

# A Study on Psychosocial Impact of Parental Absence on International Youth Adolescents Studying in Parul University

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## Abstract:

The study explores the psychosocial impact of parental absence on international adolescents studying at Parul University. It highlights the rising trend of adolescent migration due to globalization and economic factors, leaving many adolescents to navigate their developmental years without direct parental support. The study aims to assess how international students cope with this absence and the extent to which it affects their emotional health, social life, and academic performance. The research also seeks to identify government policies aimed at supporting international students facing these challenges. A qualitative research approach was used, employing a case study research design to gain in-depth insights into the experiences of international students at Parul University. Data was collected using surveys distributed via Google Forms, with questions covering emotional well-being, social adjustment, academic performance, and coping mechanisms. The study sample consisted of 40 international students from various countries, selected through purposive sampling to ensure the inclusion of individuals directly experiencing parental absence. The findings from the study indicate that parental absence significantly affects the psychosocial well-being of international students. Many respondents reported experiencing loneliness, homesickness, anxiety, and depression. Additionally, language barriers, cultural adaptation difficulties, and lack of immediate parental guidance were common issues. However, a significant number of students also reported increased independence and resilience, suggesting that some adolescents adapt positively to their circumstances. The study emphasizes the need for universities to enhance support services, such as counseling programs, mentorship initiatives, and peer support groups, to help students navigate their academic and personal lives effectively. Additionally, governments and institutions should implement policies aimed at providing holistic support to international students, ensuring that they receive the necessary emotional and academic guidance despite being away from their families.

**Keywords:** Psychosocial Impact, Parental Absence, International Adolescents and Academic performance.

## INTRODUCTION

Adolescence is a crucial transitional stage in human development, marked by physical, emotional, and psychological changes. During this period, adolescents struggle with identity formation, emotional stability, and social integration. The role of parents is essential in guiding adolescents through these changes, offering emotional support, and fostering a sense of security. However, when parents are absent

due to migration or other circumstances, adolescents may face challenges such as loneliness, emotional distress, and difficulty making independent decisions. The absence of parental figures can also lead to negative psychosocial effects, influencing an adolescent's overall well-being, social interactions, and academic performance.

## PARENTING ADOLESCENTS

Taking Care of Teens Adolescence is a time of significant transformation for both parents and teenagers, and it is associated with a unique set of worries and anxieties. Many parents worry about their children's future adolescence because of their changing goals and social networks. Adolescence is seen by many parents as the most difficult period of raising children. For youth, adolescence is a lively and enjoyable period of life. The only transitional stage where a youngster experiences such significant changes is adolescence. By undergoing physical and mental changes, adolescents are always attempting to reevaluate their interactions with their parents, friends, school, and society. It is about changing one's connection with one's parents from one of dependence to independence. The way parents raise their children may be very important in helping them cope with this serious problem. (Lorence et al., 2019)

Research on cognitive development sheds important light on how teenagers' thought processes and decision-making skills change during times of major environmental stress or transition, including parental absence. Knowing these developmental shifts is essential to my research's main focus, which is how teenagers deal with emotional and psychological difficulties when their parents are not actively involved. We can better understand how teenagers may adjust to contend with such family dynamics by using Kuhn's paradigm to examine the relationship between cognitive development and external stressors, such as parental absenteeism. Kuhn (2006)

Developmental psychology is becoming more interested in the psychosocial effects of parental absence on teenagers who live and study overseas. Kuhn's 2006 study sheds important light on how this absence impacts young people's social, psychological, and emotional development when they are in unfamiliar settings. The absence of parental figures can either make these difficulties worse or make them less severe. Adolescents at this crucial developmental time frequently undergo major changes in their identities, emotions, and social interactions. The intricacies of this problem are examined in Kuhn's research, which emphasizes how parental absence affects teenagers' social relationships, scholastic experiences, and cultural adaptation.

As a result of globalization, more families are splitting up for migration, employment, or educational reasons. The psychological and emotional difficulties that teenagers have when living and studying overseas without their parents' presence are covered in Pasuwa's 2009 study. The study clarifies the multifaceted impacts of parental absence on teenagers by examining the ways in which it affects their identity formation, social interactions, academic achievement, and emotional health. The main points of Pasuwa's research will be outlined in this essay, along with how they relate to the larger framework of teenage development and the value of parental participation.

