Research Paper

Experiences with, the Effects of Parental Disengagement on, and Coping Mechanisms Employed by Students Who Live Away from Home

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ABSTRACT

According to Robert Neelly Bellah (1985), leaving home involves giving birth to ourselves through a second birth. After a while, it is common for young adults to decide to relocate from their hometown to various other locations, sometimes within the same state but sometimes to entirely different nations. The goal of this study was to concentrate on the phenomenon of why students prefer to move to a different region and the challenges they encounter when they do so because they receive less parental support there. It focuses on how each student uses a different set of coping mechanisms to deal with challenges in their own way. 14 students participated in one-on-one interviews as part of a qualitative research project. Each interview lasted between 30 and 60 minutes and was semi-structured in nature. As a sampling technique, deliberate snowball techniques were used. The paradigm of empirical research was applied. Less educational opportunities, the desire to become independent, and the desire to discover new places all influence students to leave their families behind and move to new locations. After moving to a new location where they have less parental support, they frequently struggle to find the ideal housing and a good roommate, as well as to get used to new surroundings and cuisine. They may experience feelings of homesickness, loneliness, emotional instability, and as a result, they may yearn to return home. The students were observed to struggle throughout the process to balance their various responsibilities, including their studies, household chores, and relationships with their family and friends. The study also discovered that students used a variety of coping mechanisms, including emotional coping, creative coping, problem-solving coping, and a few others. Additionally, it was observed that a small number of students combine coping mechanisms. After conducting the research, it was determined that although the students experience challenges when moving to a new location, those challenges lessen over time but continue to exist, and the students use a variety of coping mechanisms to deal with them. . During the whole process there is a chance that they develop their own individuation by earning many life skills.

Keywords: *Leaving home, Students, Emotional difficulties, Coping*

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For the student population, moving away from home and beginning a new life in a new location can be both exciting and difficult. Many students view leaving home as a rite of passage that allows them to develop their independence and learn about new opportunities. However, for some students who have little to complete parental disengagement in their life can be a traumatic experience that leaves them feeling stressed, anxious, and lonely. This essay will examine the students who live away from home's experiences, the effects of this lack of parental support, and the coping mechanisms they employ. In a way, leaving home involves giving birth to ourselves through a second birth (Robert Neelly Bellah, 1985). In the past, marriage was a major factor in many early moves, and it is still a major factor when beginning the first separate household today.

Research has shown that students who lack parental support face a range of challenges when they move away from home. One major challenge is the emotional impact of leaving behind the familiar and comfortable surroundings of home, as well as the support and guidance of parents. Students who lack parental support may feel isolated, alone, and overwhelmed by the challenges of living independently. They may also feel like they have no one to turn to when they encounter difficulties or need advice. For example, a study by Nguyen et al. (2019) found that international students who lacked parental support experienced higher levels of stress, loneliness, and depression than those who had parental support. A study published in the Journal of Child and Family Studies found that lack of parental support can have negative effects on mental health and well-being, leading to feelings of loneliness, depression, and anxiety. This emphasizes the importance of social support in helping individuals cope with the challenges of being away from home.

Many factors influence a student to leave their native place and their family for studies and migrate to a different place. We would be discussing all the possible reasons like desire of getting better educational prospects, getting independence from parents and we will be focusing on some new aspects as well.

People who migrate for studies or working, leaving their family back at home they face homesickness, financial difficulties, adjusting to new social environments, and many more. Homesickness is a common problem faced by students who stay away from home for education or work. It is a feeling of sadness or distress that arises from being separated from familiar people, places, and routines. Homesickness can lead to a range of symptoms, such as loneliness, anxiety, depression, and difficulty sleeping. Students who experience homesickness may struggle to adjust to their new environment and may find it challenging to form new social connections. Leaving the family of origin can be viewed as a loss of social support systems or as an opportunity for psychological and social development, especially if moving a distance that prevents frequent contact. According to traditional psychoanalytic theory, leaving home necessitates a loosening of family ties, and difficulties in separation will arise if parents and their young adult children don't establish a distance from one another (Blos, 1967). Additional studies have discovered that after leaving, students feel closer to their parents. Shaver, Furman, and Jennings, 1985; Pipp, Shaver, Jennings, Lamborn, and Fischer, and Buhester, 1985). Katchdourianand Boli (1985 suggested that students rethink their relationships with parents after leaving home and gain a greater gratitude for their parents. Numerous life-span researchers have hypothesized that the relationships between young adults and their parents are renegotiated and transformed during this stage of life, partly as a result of or in consonance with changes in the roles that the young adult child occupies outside the family (Greene and Boxer, 1986).

