EXPLORING PSYCHOSOCIAL EXPERIENCES OF PARENTS WITH CHILDREN STUDYING ABROAD: A QUALITATIVE STUDY

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Abstract:

Higher studies abroad in English-speaking countries is an increasingly popular educational strategy among Asian families. In the past, studying abroad, especially in India was regarded as a symbol of prestige, but the emergence of the middle class has transformed this privilege into a widespread ambition. Nowadays, an increasing number of parents desire their children to pursue higher education in foreign countries. However, the parents' experience post the overseas migration of their child has turned out to be an interesting criteria to research for. Researchers have suggested that there are various factors such as the culture (collectivistic/ individualistic), gender of the parent as well as their occupation, that influence and shape the experiences of the 'left behind' parents. Therefore, the aim of this study is to explore the experiences of the parents who have sent their children abroad for education.

Mental Health and Well Being: Many researches have explored the influence of children's migration on the health and well being of parents left behind, with certain studies reporting significant adverse effects on their mental health. In the case of Asian parents, negative consequences are more prevalent such as loneliness, isolation, and loss of basic support. Research done on parents who were advanced in age indicated that maintaining strong emotional bonds and regular communication with their children led to better mental well-being for the parents. Similarly, a study conducted in China showed that elderly parents who were living with their children had better access to healthcare compared to those who lived alone. On the other hand, some research suggests that elderly parents who were left behind by their adult children might actually experience better physical and emotional health than those who live with their children. For example, it was found that elderly parents in the United States who were left behind by their adult children had better health outcomes compared to those who lived with their children. Similarly, it was observed that elderly parents who were left behind by their migrating children experienced better physical health.

Changes in Lifestyle of Parents: There has been very limited research on the changes in the lifestyles of the parents but some of them suggest a significant amount of change in the daily life routines of parents such as social engagement, time spent alone etc. For instance, a study by Lee & Chen (2018), reported a decrease in social activities and spending more time watching television. A study by Choudhary & Bhatia (2017) reported that parents experienced a shift in their roles and responsibilities, such as taking care of their grandchildren or managing the household on their own. They also reported changes in their daily routine, such as sleeping and waking up at different times and feeling more fatigued due to increased workload. Additionally, other studies

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concluded that parents experienced a decrease in physical activities and an increase in sedentary behaviour. They also reported changes in their social activities, such as attending more community events. They reported feeling emotionally disconnected and experiencing a decrease in their overall happiness. Although, it is not necessary that all the parents go through a hard time after their child leaves, it is mostly evident in the collectivistic culture families and keeps on decreasing as we move towards the individualistic culture families.

Factors Affecting the Decision to Send the Child Abroad: Global educational mobility is a result of internationalisation of higher education, with growing need for a talented and young future labour force. There are several factors that influence parents' belief that it'll be better for their children if they attain education from abroad. The factors involved are, quality of education, parents often consider the quality of education offered by universities in foreign countries as being superior to that available in their home country. Similarly, Baidya & Agrawal (2017) found that Indian parents believed that studying abroad would give their children access to world-class education, particularly in fields such as science, technology, engineering, and mathematics; prestige, One of the main reasons parents choose to send their children abroad for education is to enhance their social and cultural capital, which is often associated with prestige. According to Zhou et al. (2018), parents perceive studying abroad as a way to increase their family's social status and reputation; increase in employability is another factor that influences parents' decisions to send their children abroad. According to Baidya & Agrawal (2017), Indian parents believed that studying abroad would give their children a competitive advantage in the job market, particularly in fields such as engineering, technology, and management.

Relationship between Parents and Children: The relationship between parents and children may undergo changes after the child leaves to study abroad. Communication patterns between parents and their children may change after the child leaves to study abroad. According to Kumar & Kumar (2017), Indian parents reported reduced communication with their children after they went abroad, mainly due to differences in time zones and busy schedules. Some parents and children may experience emotional distance after the child leaves to study abroad. The same study found that Indian parents sometimes felt a sense of detachment from their children after they left to study abroad. Some parents and children may make extra efforts to maintain their relationship after the child leaves to study abroad. Indian parents often make extra efforts to stay in touch with their children, such as sending care packages and planning visits. On the other hand, the child's departure for study abroad can also lead to increased independence for both the child and the parents. According to Kim & Kim (2019), Korean parents reported that their children became more independent and self-reliant after studying abroad, which led to a more equal relationship between parents and children.

The Present Study: Although a number of research studies have examined the effect of migration on children who have moved abroad, the literature available for the effect of out migration of children on parents is insufficient, suggesting this area of research is understudied. Moreover, very few studies are done on the Indian population for this specific domain. As India is a collectivist culture, it becomes important to understand such experiences of parents. Many Indian parents also believe that studying abroad offers their children a chance to broaden their horizons, develop a global perspective, and gain exposure to different cultures and ways of

thinking. According to the "Value of Education, Higher and Higher" reported by HSBC, there has been a significant increase in the percentage of Indian parents who wish to send their children to pursue higher education abroad. The report indicates that the number has risen from 47% in 2016 to 62% in 2017. This trend of sending children abroad for higher education is very prevalent in India but there is a dearth of research studies, these reasons inspired us to select this specific domain for the study.

The purpose of this qualitative research study is to delve into the experiences of mothers who have sent their children abroad for education. The study aims to provide a comprehensive understanding of the challenges and opportunities that mothers face as their children leave home and enter a new phase of their lives. This qualitative research was done keeping in mind the following objectives:

- To examine the challenges faced during the planning process of sending the child abroad
- To evaluate the reasons for sending the child abroad
- To explore the emotional and psychological impact of separation on mothers
- To understand how the communication and relationship has evolved since the child has moved out
- To delve into the lifestyle changes of the parent after migration of the child
- To look into the ways the reality differed from the expectations that the parents had in mind
- To understand how parents view their future.

Interview Method:

Interviews are a common feature in various aspects of our lives, such as job interviews, psychiatric evaluations, market research, and police investigations. However, there is no single set of guidelines that covers all these different types of interviews since they differ in their context, purpose, objectives, format, and structure. Qualitative research interviews may have some similarities with other forms of interviews, but they have their own unique characteristics and requirements. Qualitative interviewing is a common method of collecting data in qualitative research, but it is not a standardised approach. It typically involves questions and follow-up questions by the interviewer aimed at encouraging the interviewee to talk freely and in-depth about the topic(s) defined by the researcher. However, the success of this method is not guaranteed, as factors such as the interviewer's skills, the topic being discussed, and the interviewee's ability to provide good qualitative data can all impact the results. Three main types of interviews, including structured, unstructured, and semi-structured interviews. The primary distinction among these interview types is the level of flexibility in their presentation structure. In other words, the degree of rigidity varies among these interview structures.