The emotional and psychological toll that parental absence takes on teenagers, especially when they are living overseas, is highlighted by Pasuwa's research. Parents are frequently the main source of emotional support and direction during adolescence, a developmental stage characterized by major emotional and social changes. Teenagers who are separated from their parents, particularly abroad, frequently experience worry, homesickness, and loneliness. According to Pasuwa, these emotional difficulties might worsen in the absence of parents' consoling presence, increasing a person's vulnerability to mental health conditions

like identity uncertainty, stress, and depression. Teenagers who lack a parental figure to offer them emotional support and stability may experience an emotional void, leaving them susceptible to both immediate and long-term psychological struggles.

Pasuwa also highlights the difficulty adolescents face in emotionally regulating themselves when dealing with unfamiliar environments. Without the constant support and monitoring of parents, adolescents may feel emotionally overwhelmed, which can hinder their ability to process and cope with new challenges. This emotional instability is particularly pronounced when they encounter situations that require strong decision-making skills or when they experience cultural shock, where their established coping mechanisms are less effective

### **IMPORTANCE OF PARENTING IN ADOLESCENCE**

One significant factor that accounts for differences in children's normal and abnormal development during the formative years of childhood is the parent-child interaction, especially up until puberty. Researchers have widely recognized and discussed the role of parents on a child's personality development (Laursen & Collins, 2009; Seiffge-Krenke, et al., 2010; Thelen & Smith, 1998). According to psychologists, educators, and other social scientists, a child's development is greatly impacted by the kind of the relationships they have with their parents, teens, and other crucial family members. According to research, the bond between parents and children during this time is reciprocal, interdependent, and equally significant for both parties. Any shift in the nature of the relationship during this time could lead to disputes, which could either be short-lived and go away eventually or have a permanent effect on both the parents' and children's lives. The most crucial element for a child's whole development including their physical, emotional, social, and intellectual growth from infancy to adulthood is parenting, particularly during adolescence. In addition, parenting is thought to have a big impact on the adolescent's personality development and mental health.

### **INTERNATIONAL PERSPECTIVE ON PARENTAL ABSENCE**

Scholars worldwide have explored the effects of parental absence on adolescents. In the United States, studies by Masten (2001) and Suarez-Orozco et al. (2009) emphasize the role of resilience in helping international students adapt to new environments despite the psychological strain of separation. Similarly, research by Arnett (2014) on Emerging Adulthood Theory suggests that late adolescence is a critical period of identity formation, and parental absence can either hinder or accelerate independence, depending on the availability of supportive structures.

Parental absence is a well-documented phenomenon affecting adolescents' psychosocial development. According to Bowlby's (1969) Attachment Theory, parental presence plays a crucial role in shaping emotional security. Adolescents separated from their parents may develop anxiety, loneliness, and difficulties in forming secure social relationships (Ainsworth, 1989). In the context of international students, parental absence is compounded by cultural displacement, academic pressure, and social isolation.

In India, studies on student migration highlight the socio-emotional struggles faced by international students. A study by Gupta and Sharma (2018) found that international students in Indian universities often struggle with homesickness, anxiety, and difficulties in integrating into the host culture. Patel and Mehta (2020) argue that strong peer networks and institutional support can mitigate these challenges, underscoring the importance of university-led psychosocial support programs.

### **Cultural adaptation and identity formation**

The process of cultural adaptation significantly affects international students. Berry's (1997) Acculturation Theory explains how individuals adapt to new cultural environments through four strategies: assimilation, integration, separation, and marginalization. International adolescents who integrate into the host culture tend to have better mental health outcomes compared to those who feel isolated or marginalized (Sam & Berry, 2010). Studies by Phinney (1990) and Tajfel (1978) on social identity formation further support the idea that a strong sense of belonging in a new environment can reduce the negative psychosocial effects of parental absence.