Until now we saw what factors influence the decision of moving away from home, and its negative impact on the individual's life and also, we focused on the individual parental relationship. Now we will look into how the phenomenon of moving away from home can have a positive impact on the person. There is a term called 'Metacognition', which means 'thinking about thinking' (Flavell, 1999; Metcalfe, 2000; Bogdan, 2000; Downing, 2009a; Ning & Downing 2010). However, this definition still needs to be expanded upon because metacognition also entails being able to reflect upon and analyze one's own thoughts, to draw conclusions from that analysis, and to apply what has been learned. Students are frequently challenged to comprehend how their minds work in order to solve problems. In other words, they must be able to perceive how they carry out critical cognitive functions like learning, remembering, and problem-solving. Kulwe, 1987 added two characteristics to the definition of metacognition: the thinker is aware of their own and others' thought processes, and they are able to pay attention to and adjust their own thinking. The latter kind of metacognition is what Kluwe refers to as "executive processes." Hacker (1998) emphasizes the significance of learning more about thinking by pointing out the distinction between "cognitive tasks" (remembering things learned earlier that might help with the current task or problem) and "metacognitive tasks" (monitoring and directing the process of problem solving). The below mentioned research will give us more knowledge on how metacognition and relation of it with moving away from home.

Now we will focus on coping. We have a limited understanding of the nature and content of people's coping mechanisms, as well as the relative efficacy of various coping strategies. Coping has taken on many different conceptual meanings over the years, and it is frequently used interchangeably with related ideas like mastery, defence, and adaptation (White, 1974).

LITERATURE REVIEW

There has been a sufficient gap found when the review of researches was done. The below mentioned researches were studied during the process of reviewing the literature, and all of the researches are related to my topic. The below mentioned researches talks about the factors that can influence a student to decide on moving away from home. Dues to less educational scopes, less job prospects, less determination among the teachers in school to teach, lack of technical support in educational institutes. The researches focused on the areas on which the students might face problems, homesickness, lack of motivation to work, loneliness. This also focused on leaving home, how that can have its impacts on the adjustment capabilities of students, how that can have a possibility to change the bond with the parents. The coping measure that are generally used by the students, that was also discussed in few of the researches mentioned below.

Factors that may affect moving to a new location include:
Mitra, S. et. Al (2008) conducted a research to study to see the relationship between geographic remoteness and the quality of primary education in rural north India. In the study the independent variable was 'Distance from Delhi' and the Dependent variable was 'Quality of Education, represented by the overall as well as subject-specific performance of the school students' in Hindi, English, Mathematics and Science' and the intervening variables that were considered are The average number of students per teacher, Teachers' qualifications, Teachers' attitudes towards teaching , the average number of students per classroom , distance from the local urban centers. This study was done in the state of Uttar Pradesh in locations between 60 and 260 kilometers from Delhi in a region where local urban centers were few and Delhi was the main urban center. The majority of the schools they looked at are situated