Structured interviews: Structured interviews use a predetermined set of simple and comprehensive questions to gather consistent information about participants' thoughts and attitudes. They assume a direct relationship between thoughts and actions and provide quantifiable data that can be analysed statistically. A researcher might ask questions about exercise habits in a structured interview to identify patterns and trends among participants. Structured interviews are commonly used in large research projects and longitudinal studies.

Structured interviews may limit the depth of the information gathered because interviewers are restricted to a predetermined set of questions, and participants may feel constrained by the structure and answer in a way that

doesn't accurately reflect their thoughts or experiences. Structured interviews are highly reliable as all candidates are asked the same questions, reducing bias and ensuring fairness. The interview can be scored objectively, allowing for direct comparison of candidates' answers. It is easy to administer and can be used to evaluate large groups of candidates quickly.

Semi-structured interview: Semi-structured interview falls somewhere between completely structured and unstructured interview formats. It involves a set of predetermined questions and topics that are asked of each interviewee in a consistent order, but interviewers are allowed to deviate from the script and ask follow-up questions based on the interviewee's responses. The questions used in a semi-structured interview are designed to be understood by participants with varying perspectives, and researchers seek to approach the world from the interviewee's point of view. Researchers can adjust the language level of prepared questions or use unscheduled probes that emerge from the interview process itself to accomplish this.

Semi-structured interviews may be less reliable than structured interviews because interviewers are allowed to deviate from the predetermined set of questions, which can result in inconsistency across interviews. IIt can be rigid and inflexible, with no room for follow-up questions or clarification. Additionally, interviewers may have their own biases and interpretations that can influence the data collected.

Unstructured interviews: Unstructured interviews are informal and flexible. The interviewer prepares loose guidelines or topics for discussion, allowing the interviewee to lead the conversation. Unlike structured interviews, there is no predetermined set of questions. Unstructured interviews assume that the interviewer does not know all the necessary questions in advance and must adapt to each situation. Unstructured interviews can provide a deeper understanding of the candidate, as the interviewer can explore topics in more detail. The candidate can feel more comfortable and at ease, leading to more honest and genuine responses.

The interviewer has greater flexibility to adapt questions to the specific context of the interview. Unstructured interviews may lack consistency and can be time-consuming and difficult to analyse because they are open-ended and do not have a set of predetermined questions. There is a higher risk of interviewer bias, as the questions are not standardised, and the interviewer may be swayed by personal biases or preferences. Unstructured interviews can be difficult to score or compare, as each candidate may have a different set of questions asked. Additionally, unstructured interviews may result in the collection of irrelevant or unimportant data (Darlington & Scott, 2002; Howitt, 2016).

The Steps in Carrying Out the Interview: The qualitative interview is a planned process and it needs a lot of focusing. There are lots of factors that have to be taken into account and kept in mind during an interview. Qualitative interviews are not carried out over a lengthy period of time with limitless opportunities to ask further questions, it should not take any longer than about two hours or so. Within this time limit, it's obvious that there is considerable selectivity in the questions asked. Without proper planning of the interview, participants might find the questions asked intrusive, offensive or perplexing. Participants too need to understand the interview's purpose, not because they play an important role in ensuring that the interview meets its objectives. Interviews

are destined to fail if the participant does not cooperate, so in order to conduct a successful interview, there are these 9 steps that need to be followed- (Howitt)

Step 1 Research conceptualisation and development

It can be difficult to predict how research ideas will develop. Nonetheless, it's essential to establish a clear purpose and objectives for the research as early as possible. This doesn't necessarily mean that the researcher must have a complete understanding of the topic. In situations where existing research is inadequate, data collection may be necessary to gain a better understanding of the phenomenon. In such cases, researchers should have a clear understanding of why they need to conduct interviews and how it will help meet the research objectives. While the justification doesn't have to be lengthy, the researcher should be able to explain the reasoning behind their decision.

Step 2 Preparation of the interview guide

When conducting qualitative interviews, it is common practice to create an interview guide before starting the actual data collection process. This guide may consist of a list of topics to be discussed or specific questions to ask. While the interviewer can use it as a reference, they should also be flexible in their questioning and allow for open-ended responses. The interview guide does not have to be consulted throughout the interview, but the interviewer may review it towards the end of the session to ensure that all relevant areas have been covered. Ultimately, the success of the qualitative interview depends on the quality and depth of the data obtained.

Step 3 Suitability of the sample for qualitative interviewing

It is difficult, but not impossible, to carry out an effective qualitative interview with certain types of individuals, for example, old-aged people, the use of appropriate language should be kept in mind. Although, no matter how many adjustments a researcher makes, the abundance of answers in responses might simply not emerge, then the qualitative approach would not be appropriate. So, with the advice of informants about these groups and pilot interviews can be helpful in planning difficult research.

Step 4 Interview trialling (piloting)

It's not always certain that the initial interviews in a series will produce the desired data quality. This could be due to the interviewer's skill level or the adequacy of the interview guide. To mitigate this risk, it's recommended to conduct a pilot study in advance of the main data collection phase. This can involve conducting practice interviews to gain experience and identify potential problems, or starting the primary data collection while recognizing that the early interviews may have issues that need to be addressed by modifying procedures. The approach chosen depends on the availability of suitable participants. If obtaining the right participants is difficult, even subpar interviews may still provide some value.

Step 5 Inter-interview comparison: Interviews in research are typically conducted as a series rather than as standalone events. Therefore, the interviewer may have already covered certain topics in previous interviews or be aware of what colleagues have discussed. However, it's possible that certain issues that emerged in previous interviews may not come up in the current interview. The researcher must take this into account and inquire

about the reasons for this discrepancy by asking probing questions. This holistic approach to a series of interviews makes the interviewer's job more complex.

Step 6 Communication between interviewers

When multiple interviewers are involved, maintaining consistency and ensuring equal coverage of topics across interviews can be challenging. In such cases, it may be necessary to opt for a more structured interview format to simplify logistics. However, this approach may not always be practical or desirable, and there may be little enthusiasm for it.

Step 7 Sample recruitment and selection

To recruit the appropriate participants for a research study, a researcher may need to employ a recruitment strategy, which can be simple or more complex depending on the target group of participants. For instance, if a health psychologist wants to study individuals with a specific medical condition, such as cancer or chronic pain, it may be difficult to find suitable participants as there may not be a publicly available list of names. In such cases, the researcher must exercise more care and creativity in identifying potential participants. It would be a challenging and futile task to contact individuals from an electoral list, as there may not be an accessible sampling frame. Instead, the researcher can create a list of individuals or organisations that can assist in identifying and recruiting appropriate participants for the study.