## **LITERATURE REVIEW**

### **International migration**

International migration refers to the movement of individuals across borders in pursuit of economic opportunities, education, or safety. De Haas (2007) describes it as a complex process influenced by political, economic, and social factors that impact both sending and receiving countries. Globalization has contributed to an increase in global migration as people around the world can now easily connect. According to (ZIMSTAT, 2014) Zimbabweans migrated because of lack of job opportunities, better school opportunities and some because they wanted to increase their household income. Most Africans come to European nations from East and North Africa. Africans typically migrate to nations that they have colonized. The Caribbean islands of the Americas, South America, India and China are some of the highest migration rates in the world. International migration poses particular problems for both receiving and sending countries. Fitzgerald (2009) argues that the Roman Catholic Church is against immigration. Because immigration represents a negative morality in terms of disrupting family structures.

### **Psychosocial effects of parental absence on adolescents studying abroad**

Social capital theory helps explain the impact of international relocation on children's well-being. Guo (2012) emphasizes that social interactions create valuable resources that influence developmental outcomes. Similarly, Coleman (1990) highlights the importance of family social capital, which includes both parental presence and engagement in a child's life. According to this conceptualization, numerous parenting and family processes can eventually affect how a child develops. Family social capital is formed, accumulated, and developed in these processes. Therefore, parental absence brought on by labor migration causes a lack of family social capital, which may have a dampening influence on children's wellbeing. Researchers who study children in rural China also discovered that those who migrated had lower nutrition intake, earlier puberty, higher levels of aggression and risk-taking behaviors, lower self-esteem and lower self-concept (Wang et al. 2015)

### **Depression**

The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) outlines symptoms of depression such as persistent sadness, social withdrawal, and irritability (American Psychiatric Association, 2000). Adolescents experiencing parental absence may exhibit these symptoms due to emotional distress. Although, not depressed, they perceive their situation in a rather negative way which causes them to manifest with some symptoms of depression.

### **Social impact**

Adolescents rely on their parents for social support and for the fulfilment of everyday needs (Silver, 2006). When this support is absent daily stressors become exaggerated and cause unnecessary strains on these adolescents. According to Erik Erickson (1963) the absence of parents due to migration may jeopardize

the growth of an adolescent. (Feeney and Collins, 2010) parental advice and support are specially needed for the development of an individual, a sequel base is vital for the exploration of new identities and for independence to mature.

### **Cognitive effects of parental absence on adolescents**

Cognitive development is critical in preparing young people to be able to manage complexity, make judgments, and plan for the future. Early parental care is seen to be one of the most crucial elements in fostering a child's abilities (Santrock, J. W 2018). This study investigates the impact of parental absence on the development on cognition of adolescents. The findings indicate that children who have moved abroad suffer negatively as a result of their parents' absence. Particularly, the absence of a mother appears to have long-lasting detrimental consequences on children's development. Mechanism evaluations reveal that children's efforts in school may be diminished and their mental health may suffer as a result of parental absence

### **Academic performance**

Teens' academic achievement is believed to benefit from a typical family structure. Teens stay motivated because they want to make their parents proud of them, and parents, particularly fathers, push kids to do better in school (Quinn-Nilas, Kennett, and Maki, 2019). Teens lose their main source of incentive when their parents are not there, thus they are not as concerned about their academics. Teens cannot take care of themselves, even if they may act as though they do. One important element influencing student performance is performance anxiety. (Bono and Nunez-Pena, 2019). Parents need to be there to watch over them, offer them guidance and help them cope with different situations but if they are absent, it strains their performance.

### **Emotional effects of parental absence on adolescents**

Parents not only support and develop their children's personalities, but they also have an impact on their psychosocial growth. Living with both biological parents tend to result in children and adolescents who have more stable levels of wellbeing, whereas parental absence is associated with lower levels of wellbeing in both childhood and adulthood. (Amato, P. R 2005) A child's psychological growth can be severely impacted by the experience of losing a parent. Children raised with no parent may experience feelings of uncertainty and loneliness as well as immaturity in their behavior. By doing this, they frequently become less skilled at controlling their emotions and adapting to societal demands. (Kehily, M. J 2007),

### **Emotional maturity**

The ability to control one's own judgment and behavior as well as their emotions, as well as their ability to recognize and understand the emotions of others, is referred to as emotional maturity. According to Franz Alexander (1950)'s notion of emotional maturity, people can only be considered psychologically mature if they have developed intellectually to a particular degree and are able to retain a given level of emotional view (Anad, N. K, Kunwar, 2014). As a component of social and emotional development, the interaction between parents and adolescents is represented. Emotional immaturity might make teenagers feel lonely, and that loneliness and emotional immaturity combination can affect how happy a person feels in life (Settineri. S, 2021). In particular, compared to emotionally mature people, those who are emotionally immature experience loneliness more frequently and have lower levels of emotional regulation.