in rural or semi-rural areas, all of which are accessible by road. All school structures were constructed of brick and mortar, despite having tiny, claustrophobic classrooms with inadequate electricity, lighting, and ventilation. Since the majority only have two unclean urinals, the schools do not have enough of them. In addition to the issues with the infrastructure, the schools were not adequately furnished. While every school has a blackboard as its sole teaching tool, the majority of them were outdated and weren't equipped with dusters or chalk. The only furniture in the schools was a table and chair for the principal and teachers, and the students sit on floor mats. A couple of hours before the schools closed for the day, they conducted their studies there. All of the teachers (including para-teachers) in the schools they visited, regardless of the time or place, were typically found seated on chairs, mostly in the principal's office, while the students were typically found playing in the schoolyard or sitting quietly on the floors (on a mat) in the classrooms or hallways. During their surveys, they did not see any teaching strategies being used in the classrooms. Quality of education was studied using few criteria: Survey for the School- Each school's distance from Delhi was calculated, and basic amenities like electricity, the number of teachers on staff, student enrollment, the number of rooms and types of rooms, teaching aids, and playground equipment, among other things, were inspected. Pre-testing was unnecessary because the form created for this purpose was only intended for the collection of quantitative and factual data. Surveying educators: Each of the investigated schools had one to two teachers. Interviews were conducted with each school's available teachers. Their level of academic achievement, the reason they work at the school, their aspirations, their willingness to move to a city, any pedagogical tools they use, and the typical number of students per teacher in each school were all evaluated using a structured questionnaire. There was no need for pre-testing or validation for the form's factual and numerical sections. However, a calibration exercise in a Delhi school was used to test the form's qualitative sections for accuracy. Children's performances: Tests in Hindi, Mathematics, English, and Science were administered to randomly chosen groups of students in each school. In order to enable comparison, ASER test was conducted. The tests had previously undergone validation (ASER, 2006). Results showed that the quality of education and the separation of a school from the closest urban center were significantly inversely correlated. There was no association between average student enrollment per teacher or classroom and educational quality. The authors contend that the lower quality of education in rural areas is directly related to teacher migration and the desire for migration.

Wilkins, S. (2013) conducted research that served as the foundation for this article aimed to pinpoint the variables that affect the higher education decisions made by ex-pat children. Nineteen students from four international schools in the United Arab Emirates (UAE) participated in the study by completing a written questionnaire on their own and participating in structured face-to-face interviews. A convenience sampling strategy was used. A 108-item questionnaire was created to gather information about the respondents' personal characteristics, their decision-making process for higher education, the information sources they used, how they saw UAE universities, the influences on their decisions, and the specifics of their decisions (if any) and for the interview, standard questions were set. A structured interview was scheduled lasting for 45 to 50 minutes each. According to the study, these expatriate children's decisions about their higher education were most influenced by their need or desire to return to the place they considered their home, their desire to study in the nation where they intend to settle permanently, their desire to live with or close to their siblings or other family members, their desire to pay as little as possible for tuition, housing, and other living expenses, and their desire to study where they would feel most at home. Rankings and institutional reputation were important factors in students' decision to attend a higher

education institution after leaving the UAE. Students who stayed in the UAE were much more likely to rely on recommendations from friends or family. It is concluded that raising children abroad and leading an international lifestyle has a big influence on their decisions.

Parsons, R. (2022) article contends that for rural youth, particularly rural youth of color, enrolling in college and locating employment that utilizes that education necessitates a permanent transition from one opportunity structure to another, a transition that is not typically expected of students from more privileged backgrounds. This article examines how people who belong to rural backgrounds have to face certain difficulties just to get a better education. The ability of students to achieve social mobility through education is constrained by the social, psychological, and cultural barriers created by this transition. This article examines the experiences of a cohort of high school students to show how education is not a magic solution, even for students who have already decided that higher education is the best route to a better life. It draws on three years of ethnographic fieldwork in rural Mississippi that included participant observation in educational institutions and interviews with students and their families. These students encounter numerous obstacles on their way to college and beyond. These obstacles draw attention to critical flaws in the prevalent strategy of using higher education as a way out of poverty. The conclusion looks like the "vicious cycle" of rural poverty is brought to light by these data, according to Patrick Carr and Maria Kefalas (2009). Like most of the rural Deep South, Central Delta County has experienced a consistent loss of population, which has had a negative impact on the communities that people leave behind. The paradoxical result of encouraging young people to leave home and seek their fortune elsewhere is an improvement in individual outcomes at the expense of worsening structural conditions for later cohorts.