Step 8 Participant management

In qualitative interviewing, the researcher is reliant on the availability and willingness of the participant to be interviewed at a specific time and place. It can be frustrating to spend time scheduling appointments, only to have the interviewee not show up. To prevent this, it's important to keep the participant engaged and committed to the interview before the scheduled appointment. This can be achieved by sending letters to thank the participant for agreeing to participate in the study while also reminding them of the date, time, and location of the interview.

Step 9 The preparation/selection of the interview location

When conducting an interview, there are various locations to choose from, each with its own pros and cons. However, finding an appropriate and quiet location without interruptions can be difficult. One option is to conduct the interview at the interviewee's home, which can make them feel more at ease. However, there may be distractions such as children or other people present, which could impact the interview. It's important to carefully consider the location in order to conduct a successful interview.

Guidelines for designing a good Interview guide: Before conducting a research, the researchers must determine the nature and the objectives of their research, as it helps one to identify the kinds of data (descriptions of events, behaviours, ideas, plans, impressions, interactions, feelings, etc.) that one needs to gather to meet those objectives. The interview guide should structure questions or topics in a logical and natural sequence, in order to conduct a successful interview. Use of throwaway questions in the beginning of an interview, allows to develop rapport between interviewers and subjects. One can collect basic demographic information using direct and structured questioning. The number of questions should be limited and the interviewer should be flexible in

adapting to the flow of the conversation. The start of the interview, the interviewer should start with a few easy and basic questions, then take up some of the more important questions for the study topic and then more sensitive questions can follow, this will allow the interview to be non-invasive and non-threatening and the interviewee can feel comfortable while talking. Use of probes can help in acquiring responses with rich information, probes provide an interviewer with a way to draw out more information or to ask for elaboration from subjects. In order to acquire information while interviewing, researchers must word questions so that they will provide the necessary data. Thus, one must ask questions in such a manner as to motivate respondents to answer as completely and honestly as possible. The guide should be short and easily memorised, but the primary focus should be on active listening to fully explore the participant's perspective. The interviewer should avoid becoming overly focused on the guide to the detriment of the interview's quality. The guide provides structure to maximise the richness of the participant's responses. Location also plays a critical role in conducting a successful interview, and the interviewer should carefully consider potential distractions or communication issues that may arise in different settings (Darlington & Scott, 2002; Howitt, 2016).

Participants: Our participant was a female of 52 years, she was a housewife. She had two children and the younger son was the one who moved abroad. There were certain criteria that were kept in mind while selecting the participant, those are as follows:

Inclusion Criteria:

- The individual should have a child who has gone abroad.
- The referent child's age should be between 17-25 years.
- The Child should be financially dependent.
- It should not have been more than 2 years since the child has gone.
- The child should be the first one to move out.
- The interview should be done with mothers.
- The child should have gone abroad for an educational program of at least one year.

Exclusion Criteria:

- The individual is above 25 years and has gone abroad for work recently or settled down.
- The child should not have gone for an educational purpose of 10-15 days.

We used convenience and purposive sampling procedure to find the participant.To select a participant who met the inclusion criteria, we contacted a classmate whose mother knew a parent who had sent their child abroad recently and met the inclusion criteria. The classmate after contacting her mother provided us with the contact number of the participant. We talked to the participant about the interview that we wanted her consent for and in the very first call only the time for interviewing the participant was scheduled, after which we moved further and interviewed the participant on google meet.

Procedure: We initiated by gathering in the lab class and brainstorming about the topics to conduct the research, we wanted a topic which was specific and less researched about. After thinking about each and every suggestion that was given by the students, the topic of 'Experience of parents who send their children abroad' was chosen

for research. Review of Literature was done after finalising the topic. It is a process of examining and evaluating the existing scholarly literature on the topic of research. Although there was very little research done on the topic in the Indian context, we read several research papers based on the feelings and adjustment of parents after the child left, in the context of Asian countries. Literature review helped in getting an overview of the existing research on the topic and also provided with the areas where more research was needed. Proceeding further, all the students gathered to identify the domains of the research topic. We started from the very basic domains like the reasons why parents send their children abroad, how often they communicate with their children and then progressed towards more sensitive domains like how has their lifestyle changed after their child left and whether the parent - child relationship has been affected.

After the identification of the domains was finished, the preparation of the interview guide was started. We took the domains as our themes under which we brainstormed various questions, for instance under the domain 'reasons to send their children abroad' we asked the questions like, "kindly tell us why you decided to choose overseas education for your child?" And also added probes that could be asked along with the question, with the same procedure, the interview guide was prepared, in which the initial questions were very normal and became a little personal progressively. Moving forward, all the students collectively developed a consent form for the participant, keeping in mind all the instructions that were important for the participant to know such as, the interview would be recorded, the interview would take a time of 45 to 50 minutes etc. After all these preparations were done, a mock interview was conducted in the class where a student acted as a parent and another took her interview following the interview guide, for guiding the students on how they would interact with their participants.

Data Collection: After finding a suitable participant for the study, a schedule was prepared making sure the participant was comfortable with the timings of the interview. The participant was invited on google meet for the conduction of the interview. At first, rapport was formed by talking casually to the participant, then the topic was introduced to her. After the participant understood the topic, the participant was informed about the recording of the interview, (only for the purpose of study) ensuring confidentiality, her consent was taken to initiate the interview. The structure of the interview was such that at first it included questions which were fairly easy for the participant to answer, and which were largely not sensitive or threatening. These initial questions helped in building a rapport with the participant and a sense of trust was also established before more important and serious questions were asked. Objectivity was assured by the interviewer to ensure that the data would not be influenced by any personal biases or assumptions. Follow up questions were asked for the purpose of clarification and detailed information. The whole interview was recorded during the online meet using a voice recorder. The Interview lasted for a time period of 50 minutes. After the completion of the interview, the participant was thanked for her contribution and was respectfully asked to leave the meeting.

Data Analysis: After collecting the data we proceeded to analyse it using Thematic Analysis. As the study was conducted using a qualitative method of interview, Thematic Analysis proves to be a helpful method as it analyses the data by identifying its patterns and themes. It involves systematically coding and categorising the

data, identifying patterns and connections among the codes, and interpreting the meanings that emerge.The researcher codes the data perhaps line by line or every two or three lines. Analysis is a process that provides a response to a query, which may not be initially clear, especially in qualitative research where the exact question being addressed may only be revealed through the analysis itself. Thematic analysis is a relatively straightforward method that is accessible to researchers with varying levels of experience. Thematic analysis involves a transparent process of data analysis, where the researcher documents each step of the coding and categorising process. This makes it easier for other researchers to follow and evaluate the analysis. Thematic analysis helped in analysing both primary and secondary data, this study involved collection of primary data as the interview method was used for the research. Themes of data are discussed in Thematic analysis, sometimes the basis of analysing the data is linked with some kind of theory but there are also researches where data is analysed using data led coding. In both cases Thematic analysis is very helpful. The aim of thematic analysis is to identify and describe the key themes or patterns that are present in the data in a systematic and rigorous way. The process of thematic analysis typically involves several stages, which are often iterative and may involve going back and forth between different stages. Following are the 6 phases of thematic analysis.