## **METHODOLOGY**

This study will use a qualitative case study approach, focusing on international adolescents at Parul



University, India who are experiencing parental absence. The research will explore their psychosocial adaptation, emotional well-being and coping mechanisms in a foreign cultural environment. This approach will provide a deeper understanding of emotional and social impact of parental absence. The findings will help inform policies and support systems for international students facing similar challenges.

### Objectives of the study

1. To study socio-economic background of adolescence youth studying in Parul.
2. To identify social problems faced by International Student due to parental absence.
3. To know coping mechanisms of international students for solving the psychosocial problems.
4. To analyze the government policies for international student for solving their problems.

### Sample Size

A sample of 40 adolescent youths will be used, any from the following departments Engineering Department, Social Work Department, Medical Department and lastly IT Information and Technology Department, the age range will be 16-28years, this age range has been preferred because adolescents can provide own consent to participate in the study.

### Study Period:

The research will run from March 2024 to March 2025, allowing ample time for data collection, analysis, and formulation of conclusions.

### Universe

The study will focus on adolescent students studying in Parul University, this will provide a narrative insight on the psychosocial impacts they are facing.

### Sampling Method

Purposive sampling was used to recruit the research participants. In such sampling, the researcher employs her professional judgment to select cases that represent the population of interest (Neuman, 2006).

### Sample selection criteria

- In this study International Adolescents with absent parents due to international migration were chosen to participate in the study based on the characteristics that best met the objectives of the study.
- Must be currently studying at Parul University, Vadodara
- Both male and female students are included
- They should be willing to participate in the survey

### Research Setting

This study is set in Parul University, Vadodara, with a target population of 40 international students who are currently residing in Vadodara and pursuing their academic studies at the university.

### Limitations of the study

The **small Sample Size** limits the study to a specific number of international adolescent students at Parul University, making it difficult to generalize findings to a larger population. Responses from participants may be biased or influenced by personal perceptions, leading to potential inaccuracies in assessing

psychosocial impacts. Also, the study might lack **Longitudinal Data**, the study may focus on current experiences rather than tracking long-term effects of parental absence over time.

**Reference period:** The research data collection and analysis period lasted from November 2024 to January 2025

**Statistical Tools**

Microsoft Word and Excel: Microsoft Word is primarily used for creating and editing documents such, as reports, and essays.

**RESULT AND DISCUSSION**

**TABLE no. 1: What is your age group?**

Age group	Frequency	Percentage
17 – 19	6	15%
20 – 23	19	47.5%
24 – 25	9	22.5%
25 and above	6	15%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The chart presents the age distribution of 40 respondents in a research survey. The largest group of respondents falls within the 20 – 23 years age group, comprising 47.5% of the total sample. This indicates that nearly half of the participants are in this age group. The second largest group is the 24 – 25 years category, making up to 25.5% of the respondents. Meanwhile the 17 – 19 years and 25 and above groups each account 15% of the total responses. These results suggests that the majority of participation are young adults with a significant portion between 20 and 25 years old.

**Table no.2: What is your country of origin?**

Country of Origin	Frequency	Percentage
Zimbabwe	25	62.5%
South Africa	3	7.5%
Lesotho	2	5%
Tanzania	2	5%
Swaziland	2	5%
Ethiopia	1	2.5%
Botswana	1	2.5%
Uganda	1	2.5%
Ivory coast	1	2.5%
Ghana	1	2.5%
Mozambique	1	2.5%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The chart shows the distribution of respondents according to their country of origin this proves the culture diversity as students from all over Africa come to study at Parul University.

**Table no.3: Do you engage in part-time work while studying?**

Engagement in part-time work	Frequency	Percentage
<b>Yes</b>	<b>14</b>	<b>35%</b>
<b>No</b>	<b>26</b>	<b>65%</b>
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The chart reveals that 35% of the respondents answered “Yes” to engaging in part time work while studying. While 65% of the respondents answered “No” to engaging in part time work while studying. This suggests that the majority of students at 65% do not take on part time employment while focusing on their studies. However, a significant portion of 35% do balance part time work alongside their academic commitments. The data provides insight into the work-study habits and priorities of the surveyed student population. This information could be useful for understanding the challenges faced by students, as well as informing policies and support systems to help students manage their workload and finances during their studies.