Students shifting and the problems they face:
Lu, L. (1990) conducted a study to investigate the psychological responses to a culturally diverse university transition. In this particular situation, both individual factors (cognitive shortcomings, locus of control) and environmental factors (perceived academic and social demands) are taken into account. General psychological symptoms and homesickness were measured. Transitioning from a general life environment to university life in a new place without family is a significant life transition for young. Previous research has mainly concentrated on homesickness feature analysis, with the increase in psychological symptoms and cognitive impairments as dependent variables. In this present study, liability to cognitive failures and locus of control were considered as personal factors. Examining the personal traits or environmental factors that alter mental well-being and longing for home will help us better understand the transition to university. This paper studied overseas Chinese students who came from mainland China to attend British universities. 49 newly arrived, where 40 males and 9 females with a mean age of 30.2 years. There were two test sessions conducted. Subjects completed the first inventory including the demographic information, personality, and mental health, within their first two weeks in the UK. They completed their second test inventory including measurements of perceived demands, homesickness, personality, and mental health after they had stayed in British universities for two months. The Cognitive Failures Questionnaire (CFQ) short form was used to assess cognitive failures, containing 12 loading questions. A modified Sphere of Control Battery was used to measure the locus of control. The perceived demands of academic and social life are gauged by two scales each had five and nine items. A modified version of the Middlesex Hospital Questionnaire (MHQ) (after Broadbent et al, 1984) with 25 items was used to assess psychological symptoms. Initial and current homesick experiences, which were scored on a 5-point scale for frequency, served as

indicators of homesickness. The Initial Homesickness Scale had four items. T-test was conducted to compare personality traits and mental health as these two were measured at both times. No difference between scores on the personality traits was found, which indicated that cognitive failures and locus of control are stable personal factors. Subjects were divided into two groups, one having high scores on homesickness and the other having less scores on homesickness. And t-scores showed both There were no other differences between the groups. Results showed, Chinese students studying in British universities frequently experience homesickness; however, this is not a sign of mental illness. Homesickness differs from mental illness in that it is influenced by environmental factors, whereas mental illness is influenced by personality traits.

Eurelings-Bontekoe et.al (2000) conducted this study to find out the relationship between homesickness, age nationality, marital status, the amount of time spent in the Netherlands, and the amount of time spent abroad studying in a group of employees working for the Dutch division of a multinational high-tech company in the Netherlands. The study focuses on the following mentioned question: a. What is the prevalence of homesickness among a group of foreign employees of a high-tech multinational company in the Netherlands? b. Is there a relationship between homesickness and sex? c. Is there a link between age and homesickness? d. Is there a relationship between homesickness and nationality? e. Is homesickness related to marital status? f. Is the amount of time spent in the current environment related to the amount of reported homesickness? g. Is the amount of time spent abroad in general related to homesickness? h. Which of the variables (b through g) are independent predictors of homesickness? Using random sampling, 500 employees were selected as participants who stayed away from home. And to those participants, a letter was sent from the medical department of the company for participants in an experiment on homesickness. So, among them, 171 showed positive responses, where 71 were females and 100 were male participants between 24 years to 63 years of age and they all were of different nationalities, like Dutch (9.4%), French (25.7%), English (14.7%), German (12.3%), Spanish (1.8%), Italian (15.2%), Canadian (1.8%), Danish (2.3%), Norwegian (1.8%), Swedish (5.3%), Belgian (5.3%), Swiss (1.8%), and Austrian (2.9%). Out of these samples, 59.4% were married, 8.2 % were cohabiting, and 22.2% were single. Furthermore, 7.7% were divorced or separated, and 2.4% were widowed. The respondents were sent a questionnaire which was designed especially for this research, where homesickness was tested on two different operationalizations. The two different operationalizations were, first to ask respondents if they felt very homesick, a bit homesick, or no homesickness at all in the past four weeks and the second if homesickness is resulting from the loss of the familiar environment. The difference between employees suffering from homesickness and employees not suffering from it was tested with $\chi 2$ tests and t-tests. With 2 tests and t-tests, differences between employees who, according to both operationalizations, were experiencing homesickness and those who weren't were examined. Additionally, using Pearson's product-moment correlation coefficients, the relationship between nationality, sex, age, years spent abroad, years spent in the Netherlands, and homesickness was examined. In order to identify the variables that share independent variance with homesickness by taking into account their interrelations, stepwise multiple regression analysis was used with sex, age, years spent abroad, and years spent in the Netherlands as independent predictors and the level of self-reported homesickness as the dependent variable. To lower the possibility of a Type I error, the Dutch were excluded from all analyses using the variable "years spent in the Netherlands." Using Pearson's product-moment correlation coefficient to find out the association between nationality, sex, age, years spent abroad, years spent in the Netherlands, and homesickness. Stepwise multiple regression was also