Phase 1: Familiarising yourself with Data

In the initial phase of our work, we focused on familiarising ourselves with the data. We began by actively listening to each interview recording once, without taking any notes. This helped us gain an overall understanding of the primary topics discussed in each interview before moving on to transcribing them. We manually transcribed the interview immediately after the active listening phase.

Once we had completed transcribing the interview, we read the transcript several times to get a sense of the data. We took note of any initial trends or interesting passages we observed in the transcript. Additionally, we documented our thoughts and feelings about the data and the analytical process. This was important for maintaining transparency throughout the entire analysis process. During this stage, we made some preliminary notes. These notes served as a reference point for interpreting the final thematic framework later on. Overall, this familiarisation phase allowed us to develop a more comprehensive understanding of the data and helped us lay the groundwork for the rest of our analysis.

Phase 2: Generating Initial Codes

Coding is the process of assigning labels to pieces of information in the data that may be relevant to the research question. These labels are like shorthand descriptions that make it easier to identify patterns and themes in the data. The researcher should go through the entire dataset systematically, looking for interesting and informative aspects in each piece of data. This helps to identify the fundamental building blocks for developing themes later on.

The preliminary iteration of coding was done by manually writing the codes side by side of the statements given the participant on the printed hard copy of the transcript. Any item of data that seemed useful in addressing the research question was coded. We tried to keep the codes descriptive so that it could be easy for us to understand the latent and actual meaning of the given statement. It was initially difficult to recognise what data is relevant

and which data should not be coded or do we need to apply the previous code or make a new one, but with progressive coding it became easier. This stage ended when the data in transcript was fully coded and the data relevant to each code was collated.

Phase 3: Searching for Themes

In this phase, the analysis started to shape as we shifted from coding to finding themes. A theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set. In this phase we reviewed the coded data to identify areas of similarity. We made paper chits of all the codes that were made and then searched for collapsing or clustering codes that seemed to share some unifying feature together so that they reflect and describe a coherent and meaningful pattern in the data and a theme or sub themes could be made out of it. As we found similar codes that could fall into a theme, we placed them together and continued this process until we searched for all the codes similar to that theme. We also made a miscellaneous theme, which included all those codes which did not clearly fall into any one theme. For our data five themes were generated. This phase ended when we collated all the data extracts relevant to each theme, so that it could be easy to begin the process of reviewing the themes.

Phase 4: Reviewing Potential Themes

This phase involves a recursive process whereby the developing themes are reviewed in relation to the coded data and entire data set. This phase is essentially about quality checking. We started by checking our themes against the collated extracts of our data and checked whether the theme worked in relation to the data. Some of the themes required revisions as there were some codes that did not exactly fall into that theme and we had to ask ourselves questions like whether it is a theme or a sub theme or does this code fits into this theme or another or do the codes lack coherence etc. Once it was checked that all the themes worked in relation to the codes, we then proceeded to review themes in relation to the entire data set. This step involved one final reread of all the themes and codes to determine whether the themes covered the entire data set or there were some aspects that were left. This phase ended after we ensured that the themes and the overall tone of the data was coherent to the research question.

Phase 5: Defining and Naming Themes

In this phase, the themes were to be defined and named, for which we started by searching what is unique and specific about each theme. We made sure that the themes had a singular focus, were not repetitive and addressed the research question and together the themes provide a coherent overall story about the data.

We needed to conduct a final review on the names of the themes we had identified. Naming themes was a crucial task. The names we chose were the first indication to the reader of what we had extracted from the data. Therefore, we aimed to create concise, informative, and memorable names. While our natural inclination may have been to use descriptive names, Braun & Clarke (2013, 2014, 2020) suggested that we should also be creative and use catchy names that could immediately grab the reader's attention and convey an essential aspect of the theme.

Phase 6: Producing the Report

This phase involved writing the results and analysis that we made in the previous phases. Being mindful that the themes should be logical and meaningful, we made the order in which the themes were reported. After all the themes were systematically ordered, we wrote the in depth analysis that we had made about what the theme showed about the feeling and thoughts of the participant about her child studying abroad, which not only included the actual meaning of the data but emphasised upon the analysis of latent meanings that came out of the data extracts. After completion of writing the thematic analysis in the report, this phase came to an end (Braun & Clarke, 2006; Byrne, 2021; Howitt, 2016, #).

Results:

Table 1 for the themes, sub-themes and codes.

Themes	codes	Verbatims
Family and financial challenges	Financial issues In family business	*beta mera business mei jaa nahin saka kyunki mere jo devar the ki hum log ka apna hi itna mushkil se chal raha hai toh aap mei nahi aayega.*
	Family issues	*lekin hamare ghar ka kuch mahol hi aisa tha ki hamara bacha nhi business m involve ho ska*
	Son's failed attempts at settling a business in India	*5 saal bechara kaam kiya par nahi, agency vagerah bhi li, par nahi matlab koi acha result nahi mila hamko*
		thik hai beta yaha pe struggle kar raha hai, yaha krni hai yaha toh kuch mil hi nhi rha toh vaha kre, toh yr achi baat hai toh isliye
	Sense of competitiveness among extended family members	*Chahe apna real brother hi kyu na ho, aise kehte hain ki jaye toh mera hi ek competitor kam hoga*
	Regret at not having financial stability	*bche ko apne yha p apne buisness m kese set nhi kr ske*
Faith in God and religion	Strong faith in God and religion.	*Man ko shant kr k bola chalo jo thakur ji ki icha,*
		Toh thik hai jo thakur ji ne racha hai toh jana hi jana hai,
	Belief in Destiny.	*Parmatma toh sabki sochte hain, shayad issi mei hamara bhala tha*
		parmatma ki marzi k bina nahi hota, himmat unhone ki hamko di hai, ki aise kro…aise kro. Sochi bhi…jo hamko soch di. Hamare apne hath mei kuch nahi tha ham toh bas uski putli hain, jaise vo ghumata hai ham ghum jate hain.