**Table no.4: How frequently do you speak with your parents?**

Communication with parents	Frequency	Percentage
<b>Always</b>	<b>22</b>	<b>55%</b>
<b>Often</b>	<b>15</b>	<b>37.5%</b>
<b>Sometimes</b>	<b>3</b>	<b>7.5%</b>
<b>Rarely</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The chart shows that the majority of respondents, 55% always speak with their parents during their time at Parul University. A significant portion 37.5% often speaks with their parents. A smaller percentage 7.5% sometimes speak with their parents. None of the respondents rarely speak with their parents. The data provides insights into communication patterns between the international students and their parents. It suggests that maintaining close contact with family is an important part of the students experience here at Parul University.

**Table no.4: Do you feel a lack of parental guidance affects your academic performance?**

Response	Frequency	Percentage
<b>Yes, significantly</b>	<b>9</b>	<b>22.5%</b>
<b>No</b>	<b>22</b>	<b>55%</b>
<b>Maybe</b>	<b>8</b>	<b>20%</b>
<b>Not sure</b>	<b>1</b>	<b>2.5</b>
<b>Total</b>	<b>40</b>	<b>100%</b>

The chart shows that the majority of respondents 55% do not feel that lack of parental guidance affects their academic performance. 22.5% of respondents answered they feel that a lack of parental guidance significantly affects their academic performance. 20% of respondents answered maybe. 2.5% of respondents answered not sure of the impact of parental guidance on their academic performance. The responses show a mix of perspectives with the majority indicating parental guidance is not a major factor while a sizeable minority do feel its absence significantly impacts their studies. The data suggests students have varying levels of reliance on parental support for their academic success.



**Table no.5: Have you experienced feelings of loneliness/homesickness due to being away from home?**

Response category	Frequency	Percentage
Frequently	18	45%
Sometimes	20	50%
Rarely	2	5%
Never	0	0%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The data suggests that loneliness and homesickness are common experiences among people who are away from home. The majority (95%) report experiencing these emotions either frequently or sometimes, with half of the respondents feeling this way occasionally. This could indicate that being away from home has a significant emotional impact on individuals. The small percentage of people who rarely feel lonely or homesick suggests that some individuals are more resilient or have better coping mechanisms, such as social support networks or personal adaptation strategies. However, since no respondents selected "never," it implies that nearly everyone faces some level of emotional challenge when away from home. This insight could be useful for institutions, workplaces, or communities that support people who are away from their homes, emphasizing the need for mental health resources, social integration programs, or support systems to help individuals cope with loneliness and homesickness.

**Table no.6: What kind of social issues are you dealing with in Parul?**

Social Issue	Frequency	Percentages
Language	20	50%
Teaching pedagogy	6	15%
Work load	4	10%
Hostel problem	4	10%
Discrimination	5	12.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

The data suggests that language barriers are the most significant social issue faced by individuals in Parul, with 50% of respondents identifying it as a concern. This indicates that many individuals may struggle with communication, affecting their social integration, academic performance, and overall experience. Other social issues include teaching pedagogy (15%), which suggests that some respondents may have difficulties adapting to the teaching methods used. Workload (10%) and hostel problems (10%) also contribute to social struggles, potentially indicating stress related to academic pressure and living conditions. Discrimination (12.5%) is also a notable issue, reflecting concerns about fairness and inclusion within the community. The data highlights the need for better support systems, such as language assistance programs, improved hostel facilities, and a more inclusive academic environment, to ensure a positive social experience for individuals in Parul.