administered. The findings indicate that workers in their late 30s who have spent 6 to 8 years abroad are more likely to experience homesickness than newcomers. Additionally, those who come from a culture and environment that are very different from the one they must work and live in are unquestionably much more likely than those who come from similar cultures to experience homesickness.

Tinklin, T et.al (2005). This is an article that focuses on the mental health difficulties faced by higher education students and what support they get from the university side. This study is important because an innovative support model is described in the study. Students with severe psychological issues are increasingly presenting to university counseling services, according to a recent report from the Heads of University Counseling Services (1999). According to the Mental Health Foundation (2001), the rate of student suicides increased from 2.4 per 100,000 students in 1983–1984 to 9.7 per 100,000 students in 1993–1994; official data from the Higher Education Statistics Agency (HESA) also indicate that the percentage of students who declared a mental health difficulty upon entering higher education increased from 1.8% in 1995–1996 to 3.3% in 1999–2000. The whole data makes us understand the importance of the topic for research. The case studies of five students have been taken here who experience mental health difficulties, and the student's perspective has been taken into consideration that how the higher education environment had increased their difficulties. Also, all of the five students were staying away from home for their education and they were from three different institutions. One of which was in Scotland and the other two in England. These five students were five of the 48 students who were involved in a study that aimed to find out research policies and provisions for disabled students in higher education in Scotland and England. Each five of the students was interviewed in depth for up to an hour and a half in 2002. The disability adviser or the mental health support worker were among the members of the institution's support staff that all five of the students nominated. As a result, we were able to understand the problems from both the institutional and the student viewpoints. To preserve the participants' anonymity, all company and individual names have been altered. Participants gave permission for their stories to be used in articles and reports resulting from the project when they agreed to take part, as long as anonymity was ensured. The students who were interviewed, their details and little descriptions about their problem is been described here. Owen is currently retaking the second year of a traditional Scottish university's general arts degree. He dropped out of his second year of geology after having a "nervous breakdown," as he puts it. He claims to be 21 years old and has support for students with mental health issues. 499 depressions downloaded by [University of York] on December 3 at 17:07. He attended an all-boys private boarding school and claims to have struggled greatly there. The other case is about a girl named Chloe. At English New University, Chloe is taking a part-time online course in business information technology. Module folders are given to her, which she completes at her own pace. Through the disability support office at the university, she receives one-on-one instruction once a week. When she is ready, she submits an application to take the exams. She is halfway through her second year of study and plans to finish in 4 12 years. She's a responsible student. She resides in a supported housing project designed especially for people with borderline personality disorder (BPD) and has this disorder. She is required to go to group therapy twice a week, individual therapy once a week, and house meetings at the end of every day. Rena is a fourth-year student studying microbiology and computer science. She attended college immediately after leaving school. Due to the wide range of flexible options available to students, her degree will feature a distinctive combination. Her condition is classified as clinical depression. Ellie is pursuing a degree in environmental management and conservation. In England, she is retaking her first year of college. She has a young daughter

and is a mature student. She struggles with depression and anxiety. Pete is finishing his degree in civil engineering at a new university in England. He was supposed to finish last year, but because of difficulties, it has taken an extra year. In 1999, after taking some courses at another university, he transferred to HND in business finance. He is a responsible student. He is taking antidepressants for his depression. He is wed and has children. His wife moved here for treatment due to a medical condition, which is why he transferred to this university. He had a really hard time adjusting because he knew no one. He is black and claims to have come from a struggling family in Nigeria. The innovative model is designed by the university where the university counselor, according to the counselor, helps students with organizational and time management skills, assertive skills, communication skills, tackling negative thinking, working on motivation, etc. Causes like lack of support for learning, adjusting to living away from home for the first time, making new friends and dealing with financial difficulties so for the students the innovative model is an effective means of getting them through their course.