	Continued connection with religion and culture	*Kisi ko maine kuch nhi pucha tha. Mai sirf apne baba ji aur apne thakur ji se hi baat krti hu. Unhone hi merko agya di hai ki jana hai toh jana hai*
		Vaha pe gurudwara hai vaha…Iskcon temple..matlab…jab kabhi nahi khana bnane ka dil karta hai toh iskcon bhi chale jate hain. Matlab…agar gye bhi hain videsh mei toh hamare hi guruo ki bhumi vaha bhi guru ji hamare sath mei hi hain aisi koi baat nahi hai…mano toh sab kuch hai na mano toh kuch nahi hai.
	Involvement of son in religious rituals through video calls.	*yehi bas, yehi kehte hai har time ki aap bcho k ang-sang rho kisi ki zarurat na pde kisi ko, bs that's all.*
		m toh bhot kush hu parmatma ne jesa bhi h, theek rhe, jo bhi h bss kush rhe, bche mere kush rhe
	Showing gratitude towards God.	*merko sirf apne babaji pe vishwaas h …unhone bheja to kuch soch ke ho bheja*
		badi kirpa h babaji di..baccha stbuddhi mnd aagya
Discontent with the lack of opportunities in India	Complaints against the government. Son moved out due to lack of opportunities.	*government ko aesa h ki hmare youth ko bhi opportunity de, apne desh m de, pardesh m ja rhe h mehnat krne, apne desh m jobs hoti toh kyu jane dete apne bache ko*
	Lack of opportunities for the youth.	*aese bche h unko bhi toh kuch dena chahiye na government ko*
	Pressure to maintain societal status	*phir bche ho haan, bhr, itne itne paise lgake, apna sab kuch de dwa ke bche ko bahr bhejte h hum*
Enmeshed family	Interdependent relationship between mother and son.	*Maine shuru se hi, bachpan se hi bacho ko apne sath, bacho ki attachment mere sath hi hai, papa k sath bhi hai, lekin unhone mere bina kahi jana nahi hai, jaha jana hai papa mummy ke sath hi jana h unhone*
		kyuki ab ham bhi budhe ho rhe hain, jawan thodi na ho rhe hain hamko bhi baju ki zaroorat hai, iske papa ko bhi akhir baju ki zaroorat thi lekin..
	Emotional and instrumental dependence on the son.	*Pata nahi bacha ya toh bas merko hi satisfies kr rha hai…merko ye nahi pata lekin vo merko ye bolta hai ki mumma aisi koi dikkat nahi hai, sab thik hai aisi koi baat nahi hai.*
		Humko bhi toh mushkil h na, humne kuch kaam h, kabhi hum log bimar h, koi medicine Lani h ya ghr koi aur bda kaam hota

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		h gharon m, hum bhi jb, hm dependent h bcho pr, m toh puri hi dependent thi.
		kyunki uske papa ko bhi zarurat h hm log bhi ab budhe ho rhe h hmare ko bhi baju ki zarurat h,
		Hm toh saare dependent the uske upr
	Strong emotional connection and love for the child.	*mne akele nhi rhna nahi mne terko akele kahin bhjena tu yahi p rahega mere paas hi.*
		kya khte h Punjabi m, jigar de tukde nu bhar bhejna assan ni hunda
Child centric decision.	Son's decision to study abroad	*merko bahar bhej do,*
	Elder siblings persuading the parents	*meri beti mere damad sabne yahi bola ki mummy aapko bhejna hi padna hai,*
		ye sab meri beti, mere damad, teeno bacho ne mil k ki
	No parental involvement initially in decision making	*merko nahi pata tha usne IELTS k paper bhi de diya hai, merko ye bhi nahi pata tha ki vo, ki IELTS clear ho gayi hai toh, merko kuch nahi pata tha*
	Parents' reluctance to send the son abroad	*par mai nahi bhejna chahti thi kyuki, mai khud akeli thi aur merko tha ki mere bache mere paas hi rhe.*
Role as nurturing parent	Sacrifice by parents.	*Phir uske baad ham saman ekattha krna shuru ho gaye. Matlab…aasu aa rahe the, kaam kar rahi thi…ki aise karna hai…ye karna padna hai merko. Khushi khushi bhejna hai maine bache ko*
		Badi izzat k sath ikattha kiya tha, becha bhi hai.
	Dedication towards the son.	*finances toh dekhne hi padte hain, beta challenges toh aate hi hain, but apne bacho k liye sab challenges bhul jata hai…beta banda ka hota hai ki maine karna hai, apne bache ko dena hai, jaise marzi du. Diye hamne bhi diye, uske papa ne diye, mummy ne di*
	Concerns for son's well-being.	*apne bache ko dena hai, jaise marzi du. Diye hamne bhi diye, uske papa ne diye, mummy ne di.*
Emotional Impact of son moving abroad	Completion of women through motherhood.	*Aur kitchen me hi mera saara din nikalta tha, ab toh koi h hi nhi itna. Dal bhi bana lo toh kha lete h, koi hmare ghr m koi ye nhi h ki yhi khana h ki yahi banao, jo bna diya vhi kha lete h*
	Learnt to be emotionally resilient	*strong m nhi hu jo khte h na circumstances bande ko kar dete hain…*

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	Depressed mood.	*jb gya tha tb phle 3-4 mhine toh m bhot zyada depression m thi m usko matlab har time usse baat krni aur phir rona shuru kar dena*
	Feeling of loneliness	*Ab m phir bnati hi nhi, jb bache aaenge tbhi bnaenge, haan koi ghr m guest aa jae, phir hota h ki chalo ab bana lo bhai*
		m thodi na kr rhi hu. Yha p manage, sb mere pe hi dependent tha, ab independent ho gya h vha p.
	Intense separation anxiety.	*Bss jb vo ja rha tha na merko lg rha tha ki merko kuch ho jaega*
	Coping mechanism - sleeping with the son's teddy.	*Phir jb vo gya to me uska teddy bear saath me leke soti rhi kitni der*
Food as an representation of love and well-being	Connection of food with love and care.	*jb vo tha tb toh sara din mera kitchen m, mumma, mumma aaj toh pasta khana h, mummy nutri khani h, aaj toh ye khana h. Aur kitchen me hi mera saara din nikalta tha, ab toh koi h hi nhi itna. Dal bhi bana lo toh kha lete h,*
	Dedication and love show through food.	*Jb ye shop bhi jata tha toh uske liy alg-alg tiffin bnte the ki ye ab lunch bnra h yr uska breakfast bnra h, kin usne ye kehna hai usne salad khana h, aaj macaroni wala khana h, aaj nutri wala khana h. Aese hi 3-4 tiffin uske*
	Spent most of her time in the kitchen.	*mera bhi yhi haal tha jb usne ghr hona tha saara din rasoi m lgai rkhna*
Appreciative of son's thoughtfulness	Quality time before leaving.	*Vo merko leke gaya ghumane ke liye, poori khilai merko kehta mumma aapko rona nahi hai, mai kaun sa abhi jaa rha hu,abhi toh ticket leni hai abhi toh bahut bacha hai, abhi merko time lgna hai.*
	Assurance by son.	*Baki vo toh kehta mumma vaha k Indians bahut ache hain, jo bhi milta hai ye nahi hai ki…vaha k log helpful hain, yaha ki tarah apna matlab nahi dekhte, vo help krte hain ki chalo ye hai toh..aise hai…haan.*
	Son respecting parents' efforts.	*kehta ki mere maa baap ne merko paise diye hain aur maine paisa nahi waste karna…maine kaise usko jodna hai.*
	Concerns for parents' well-being.	*…usko pata hai ki meri mumma tension badi jaldi le leti hai toh vo mere se jaldi se nhi baat krta. Kehta thik hai mumma, mai bahut khush hu yaha pe*
	Pre-planned time for communication by the son.	*baat toh ye promise krke gya tha ye, subh aur shaam ko merko phone ana hi ana h. Haann…ye promise krke gya tha ki agr uske phone nhi aya toh mne message bheje Jana h, voice message bheje Jana h usko, uska sar kahe Jana h mne, merse baat kkr, merko baat kr.*