**Table no.7: What impact has your parents' absence had on your capacity to make significant life decisions?**

Impact of Parents' Absence	Frequency	Percentage
I struggle to make decisions without their guidance	4	10%

<b>I feel somewhat uncertain but manage</b>	<b>6</b>	<b>15%</b>
<b>I have become more independent</b>	<b>22</b>	<b>55%</b>
<b>It has not affected me</b>	<b>8</b>	<b>20%</b>
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The data suggests that a majority (55%) of respondents have become more independent due to their parents' absence, indicating that being away from parental guidance has contributed to their personal growth and decision-making skills. However, 15% feel somewhat uncertain but manage, showing that some individuals still rely on parental input but are learning to make decisions on their own. A smaller portion, 10%, struggle to make decisions without their parents' guidance, which could suggest challenges in adapting to independence or making significant life choices. Finally, 20% report that their parents' absence has not affected them, suggesting that they either had prior experience in making independent decisions or that external support systems have helped them adapt. Overall, the data highlights how parental absence can be a catalyst for independence in most individuals, while some still face challenges in decision-making. This insight can be useful for institutions or organizations aiming to provide guidance and mentorship programs for students or young adults transitioning into independent life.

**Table no.8: Have you faced any difficulties in adjusting to a new cultural and social environment due to parental absence?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>15</b>	<b>37.5%</b>
<b>No</b>	<b>18</b>	<b>45%</b>
<b>Maybe</b>	<b>7</b>	<b>17.5%</b>
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The data suggests that 45% of respondents have not faced difficulties in adjusting to a new cultural and social environment due to parental absence. This implies that many individuals are resilient and can adapt well despite being away from their parents. However, 37.5% of respondents reported facing challenges, indicating that a significant portion struggles with cultural and social adaptation. These difficulties could stem from differences in language, customs, social norms, or the lack of parental guidance during the transition. Additionally, 17.5% of respondents are uncertain about whether parental absence has affected their adjustment. This could mean they experience minor challenges but do not consider them significant, or they have mixed experiences depending on different situations. The data suggests that while many individuals can adjust without difficulties, a considerable percentage still faces struggles. This highlights the need for support systems such as cultural orientation programs, mentorship, counseling, and peer support groups to help those experiencing challenges in adapting to new social and cultural environments.

**Table no.9: Which one of the psychological problems have you faced here in Parul?**

<b>Psychological problem</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Anxiety</b>	<b>9</b>	<b>22.5%</b>
<b>Depression</b>	<b>13</b>	<b>32.5%</b>
<b>No support</b>	<b>4</b>	<b>10%</b>
<b>Loneliness</b>	<b>11</b>	<b>27.5%</b>
<b>All of the above</b>	<b>2</b>	<b>5%</b>

N/A	1	2.5%
Without a father figure	1	2.5%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The most common psychological issue faced by respondents is depression (32.5%), followed by loneliness (27.5%) and anxiety (22.5%). This suggests that a significant number of individuals struggle with mental health challenges, possibly due to environmental stressors, academic pressure, or social isolation. 10% of respondents reported a lack of support, which could contribute to feelings of loneliness and depression. A small percentage (5%) indicated that they experience all of the above issues, meaning they deal with multiple psychological struggles simultaneously. 2.5% reported that the absence of a father figure affects their ability to make career decisions, highlighting a concern about guidance and mentorship. Another 2.5% marked N/A, meaning they do not face any of these psychological challenges. The data indicates that a majority of respondents face mental health challenges, with depression, loneliness, and anxiety being the most prevalent issues. This suggests the need for mental health support systems such as counseling services, peer support groups, and mentorship programs to help students cope with these psychological difficulties. It also highlights the importance of creating a supportive environment that fosters emotional well-being and social integration.

**Table no.10: What is your main coping mechanism when dealing with any sociopsychological issue?**

Coping mechanism	Frequency	Percentage
Talking to friends or family	18	45%
Engaging in physical activity	11	27.5%
Practicing relaxation techniques	3	7.5%
Seeking professional help	2	5%
Praying	2	5%
Closing of all other issues	2	5%
Sleep	2	5%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

The most common coping mechanism is talking to friends or family (45%), suggesting that social support is a key factor in managing sociopsychological issues. This indicates that people often rely on interpersonal connections to navigate difficulties. 27.5% of respondents engage in physical activities, such as exercise, to manage stress and psychological challenges. This highlights the importance of physical well-being in mental health management. 7.5% practice relaxation techniques, such as meditation or breathing exercises, indicating that some respondents actively seek mindfulness strategies to reduce stress. 5% seek professional help, such as counseling, which suggests that mental health services may not be widely used, possibly due to stigma, lack of access, or personal preference. 5% rely on prayer, showing that spirituality or religious beliefs play a role in coping mechanisms. 5% cope by avoiding or shutting down emotions, which might indicate difficulty in addressing problems directly. 5% use sleep as a coping mechanism, which could suggest exhaustion, avoidance, or using rest as a way to manage stress.

