: Do you feel different than other friends as they have parents, but you don't have them right now?

Ans: Not much.

Que: What are the good things about your parents working abroad?

Ans: Economically strong and better than before. In the family there were many issues in the past when they were together but not now.

Que: What are some of the difficulties due to parental overseas employment?

Ans: My father and mother got divorced because they were not staying together for a long time due to overseas employment.

Que: Do you feel any connection with your family's tradition & culture?

Ans: When I was 4 years I went to my hometown, then after I have never been there so, I feel like I have no relation with the culture that my parents had.

Que: Are your teachers and caregivers supportive of you?

Ans: Yes, they are supportive and motivate me in my studies.

Que: How do you feel about staying in a hostel leaving your parents?

Ans: Staying in hostel is hard.

Que: What makes you hard to stay in the hostel?

Ans: I got more pressure in my studies in the hostel. No free time to get refreshments etc.

Child-D (Rachel)

Que: How old are you?

Ans: I am 14 years old.

Que: In which grade you are studying now?

Ans: I am studying in grade 10.

Que: Which of your parents are currently working abroad?

Ans: My mother is working abroad.

Que: How long has your mother been working abroad?

Ans: Maybe two to three years. When I was in grade 8.

Que: How about your father?

Ans: I don't know much about him. When I was small, he left us.

Que: Now, with whom you are staying.

Ans: Currently, I am staying with my maternal uncle and aunt.

Que: How do you feel about your mother working abroad?

Ans: Sometimes it is good that she's working outside but when she's not close to me I feel sad.

Que: What emotions have you experienced since your parents left you here with secondary caregivers?

Ans: I Feel sad, but after some time, I just try to adapt into this new place, with my uncle and aunty.

Que: Is there any moment when you feel very sad or very happy?

Ans: I feel sad when my uncle and aunt don't understand, doesn't know how I feel sometimes and when I try to explain something to them, but they think that I'm not telling some kind of bad stuff, and they don't believe me often. I don't feel happy to stay with them as a family.

Que: Is there any Moments when you feel very happy or very sad because of your parental absence which time you feel very happy or sad?

Ans: I feel sad when my mother isn't there in any event like my birthday or new year Christmas, etc. But still, I'm happy like there are other family members with me together to stay.

Que: Are you secondary caregivers supportive to you? Do you feel comfortable sharing your emotions with others like sometimes with your teachers Uncle and aunt or friends?

Ans: I don't feel comfortable sharing my feelings with other caregivers and teachers, but I do feel comfortable when I share with my friends.

Que: Do you feel lonely or isolated as your parents are not with you?

Ans: Sometimes I do feel lonely because like usually my uncle and aunts are away for their work and I'll be home alone most of the time.

Que: What about during vacation or holidays; in which time do they leave for their work?

Ans: If it is Saturday, they go around 10 or 11 and on normal days, they leave around 8 or sometimes before that.

Que: How do you cope with missing your parents, what do you do to feel better when you miss them?

Ans: I Text them; I text my mother and I say that I miss you. If she's online she calls me and we do talk, and she asks me if everything is okay Is anything bothering you and I share with her sometimes or else I just talk with my friends sharing about how I miss my mother.

Que: In what ratio do you get your phone to call your parents?

Ans: I only get my phone on holiday, sometime when if there is schoolwork.

Que: How do you mostly communicate with your parents?

Ans: In a week like if she isn't busy on Saturday we talk or if I have holiday on Sunday then we talk.

Que: How do you feel after talking with your mother.

Ans: I feel happy to hear voice and share my problems and she shares her problems with me.

Que: Do you feel that that is sufficient of talking with your mother by phone on a Saturday or Sunday only. It is just Once or twice a week, is it sufficient?

Ans: Not really but it's okay.

Que: How has your daily life changed since your parents left you?

Ans: So many things have changed. I Don't even have anybody to talk at home When she was there, she used to be at home whenever I came home from school but now, there will be nobody at home.

Que: Any other work that you must do, any responsibility, any work you have to do at home?

Ans: Not that much.