	Less expressive with mother due to her emotional weakness.	*aur usne mere aage krna nhi h kyunki usko pta h teri maa da dil bhot chota h, meri ah meri dil nu lga k beth jaegi ki munda toh udas h, tbhi vo koi baat share nhi krta uske baare*

Discussion: The purpose of this research was to investigate the emotional and social experiences of parents whose children study abroad. To examine the effects on parents after their child moves away, we developed an interview guide and conducted an interview with a mother who has sent her child overseas for studies. Through thematic analysis, we analyzed the data and will now proceed to interpret and discuss the main themes that emerged from the mother's experience.

Faith in God and religion: Faith in God is an integral part of the cultural and religious fabric of many Indian families. Religion holds significant importance in the lives of a large number of Indians, and this often extends to parents and their beliefs. Our participant also showed a great faith in God. And this strong faith helped her to deal with the overall situation of her child moving abroad. Faith allowed her to trust in a higher power, initially participant showed reluctance with the decision of his child moving abroad "*phle to mujhe yhi lgta tha ki bacchon ko bahr bhejna hi nhi chaiye* ". But then her faith in God and in destiny allowed her to see that there is a great plan at work."*Man ko shant kr k bola chalo jo thakur ji ki icha".* She was able to find solace in the belief that her separation from her son is part of a larger purpose or Divine plan, "*Parmatma toh sabki sochte hain, shayad issi mei hamara bhala tha*". Faith in God often influences the decision making process of Indian parents . They may seek divine guidance or engage in religious rituals before making important life decisions, such as choosing a career path, getting married, or making significant financial choices. Our participant's acceptance of his child's decision of moving abroad was influenced by her faith in God to a large extent that she didn't even feel the need to seek any help or support from her relatives for the same matter. " *bhgwaan na Kare kisi di jroort pde".*

Engaging in prayers or meditation can be a source of comfort and peace. The participant regularly visits temples and this activity helped her to deal with the separation from her child. Our participant was also quite satisfied knowing that the country where his child moved has religious institutions like temples, gurudwara. This sense that religious activities are being continued even in the foreign country provided a feeling of contentment to the participant as she may have felt that an ultimate Divine power is there with her child. To ensure that graciousness of God is with her child she always includes her son in the rituals during festivals through video calls. This implies that the participant believed that even if she is not with her son to take care of him, there is a positive energy/God to help him settle there.

It is important to note that everyone's experience with faith is personal and unique. Bhui & King (2008) identified that People use religious coping, and this has implications for promoting resilience and recovery. Our participant found solace through the same coping mechanism that had previously helped her navigate the pain of being separated from her child. This mechanism not only granted her the strength to endure seemingly insurmountable challenges but also imbued her with resilience in the face of circumstances beyond her control. Placing her worries in the hands of her faith, she entrusted that God would guide her towards a brighter future.

While faith can provide comfort and support, it is also essential to seek practical solutions and professional help, such as counselling or therapy, to address any separation anxiety or emotional challenges that arise during the time.

Discontent with the lack of opportunities in India: Our Study highlights one of the most important reasons for mobility of children to foreign countries which is lack of career opportunities in India. Participant mentioned that if there were enough opportunities in our country she would have never sent her child to a foreign nation as she shares a deep emotional connection with her child and it was very difficult for her to send him abroad. She blames the government for not providing enough opportunities to the youth of our country, "*government ko aesa h ki hmare youth ko bhi opportunity de, apne desh m de, pardesh m ja rhe h mehnat krne"*. Especially for the business class, there are very few opportunities. No doubt, India has a large and competitive job market, but it can be challenging for students to secure well-paying jobs or find opportunities that align with their career aspirations. In our case the child was not able to find financial freedom while attempting to make a place in the business market. The Indian government plays a crucial role in addressing the issue of limited opportunities for youth in India and mitigating the factors that may prompt them to move abroad. Moving abroad is also linked with an easy access to a luxurious lifestyle which is hard to attain in India. In foreign countries the salary provided per hour of work is much higher as compared to India, where even after working for the whole day people could hardly sustain a good lifestyle. Hercog & Van de Laar (2017) discussed, People who place high importance on work-related factors are more mobile, while people who place higher importance on family-friendly environment and public safety prefer staying in India. We also found the same in our participant's case, where her son placed high importance on financial independence and it provided a major motivation to move abroad.

Pressure to maintain societal status: But in many cases the reason why parents send their child abroad is also linked with the association of moving abroad to a sense of prestige. It is believed by many parents that sending their child abroad would raise the social status of their family. In Indian society, there can be a strong emphasis on social status and external validation. Sending a child abroad for education is often seen as a symbol of success and accomplishment for parents. It can generate admiration and respect from relatives, friends, and the community, further reinforcing the sense of prestige associated with the decision.Many parents believe that foreign nations offer better lifestyles and to conform to high societal standards of living parents must send their children abroad. However, now parents have more significant reasons for sending their children abroad which includes exposure to new cultures, development of personality, quality of education and attainment of independence by child.

According to our participant there is not just lack of government services to help children settle a successful career in India but there is also lack of opportunity to attain a lifestyle which is of high prestige in society.