**Table no.11: Have you utilized the mental health counselling sessions that Parul offers?**

Response	Frequency	Percentage
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<b>Yes</b>	<b>1</b>	<b>2.5%</b>
<b>No, but I have considered it</b>	<b>15</b>	<b>37.5%</b>
<b>No, I don't feel the need</b>	<b>24</b>	<b>60%</b>
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

Only 2.5% of respondents have actually utilized the mental health counselling services offered by Parul University. 37.5% have considered using the services but have not done so. A significant majority (60%) feel they do not need counselling services at all. Mental health counselling services at Parul University are severely underutilized. Despite awareness, a large number of students do not seek help, possibly due to stigma, lack of time, or belief that they can handle issues on their own. Those who have considered seeking help but haven't done so might benefit from more accessible and informal mental health resources. The university could implement outreach programs, peer counselling, and awareness campaigns to encourage more students to seek support when needed.

**Table no.12: Are you aware of any government policies in your host country that support international students?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes, I am well informed</b>	<b>4</b>	<b>10%</b>
<b>Yes, but I only know a few</b>	<b>11</b>	<b>27.5%</b>
<b>No, I am not aware of any</b>	<b>25</b>	<b>62.5%</b>
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

62.5% of respondents are not aware of any government policies that support international students. This suggests a lack of information or communication about available resources, which may leave students uninformed about their rights, benefits, and opportunities. 27.5% have some knowledge of such policies but are not well-versed in them. This indicates that while some awareness exists, there is still room for improvement in educating international students about government support. Only 10% consider themselves well-informed about these policies, meaning that very few students actively seek out or receive sufficient details about available government assistance. This data suggests that there is a major gap in awareness regarding government policies for international students. Universities, student organizations, and government bodies should consider enhancing communication efforts through workshops, orientations, and online resources. Institutions could collaborate with government agencies to provide clearer, more accessible information on scholarships, work permits, legal rights, and other relevant policies. The low awareness rate (62.5% unaware) may also suggest that many international students are missing out on essential benefits that could improve their academic and social experiences. A proactive approach, such as informational sessions, student handbooks, and digital resources, could help bridge this gap and ensure international students are well-equipped to navigate their host country's policies effectively.

**Table no.13: Does the government provide sufficient mental health and well-being support for international students? Which type of support is the government providing?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes, there are adequate services</b>	<b>4</b>	<b>10%</b>
<b>Some support exists, but it's not enough</b>	<b>0</b>	<b>0</b>

<b>No there is little to no support</b>	<b>3</b>	<b>7.5%</b>
<b>I am aware of such support</b>	<b>33</b>	<b>82.5%</b>
<b>I'm not sure</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

82.5% of respondents stated they are not aware of any government-provided mental health support. This is a major concern, as it suggests that either such services do not exist or they are poorly advertised and communicated to international students. Only 10% of students believe there are adequate services, meaning that even if support is available, very few international students are benefiting from it. 7.5% explicitly stated that there is little to no support, reinforcing the perception that government-provided mental health assistance is lacking or ineffective. No respondents selected "some support exists, but it's not enough," which indicates that the awareness gap is more pressing than dissatisfaction with available services. The data suggests that there is a significant awareness gap regarding government mental health support for international students. Even if services are available, they are not reaching the students who need them. Institutions and government agencies need to increase awareness efforts, possibly through orientation programs, social media campaigns, or direct outreach. Mental health support may be insufficient or underfunded, which could explain why such a low percentage of students acknowledge its presence. More research is needed to determine whether mental health services exist but are underutilized, or if they genuinely lack accessibility and funding for international students. Universities could bridge the gap by advocating for stronger government involvement in student well-being programs, including culturally sensitive counselling services and multilingual mental health resources. Therefore, this data highlights a serious need for better communication and expansion of mental health support services for international students.