Khademi, A., & Aghdam, A. A. F. (2013) conducted this study to investigate the role of personality traits and resilience on homesickness among students of Tabriz University. The subjects of the study were freshers and senior undergraduate students of Tabriz University. 361 students were selected through random cluster sampling. Three standard questionnaires were used for data collection. Homesickness was measured by Van Vliet's questionnaire 2001, which had 36 items and 5-point range of responses. Resilience was measured by the Connor Davidson Resilience Scale which had 25 items and a 5-point range of responses. Personality was investigated using a short and revised form of Personality Inventory (NEO-FFI). The result showed that there was a significant relation between neuroticism and openness experience and home-returning desire. So, the higher the neuroticism, the higher the homesickness is in a person. And there was a very weak relationship between openness and homesickness in person. Also, there was a significant correlation between resilience and family homesickness and home-returning desire and a significant positive correlation between resilience, and homesickness for members.

English et. al. (2017) examine how changes in each person's level of homesickness over time can affect how well they do in college. In the study, homesickness during the first term of college is examined on a weekly basis, and associations between homesickness and various aspects of adjustment are investigated. The current study addresses two key issues. First, how do levels of homesickness vary throughout the first semester of college? Second, is a lack of college adjustment a risk factor for homesickness? 174 college freshmen (59% of whom were female) who had left home for school participated in the study. During the first term of their first year, they submitted at least four weekly reports. In terms of ethnic diversity, they were varied: 64% European Americans, 13% Hispanic/Latino, 6% African Americans, 29% Asian Americans, and 3% Native Americans/Indians. During the first 10 weeks of freshman year, participants were sent questionnaires via email once a week. These questionnaires were used to assess homesickness, emotional experience, and adjustment. At the conclusion of the first term of the freshman year, a questionnaire by email was used to reassess adjustments. Homesickness every week was measured on a scale from 0 (not at all) to 4 (extremely), participants were asked to rate how much they had felt "Homesick, missing my old life" in the previous week. Weekly emotions participants go through were measured by asking to rate their feelings for a variety of emotions on a scale from 0 (not at all) to 4 (extremely) each week. "Anxious, nervous," "angry, irritated," "tired, fatigued," "put down, hurt, rejected by others," and "sad, depressed, down" made up the negative emotion composite (.80). For understanding weekly adjustment college, participants answered the following questions each

week: "How settled (comfortable, at home) do you feel at [college] right now?" (1 not at all, 7 very), "How satisfied did you feel with your academic life?" (1 not at all, 7 extremely), and "How satisfied did you feel with your social life." End-term adjustment to college was understood by using three items "How pleased are you with the current quarter? How well do you think you've adapted to (this university)? (1 not at all, 7 extremely), "Did you ever have thoughts of transferring to another school or quitting school? How often?" (1 never, 7 very often; reverse-scored). The individual homesickness slope and intercept estimates, as well as their interaction, were used as predictors in regression analyses to examine whether homesickness is a factor in later adjustment and the criterion variable's baseline adjustment indicator was added as covariates. However, there were individual variations in homesickness trajectories. The results showed that, on average, homesickness decreased slightly throughout the first semester of college. Even after adjusting for unfavorable emotional experiences and prior adjustments, freshmen who expressed more homesickness had a worse overall adjustment to college. Homesickness was linked to less favorable social outcomes, but these issues only applied to interactions with people in the college setting.