Family and financial challenges: Through our study we identified one of the major reasons why participants promoted the overseas education of her son was the financial difficulties that the family was facing. Participant's family has a joint family business with the extended members of the family, however the participant's son was

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not able to achieve success in the family business. He devoted more than 5 years in the family business but was not successful in attaining any financial stability. Parents were struggling to manage the family business, and they wanted their son to help them but seeing that their son is not getting any success they supported their son's decision to move abroad. We also identified inter-family competition among the members of the extended family in their joint business. The members of the extended family were quite happy with the Participant's son moving abroad as they would have less competition in their business now. Participants mentioned that they faced financial challenges even while sending their child abroad for the study but they sacrificed for the better future of their child. Rutten & Verstappen (2014) explored, Indian parents regard the migration as a requisite precautionary strategy to maintain their status as middle-class families in India, thereby safeguarding the next generation's future prospects. Our participant also showed a pressure to conform to such societal standards through her future orientations. She believes that living abroad would allow her child to earn enough money to match the standards of high society and needs of the future family of the child (his wife and children) "*ab iski shadi bhi krni hai, aaj kal ki ladkiya jo hoti hain vo nahi adjust kr sakengi kam paiso mein".*

She believes that the coming generation of the family would have more needs and desires, and she would not like them to compromise with their desires, hence sending her son abroad would offer advantages not only to her son but also to the son's future family.

Child Centric Decision: In the case of our participant, there was no premeditated plan for the family or any member to move abroad. The decision arose out of financial and educational reasons and was initiated by the son himself. The participant was unaware of her son's decision to leave and, as indicated by the data, played a passive role in the decision-making process. During the interview, she mentioned, "*merko nahi pata the isne IELTS ke paper bhi de diya hai.*" Initially, the participant strongly opposed the idea and would become emotional even at the mere thought of her son being away. Participant's daughter and son-in-law played a significant role in persuading her to accept the decision, they even helped her to become emotionally strong for the situation *" meri beti mere damad sabne yahi bola ki mummy aapko bhejna hi padna hai, strong ho jao".*Gradually she came to terms with it, recognizing that it was in the best interest of her son. Through the participant's description of the situation,it was clear that parents faced so many challenges while sending their child abroad, despite of being aware of all the difficulties, parents prioritised the needs of their child, " *hum bhi boodhe ho rhe h, hme bhi haath ki jroot h. Par bhejna pdta h".* They took a child- centric decision where they sacrificed their own needs to promote the success of their child.

Role as a nurturing parent: The participant had a strong emotional bond with her son and, in addition, she and her husband were facing the challenges of old age, making it even more difficult for them to let go of their main source of emotional, physical, and financial support. She played the role of a nurturing parent which involves providing unconditional love, care, emotional and physical support, and encouragement. The role of nurturing parents doesn't end after sending their children abroad for education. Even though their physical presence may be distant, their emotional support and guidance remain crucial throughout their children's educational journey. Our participant mentioned that she made persistent efforts to maintain communication and took care of her son

in any way she could. This demonstrates her ongoing role as a nurturing parent, even after her son moved away. Leung & Shek (2020) explored how parental sacrifice plays a crucial role in fostering filial piety and overall life satisfaction among Chinese adolescents who come from economically disadvantaged backgrounds. Our participant made many sacrifices to send her child abroad, which includes all the emotional and instrumental challenges she faced. And her statements made it clear that the son respects and appreciates his parent's sacrifices, "*kehta ki mere maa baap ne merko paise diye hain aur maine paisa nahi waste karna…maine kaise usko jodna hai*". As mentioned by the participant, the child in this scenario exhibits exceptional thoughtfulness and consideration towards the parents. This mutual nurturance can be seen as a dynamic, two-way process within the parent-child relationship. The sacrifices made by parents not only inspire the child to reciprocate by providing better care for their parents in their old age but also highlight the genuine selflessness behind the parents' acts of nurturance. It is crucial to recognize that these parental sacrifices are not necessarily driven by an expectation of future assistance from their child, as their nurturance is devoid of any selfish motives.

Enmeshed family: Enmeshed families are characterised by blurred personal boundaries and excessive concern among their members. In an interview, a participant shared that her son had always been deeply attached to her. He wouldn't go anywhere without her and involved her in every aspect of his life. The participant dedicated herself to cooking, doing laundry, and taking care of him as a way of expressing her love and concern. She found fulfilment in serving her child with affection and relied on him for a sense of purpose. This dependency was one of the reasons why she opposed his decision to study abroad within India, *" mne akele nhi rhna nahi mne terko akele kahin bhjena tu yahi p rahega mere paas hi"*. Consequently, the son missed out on opportunities to explore the world outside due to the interdependent relationship between the mother and son. Even after the son moved out, the participant would video call him frequently and check on his well-being. She would become distressed by even minor discomforts experienced by her son. This case exemplifies "helicopter parenting," a form of excessive parental involvement where parents employ overprotective strategies towards their children who are otherwise capable of assuming adult responsibilities and independence (Sergin et al., 2012). This sheds light on why it was challenging for the participant to allow her child to pursue studies abroad.

Food as an representative of love and well-being: Food is an essential human necessity that profoundly impacts both physical and emotional well-being. It serves as a means of expressing affection to loved ones, extending hospitality to strangers, and honouring religious beliefs. In this particular case, the participant showcased her love and care for her family by means of food, which is a customary practice in Asian cultures. Her devotion to cooking for her family reflects her deep affection and concern for their welfare. She took pleasure in preparing her son's favourite dishes, packing his lunches, and serving warm meals when he was unwell, *" Jb ye shop bhi jata tha toh uske liy alg-alg tiffin bnte the ki ye ab lunch bnra h yr uska breakfast bnra h, kin usne ye kehna hai usne salad khana h, aaj macaroni wala khana h, aaj nutri wala khana h. Aese hi 3-4 tiffin uske"*. This exemplifies her dedication to her family and her desire to cater to their culinary preferences. She devoted a significant portion of her day to cooking, underscoring her commitment to meeting their needs. Her love for her family and the joy she derived from nourishing them is evident. Even after her son moved abroad, she continued

to express her love and care through food, inquiring about his food choices and assisting him in meal preparation via video calls. This highlights the psychological significance of food in relationships and how it can be utilised to convey love and care.