Que: Your uncle and aunt leave early in the morning, and they come in late evening, do you need to cook food or clean rooms, your home, etc.?

Ans: No, I don't have to cook food like they bring food for me sometimes or else I just eat fruits and other readymade food.

Que: How do you get along with your current caregiver? Do you feel they understand your feelings and needs?

Ans: Not that much while sharing my things but like in events I get close to them.

Que: How's your relationship with your friends at school and in your community?

Ans: It's very nice and good.

Que: Do you feel supported by them in your need?

Ans: They support me in every need and situation.

Que: Is there any moment when you feel different or difficult from your friends whose parents leave with them?

Ans: No, I don't feel much but sometimes I do feel like on Mother's Day when they call their parents.

Que: What are the good things about your parents working abroad? Or any difficulties?

Ans: Yeah, it's difficult for my mother to work outside because there's no one like she knows that much and if she knows also like they are too far away to visit often.

Que: Do you feel connected with your family traditions and culture?

Ans: No, like because from the young age only my mother, her brother and sister came to Pokhara area with my grandfather's brother, and they stayed with him and worked for long time in his school and hostel, and I have never been in my father's and mother's place. Therefore, I have no idea about my culture and tradition.

Que: How often do you visit your village or community?

Ans: Never, because every time they are busy with their own stuff. So, I have no idea about my real place.

Que: Have you faced any bullying or isolation because of your parental absence in school or any places?

Ans: No, that never happened. But in my old school, they used to ask me where is your father and I used to tell them many times I don't know but they still questioned me about it repeatedly.

Que: How did your parental absence affect your studies or performance at the school? Is there any example?

Ans: Yes, my mother used to teach me in different ways, she used to teach me clearly and every single detail and I used to understand everything but when my aunt tried to teach me, I didn't usually understand.

Que: Do you feel it is harder to focus on schoolwork since your parents left you?

Ans: Not that much.

Que: Have you noticed any changes in your behavior or how you act since your parents left you?

Ans: It changed so much like I don't I feel like doing anything even like in any events or something big party stuff because my mother is not there, but previously it was good.

Que: Do you feel motivated to study and participate in school activities by yourself? What helps you feel motivated or what makes you difficult?

Ans: I love to participate in Decoration or art competition stuff Because it helps me to show my own nature in the art like in my own way.

Que: What kind of support do you receive from your school or teachers regarding your studies or personal well-being?

Ans: Not really, but sometimes they do cheer me up by saying like I know you can do it, but you must put more heart into all the stuff you do.

Que: Do you get any help to complete your homework from your caregiver right now in those days?

Ans: I do go to extra class so usually I don't have that much work at home to do, sometimes if I need my aunt teach me or call my small maternal uncle who helps me in my studies.

Que: What kind of support do you wish to have?

Ans: Understanding my own feeling, like how I feel about, like when I ask something to go out, like other friends, but they don't leave me, like things like that.

Que: What helps you stay positive despite your parental absence?

My mother, like she always told me in the call, when she went out, be a strong girl, I'm always there for you and nobody is there.

Que: It is almost done; do you have anything that you would like to share?

I think no. Thank you, then it's done.

Colour Code Description

Yellow: Emotions

Green: Communication

Blue: Parent-child relationship

Pink: Motivation and educational Impact

Red: Cultural attachment of the child

Dark Brown: limitation of secondary caregivers

Purple: Struggle of caregivers

Green brown: Cope up mechanism

Annex -2 (Sample of manual coding process)

Some samples of manual coding processes to generate the theme from the transcribed data are presented below. It shows the quotes of response given by the respondents.

Sample 1

“In the beginning he was more open with me but now, not much” Caregiver B

Initial codes: introversion, non-communicative behavior

Category: Behavioral change

Theme: Behavioral and psychological shifts.