**Table no.14: Which type of support is given by the Indian government and your origin country's government to handle social challenges faced?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Not aware of any</b>	<b>16</b>	<b>40%</b>
<b>Study opportunities</b>	<b>2</b>	<b>5%</b>
<b>Other responses</b>	<b>22</b>	<b>55%</b>
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

A large percentage of students are unaware of any support 16 out of 40 respondents (40%) stated that they are not aware of any support provided by the governments. This highlights a significant lack of communication or outreach regarding available programs. Many international students may struggle with social challenges but are unaware of any formal assistance they could receive. This suggests either a lack of adequate support programs or poor dissemination of information about existing ones. Very few students recognize study opportunities as a form of support (5%) Only 2 out of 40 respondents mentioned "Study opportunities" as a type of government support. This suggests that while educational opportunities exist, they are not widely recognized as a solution to social challenges. It could also mean that students are looking for other types of support (e.g., financial aid, housing assistance, mental health services) rather than just study-related opportunities. Majority fall under "Other Responses" (55%). The largest group, 22 out of 40 respondents, provided varied responses categorized as "Other." This suggests that there is no clear consensus on the type of support available, with different students experiencing or perceiving different levels of assistance. It could indicate that some students may have encountered certain forms of

support but do not see them as widely accessible or effective.

## RECOMMENDATIONS

Based on the findings, the following recommendations are made to enhance the effectiveness of government schemes, School initiated Programs to improve the lives of the International Students of Parul University.

1. International students at Parul University experience various psychosocial challenges due to parental absence. To enhance their well-being and academic success, the following recommendations are proposed:
  - **Seek Support Networks:** Students should actively participate in peer support groups, mentorship programs, and cultural exchange activities to reduce feelings of isolation and homesickness.
  - **Utilize University Counseling Services:** Students facing anxiety, depression, or academic stress should take advantage of professional mental health services provided by the university.
  - **Engage in Social and Extracurricular Activities:** Joining clubs, sports, or student organizations can help students integrate socially and cope better with cultural transitions.
  - **Develop Independent Decision-Making Skills:** Since many students struggle with decision-making in the absence of parental guidance, skill-building workshops on critical thinking and problem-solving should be encouraged.
  - **Practice Self-Care and Stress Management:** Students should engage in physical exercise, relaxation techniques, or mindfulness practices to cope with psychosocial stress.
2. The university plays a crucial role in supporting international students. To enhance their academic, social, and emotional experiences, the following recommendations should be implemented:
  - **Enhance Student Support Services:** The university should expand counseling services, establish peer mentorship programs, and provide mental health awareness campaigns targeting international students.
  - **Strengthen Academic and Career Guidance:** Faculty should offer academic mentorship, tutoring services, and career workshops to help international students manage academic pressure effectively.
  - **Address Language Barriers:** Since language difficulties are a major challenge, the university should offer language support programs or orientation classes for better integration.
  - **Improve Accommodation and Social Spaces:** Creating safe and inclusive student lounges and cultural hubs can foster a sense of belonging among international students.
  - **Provide More Financial Aid and Work Opportunities:** Since financial stress is a concern, the university should work on scholarships, part-time job placements, and emergency financial aid programs for international students.
3. The government plays a fundamental role in ensuring the welfare and integration of international students. To improve their experience and make government programs more effective, the following measures should be taken:
  - **Increase Awareness of Government Programs:** Many students are unaware of embassy support, scholarship schemes, and student welfare programs; better outreach and promotion are needed through university partnerships.



- Strengthen Mental Health Support for International Students: Government policies should mandate accessible mental health services, including crisis helplines and community-based counseling for international students.
- Improve Cultural Integration Programs: Organizing national-level cultural adaptation workshops can help international students understand local customs, norms, and laws.
- Ensure Legal and Financial Assistance: The government should simplify visa renewal processes, offer financial grants, and regulate fair work opportunities for international students.
- Develop Stronger University-Government Partnerships: Collaboration between universities and government agencies should focus on improving international student experience, safety, and well-being.

## CONCLUSION

The absence of parents has significant psychosocial implications for international adolescents studying at Parul University. As these students navigate academic challenges and cultural adjustments, they often experience emotional, social, and psychological effects that shape their overall well-being. The psychosocial impact of parental absence on the students is profound, affecting their emotional well-being, social interactions, academic performance, and cultural adaptation. While some students develop resilience and independence, others struggle with loneliness, anxiety, and identity challenges. To mitigate these issues, strong peer networks, university support systems, and regular communication with family members play a crucial role in helping students cope with the absence of their parents.

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