Emotional Impacts of Son Moving Abroad: Our participant has a deep emotional connection with her son, which made it very difficult for her to send the child abroad. The participant experienced profound sadness when her son decided to move abroad. She had doubts about his ability to pass the exams and secure the visa easily. However, when everything fell into place, she had to push herself to accept the decision for the sake of her son's future. During the moment of her son's departure, she was overwhelmed with separation anxiety, fearing that something terrible might happen to her. She admitted in an interview that she went through a period of depression lasting three to four months after her son left. The circumstances deeply impacted her, leaving her feeling isolated and alone. To combat the loneliness, she sought solace by sleeping with her son's teddy bear, finding comfort in its presence. Additionally, she had conflicting thoughts about whether she had made the right decision but found some relief in her son's reas

Upon careful examination of the participant's statements, it became apparent that she lacked a distinct sense of personal identity. Her identity seemed to be defined solely by her role as a mother. Without her son present, she felt a void in her daily life. Having dedicated her entire existence to serving her son, his departure abroad came as a tremendous shock to her. The idea of living without him had never crossed her mind, and now that she had to face it, it proved to be challenging. Previously, she would spend her entire day in the kitchen, preparing various dishes for her son. However, in his absence, engaging in activities like cooking, shopping, or any form of enjoyment lost its significance for her. It was almost as if she had no purpose other than being a mother, indicating that she viewed her son as an extension of herself.

As previously stated, the participant had a strong level of involvement with her son, taking care of all his needs such as preparing meals and doing laundry. In the interview, she mentioned that she used to make packed meals for him. However, with her son now living abroad, she believed that he would handle his own responsibilities and no longer depend on her. This perception made her feel unnecessary and insignificant. The act of serving her son brought her joy, but now that he was no longer physically present, she experienced a sense of purposelessness, feeling unfulfilled and hollow.

Appreciative of son's thoughtfulness: The participant held a strong admiration for her son and highly appreciated his endeavours. The news of his decision to move away came as a shock to her due to the emotional bond they shared. Spending quality time together before his departure brought a sense of relief and joy to the participant. Together, they made plans regarding the frequency of their communication, which brought the participant a feeling of comfort and contentment. During moments when the participant felt overwhelmed by her son's absence, he provided reassurance and ensured that she maintained a proper sleep schedule, even when she called him late at night. The participant was deeply touched by her son's recognition of his parents' sacrifices, as evidenced by his conscious effort to save money by avoiding unnecessary expenses such as haircuts. Furthermore, the son exhibited a caring and attentive attitude toward his parents' well-being and health, further

strengthening the participant's positive perception of him. The findings presented in Gui & Koropeckyj-Cox's (2016) article, which discuss the challenges faced by young adults studying or working abroad in providing care for their elderly parents, are relevant to the current scenario.

Conclusion: In conclusion, the study explored the impact of a child moving abroad on parents, focusing on the emotional, social, and psychological consequences they may encounter. Key findings emerged through thematic analysis and interviews, revealing a mix of emotions within parents, including pride and happiness for their child's new opportunities, as well as feelings of loss, sadness, and loneliness. In India, a collectivist nation, the emotional connection and dependency among family members were particularly evident compared to individualistic cultures.The study identified themes such as financial and familial challenges, the role of parents in the decision, and the overall impact of the child's move. The participant expressed a sense of losing her identity, feeling dispensable, and experiencing loneliness after her son's departure. However, she gradually developed resilience and coping mechanisms, cherishing her son's newfound stability and independence. Additionally, the participant found solace in increased quality time with her spouse. This study provides valuable insights into the emotional journey of parents when their child moves abroad. It highlights the range of emotions experienced and the challenges faced, ultimately leading to an appreciation for the child's growth and independence.

Implications: We were able to conduct research in an area where there was a dearth of research. Current study may shed light on the emotional experiences of parents who have sent their child abroad for education. It could explore the feelings of separation, anxiety, or loneliness that parents may experience when their child is studying in a foreign country. Understanding these emotions can help provide support systems and resources for parents to cope with the challenges they face. Some kind of community-based interventions can be made, especially in the states like Punjab where most parents send their child abroad for career and educational purposes. Parents' experiences could provide insights into how they and their children adapt to a new culture. It could explore the challenges and successes parents encounter when supporting their child's cultural integration, such as language barriers, cultural differences, and adjusting to a new educational system. Understanding these experiences can inform policies and programs aimed at facilitating cultural adaptation for both parents and students.

The study can shed light on the challenges and concerns faced by parents when sending their child abroad for education. This information can prompt the government to revise education policies related to studying abroad, such as financial support, scholarships, or streamlined application processes. The aim would be to make studying abroad more accessible and less burdensome for parents and students. The study may reveal financial barriers as a significant concern for parents. Governments can respond by introducing or enhancing financial aid programs to support families in funding their child's education abroad. This could include scholarships, grants, or low-interest loans specifically designed for parents with children studying overseas.

As the study highlights "lack of opportunities in India " being one of major reasons why parents send their children abroad, it could provide the government an insight about the needs of youth with respect to their career and academics. Government could provide better career opportunities to youth, they could provide quality

education at an affordable price, and could launch programs for the skill development of youth. If equal help and attention is provided to all the different career options that the youth wants to pursue, then there is a high possibility that most people would stay in their own country. This type of intervention could promote the overall development of a nation as skilled people would not move out in the search of better opportunities and they would help in the socioeconomic development of the country.

Limitations: The limitations of the study include the difficulty in generalising the findings to other individuals or situations since only one participant was interviewed. This lack of diversity can hinder the transferability and impact of the research. Additionally, relying solely on the mother's perspective may introduce bias and limit the understanding of the child's behaviour and family dynamics. Neglecting to interview the father means valuable insights and perspectives may be missed, as he plays a unique and significant role in the child's life. Furthermore, conducting the interview via Google Meet means that important non-verbal cues such as facial expressions and body language were missed, which can provide valuable information about the candidate. Lastly, the absence of a mock interview prevented the opportunity to enhance the quality of the research and reduce the risk of failure in the actual interview.

Future Directions: To overcome the issue of restricted interviewing of a single participant in qualitative research, it is advised that researchers avoid generalising findings from that individual to larger populations. This approach has the potential to distort the accuracy of results and lead to flawed conclusions. Instead, researchers should prioritise conducting interviews with multiple participants, encompassing various genders, ages, and regional affiliations in India. By doing so, they can develop a more comprehensive and nuanced understanding of the subject matter. This aligns with established principles of qualitative research that emphasise triangulating data from different sources to enhance the validity and reliability of research findings. To address the limitation of studying only one parent (the mother), a possible strategy is to conduct research interviews with fathers while maintaining a focus on the same topic. This approach allows for assessing the accuracy of research findings and ensuring their representation of the broader population. To overcome the limitations of telephonic interviews, conducting face-to-face interviews where the researchers are physically present can be a potential solution. Face-to-face interviews offer a more comprehensive and accurate assessment of participants' responses, emotional states, and behaviours, which is particularly important in psychology research. Researchers can also employ various data collection methods, such as surveys, questionnaires, and behavioural observations, which may not be feasible or effective in interviews conducted via platforms like Google Meet.

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