Sample 2

“When she is emotionally down, she stays quite alone in her room, and we feel that she expresses her feelings by doing art and painting” Caregiver A

Initial coding: emotional down, artistic expression, quite behavior

Category: Emotional coping

Theme: Coping mechanism and self-regulation

Sample 3

“If father says something they listen for a while and obey but for me, it is really challenging.”
Caregiver C

Initial codes: Discipline gap, authority mismatch

Category: Parent-child influence

Theme: Parent-Child Relationship Disruption

Sample 4

“I have no idea about my real place or tradition because I have never been there”. Child D

Initial Code: Cultural disconnection, identity loss

Category: Cultural awareness

Theme: Detachment from culture and identity.

Anex-3 (Consent Form)

Kathmandu University

School of Education

Department of Educational Leadership

Written Consent Form for Research Participants

Title of the Study:

Exploring Socioemotional State of School Children of Parents Involved in Overseas Employment

Researcher:

Bahadur Pakhrin

M.Ed. in Educational Leadership and Management

Kathmandu University, School of Education

Email: bahadur_med2el2023@kusoed.edu.np Contact: 9841921620

Dear Participant,

You are invited to take part in a research study being conducted as part of my Master's degree at Kathmandu University. Before you decide to participate, please read the following information carefully.

Purpose of the Study:

The purpose of this research is to explore the socioemotional experiences and challenges of school children whose parents are currently involved in overseas employment. The study aims to understand their feelings, behaviors, and coping strategies to help improve their emotional well-being and support systems in schools.

What You Will Be Asked to Do:

If you agree to participate, you (or your child, if under 18) will be asked to participate in an interview or discussion lasting less than 30 minutes. Your participation is entirely voluntary, and you may choose not to answer any question or to stop the interview at any time.

Confidentiality:

All the information you provide will be kept strictly confidential. Your name and identity will not be disclosed in any reports or publications resulting from this research. The data collected will be stored securely and used solely for academic purposes.

Risks and Benefits:

There are no significant risks associated with participation in this study. However, some emotional topics may arise during the interview. If you feel uncomfortable, you may stop the

interview at any time. While there may not be direct benefits to you, your insights may help educators and policymakers better understand and support children in similar situations.

Voluntary Participation:

Participation is entirely voluntary. You have the right to decline to take part or to withdraw at any stage without any negative consequences.

Consent Statement:

I have read the information provided above. I have had the opportunity to ask questions and received satisfactory answers. I voluntarily agree to participate in this research study.

Participant Name: _____

Signature: _____

Date: _____

Researcher's Name: _____

Researcher's Signature: _____

Date: _____

Anex-4 (Questioner)

Questionnaire 1: For Students (Left-Behind Children)

Purpose: To understand the lived experiences, emotional well-being, social interactions, and challenges faced by children whose parents are in foreign employment.

Section A: Background Information

1. How old are you?
2. In which grade are you studying now?
3. Which of your parent is currently working now in abroad? How long has it been working abroad?
4. With whom are you staying now?

Section B: Emotional Experiences and Well-being

1. How you feel about your parents working abroad? Please describe.
2. What emotions do you experienced since your parents left you here? eg., happiness, sadness, loneliness, anger, worry, excitement) Can you give any example, when you feel this emotion?
3. Is there any moments when you feel very happy or very sad because of their absence?
4. How you express this emotion and who do you usually talk about these feelings?
5. Do you feel comfortable sharing your emotions with others?
6. Do you feel lonely or isolated as your parents are not with you?
7. How do you cope with missing your parents? What do you do to feel better when you miss them?
8. How do you mostly communicate with your parents as they are not with you? How do you feel after talking with them?
9. What is your preferred way of communication? Do you feel it is enough to connect with your parents?

Section C: Social Relationships and Daily Life

1. How has your daily life changed since your parents left you here? (e.g., routines, responsibilities at home or in the hostel)
2. How do you get along with your current caregiver? Do you feel they understand your feelings and needs?
3. How is your relationship with your friends at school and in your community? Do you feel supported by them in your need?

4. Is there any moment when you feel different or difficulty from your friends whose parents live with them? Can you explain?
5. What are the good things about your parents working abroad? What are some of the difficult things?
6. Do you feel connected with your family traditions and culture?
7. How often do you visit your village or community?
8. Have you faced bullying or isolation because of your parents' absence?

Section D: Academic and Behavioral Aspects

1. How did your parental absence affect your studies or performance at school? Can you give examples?
2. Do you feel it is harder to focus on schoolwork since your parents left?
3. Have you noticed any changes in your behavior or how you act since your parent left you (e.g., becoming more quiet, more active, easily frustrated, difficulty concentrating)?
4. Do you feel motivated to study and participate in school activities? What helps you feel motivated, or what makes it difficult?
5. What kind of support do you receive from your school or teachers regarding your studies or personal well-being?
6. Do you get any help to complete your homework from your caregiver?

Section E: Future Aspirations and Support Needs

1. What kind of support do you wish you had to help you with your feelings or challenges?
2. What helps you stay positive despite your parental absence?
3. Is there anything else you would like to share about your experiences with parents working abroad?

Questionnaire 2: For Secondary Parents/Caregivers

Purpose: To understand the socioemotional state and challenges of left-behind children from the caregiver's perspective, including caregiving challenges and support needs.

Section A: Background Information

1. What is your relationship to the child/children you are caring for?
2. How long have you been the primary caregiver for this child? Since how long time you are taking care of the child in the absence of his/her parents.
3. How often do the child's parent(s) communicate with the child? How often do they communicate with you?
4. What is your main source of income/support for caring for the child?

Section B: Child's Socioemotional State and Development

1. Do you observe any emotional change since his/her parents went abroad? Can you describe any specific emotional expression?
2. How does the child express their emotions about their parents being away?
3. What emotional challenges have you observed in the child?
4. Are there any emotions they seem to struggle with expressing?
5. Do you observe signs of loneliness, sadness, or anxiety in the child? Please provide examples.
6. How do you try to provide emotional support and comfort to the child? What works best, and what are the challenges?
7. In what ways do you try to maintain the child's connection with their parent(s) abroad? What are the difficulties in this communication?

Section C: Behavioral and Academic Observations

1. Have you noticed any significant changes in the child's behavior since his/her parents left? (e.g., aggression, withdrawal, disobedience, increased responsibilities at home).
2. How has the child's academic performance been since his/her parents left? Have you observed any changes in their motivation or engagement in school?
3. Are there specific challenges you face in managing the child's behavior or supporting their academic needs?
4. Do you feel the child has taken on more responsibilities at home due to the parent's absence? How does this impact them?

Section D: Caregiving Challenges and Support Systems

1. What are the main challenges you face as a secondary caregiver for a child whose parents are abroad?
2. What kind of support do you receive from the community, school, or other family members in your caregiving role? Is this support sufficient?
3. What resources or support systems do you think would be most helpful for caregivers like yourself?
4. Do you feel adequately prepared or equipped to address the socioemotional needs of the child? Why or why not?

Section E: Overall Impact and Recommendations

1. In your opinion, what is the most significant impact of parental overseas employment on the socioemotional development of children?
2. Do you think prolonged separation affects the child's future relationships?
3. What recommendations would you offer to families, schools, or the government to better support left-behind children and their caregivers?
4. Is there anything else you would like to share about your experiences or observations?

Questionnaire 5: For the Person Who Runs a Hostel (Warden/Manager)

Purpose: To understand the unique challenges and support mechanisms within a hostel setting for children whose parents are in foreign employment, focusing on their socioemotional development.

Section A: Background Information

1. What is your role at this hostel?
2. How long have you been working in this role?
3. Approximately how many children in your hostel have parents working abroad?
4. What is the age range of the children in your hostel?

Section B: Hostel Environment and Child's Socioemotional State

1. How does the hostel environment contribute to or challenge the socioemotional development of children whose parents are abroad?
2. What common emotional expressions or behaviors do you observe in these children (e.g., loneliness, sadness, difficulty adapting, withdrawal, aggression)? Please provide examples.
3. How do children in the hostel typically cope with missing their parents? What support do you offer in these moments?
4. How do you facilitate communication between the children and their parents abroad? What challenges arise in this process (e.g., time differences, internet access, emotional difficulties during calls)?
5. Do you observe any specific attachment behaviors (e.g., forming strong bonds with staff, difficulty with transitions) in these children?

Section C: Daily Life and Challenges in Caregiving

1. What are the daily routines and responsibilities for children in the hostel? How do these compare to what they might experience in a family home?
2. What are the main challenges you face in providing comprehensive care (emotional, social, academic) for children whose parents are abroad?
3. How do you manage behavioral issues that arise among these children in the hostel setting?
4. Do you feel the children take on different roles or responsibilities within the hostel group due to their family situation?

Section D: Support Systems and Collaboration

1. What kind of support do you receive from the school, parents (abroad or secondary caregivers), or the community to help you in your role?
2. What resources or training would be most beneficial for hostel staff to better support the socioemotional needs of these children?
3. How often do you interact with the children's secondary caregivers (if applicable)? What is the nature of this interaction?
4. Do you collaborate with the school's counseling or support services for these children? If so, how?

Section E: Recommendations

1. Based on your unique experience, what recommendations would you offer to families, schools, or government bodies to improve the socioemotional well-being of left-behind children residing in hostels?
2. Is there anything else you would like to share about the experiences of these children in your care?

Annex- 5 (Observation Checklist)

Title: *Exploring Socioemotional State of Left-Behind Children*

Observer: _____ | **Date:** _____ | **Child Code:** _____

Area	Indicators	✓ / X / ?	Notes
1. Emotional State	Appears sad, anxious, or emotionally down		
	Withdraws from group or isolates when upset		
	Uses art, writing, or music to express feelings		
2. Social Behavior	Avoids or hesitates to interact with adults/caregivers		
	Shares openly with peers/friends		
	Participates in group/class activities		
3. Academic Engagement	Attentive and focused during classroom tasks		
	Needs frequent reminders to complete academic work		
	Expresses stress or pressure related to study		
4. Caregiver Interaction	Seeks emotional support or comfort from caregiver		
	Appears emotionally detached from caregiver		
	Talks about missing or not talking to parents abroad		
5. Cultural Identity	Mentions hometown, language, or traditions		
	Shows confusion or disconnect from cultural background		
	Expresses desire to learn or visit family/cultural roots		

Annex-6 (Document)

"Preparing For Life"

LIBERTY ACADEMY

Kusunti-13, Divyanagar, Lalitpur
+977-01-5185076

ANNUAL EXAMINATION

THE GRADE(S) SECURED BY: nang

CLASS: 9

SECTION: A

ROLL NO: 1065

GRADE - SHEET

S/N	Subjects	Credit Hour	Grade Point		Obtained Grade		Final Grade	Grade Point	Remarks
			Th	Pr	Th	Pr			
1	Account	4	2.4	4.0	C+	A+	B	2.8	
2	English	4	3.2	2.8	B+	B	B	2.8	
3	Environment Science	4	2.4	3.6	C+	A	B	2.8	
4	Mathematics	4	1.2	2.0	D	C	D	1.2	
5	Nepali	4	2.0	3.6	C	A	C+	2.4	
6	Science	4	2.0	3.6	C	A	C+	2.4	
7	Social	4	2.0	3.6	C	A	C+	2.4	
Grade Point Average (GPA): 2.40 Average Grade (AG): C+									

Attendance:

Attendance	
Working Days	225
Present Days	203
Absent Days	22

Grading / GPA System			
Interval	Grade Point	Grade	Remarks
90% to 100%	4.0	A+	Outstanding
80% to Below 90%	3.6	A	Excellent
70% to Below 80%	3.2	B+	Very Good
60% to Below 70%	2.8	B	Good
50% to Below 60%	2.4	C+	Satisfactory
40% to Below 50%	2.0	C	Acceptable
30% to Below 40%	1.6	D+	Partially Acceptable
20% to Below 30%	1.2	D	Insufficient
0% to Below 20%	0.8	E	Very Insufficient

Remarks: You can do it. You need to Work hard. Keep working hard. Don't give up learning.