Leaving home and adjustment
Dubas, J. S., & Petersen, A. C. (1996) study sees if the geographical distance of children from parents in their 20's has any impact on adjustment, if that affects their timing of the transition to adulthood and their relationship with parents. According to traditional psychoanalytic theory, leaving home necessitates a loosening of family ties, and difficulties in separation will arise if parents and their young adult children don't establish a distance from one another (Blos, 1967). However, the majority of studies looking at the process of leaving home have focused primarily on researching how college freshmen adjust. In another study, Sullivan and Sullivan (1980) discovered that male college students who lived away from home had better family relationships than those who commuted to class. This present study is a cohort-sequential longitudinal study that has focused on the children of 6th, 7th, 8th grade, and also 12th grade on the same aspects. The samples were randomly selected, 335 adolescents were interviewed and completed a questionnaire twice annually during sixth, seventh, and eighth grades, during twelfth grade again 169 were asked to complete the questionnaire and again at twenty-one years of age, 246 participants were asked to fill it again. At the twenty-one-year follow-up, 79 percent of participants were full-time students, 7 percent were part-time students, 15 percent were full-time workers and 39 percent worked part-time. In the sample, 16 percent lived at home (N-39), 13 percent lived within an hour's drive (N-32), 41 percent lived within a weekend drive (N-101), and 30 percent lived in another part of the country (N-73). The family relations subscale of the Self-Image Questionnaire for Young Adolescents (SIQYA) and in mid-adolescence and young adulthood, intimacy with parents was measured using a scale developed by Blyth, Hill, and Theil (1982). The problem behavior in the samples was also measured, which were divided into two dimensions- deviant behaviors and problems in school. This was assessed using subscales derived from the Activity Form developed by Swisher, Shute, and Bibeau (1984). For assessing mental health, a questionnaire about depressive episodes from the Teenage or Young Adult Schedule (TOYS) was used during all three points. The result showed that young adults still living at home reported the most depression than the other groups, they reported lower levels of family closeness and intimacy. Geographic separation from parents is linked to better family relationships. The closest family ties were experienced by those who lived more than an hour's drive from their parents. Finally, the group of participants who commuted an hour or less to their place of residence had started to transition to adulthood; however, this transition was accompanied by less positive family dynamics and, for the women, less aspirational educational plans.

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Parental relationship and leaving home:
Flanagan, C., Schulenberg, J., & Fuligni, A. (1993) conducted a study to understand the relationship between residential settings (living with parents or living alone far from family for education purposes) and gender with late adolescents' perceptions of their relationships with parents. 404 undergraduate students were taken as samples. They were selected from two different universities. Two hundred and four participants lived with their parents and commuted to school and two hundred stayed away from home at college. The mean age was twenty years and four months. The range of age was 18 to 26 years old. The independent variables were residential status, parents' education, subjects' age, family, and financial considerations. The dependent variable was Late Adolescents' Relationships with Parents which was measured by Late Adolescents' Relationships with Parents (LARP) scale. The other dependent variable was Conflict with Parents During Different Periods of the Year, which was measured by asking three questions on a 5-point Likert scale. Results showed age was negatively correlated with parental underestimation of maturity demands and conflict indicators and positively correlated with mutuality and independence. Additionally, students with more educated parents reported fewer instances of rejection, avoidance, and underestimating the demands of maturity. In contrast to college students who lived at home, who reported more avoidant communication, rejection of their parents as role models, and a greater tendency on the part of parents to underestimate the maturity demands of this stage on their sons and daughters, those who lived away from home reported greater mutuality, independence, and support. It was found that when every student was living at home between semesters, however, there was no longer a difference between those who reported more conflict and those who left.

Leaving the house and its effects:
Downing, K. (2012) conducted a study to investigate the impact of moving away from home during undergraduate studies on metacognitive development. This study was conducted to find out if moving away from home has any impact on the metacognitive development of undergraduate students. Metacognition and the learning and study strategies inventory (LASSI), were used for data collection. The Learning and Study Strategies Inventory (2nd Edition) Weinstein & Palmer, (2002) and the demographic details that were collected during the admission procedure were used here. All the students in the class had to compulsorily fill out the required forms. The samples were all new undergraduate students within weeks 3 to 5 of their first semester at university. Total sample, 1821 (N). Full-time UGC (funded place) students (n=984), part-time non-UGC (self-financed) students (n=343), foundation year students (all from the Chinese mainland/self-financed) (n=134), students not belonging to any of the above 3 groups (n=360). Following this pre-test, the student will take an interim test in the middle of their undergraduate program, and a post-test will be given when their undergraduate program is almost complete. In order to correlate LASSI scores with academic and demographic factors, a number of correlations were performed among the mentioned group of people. This study shows a significant correlation between LASSI score and housing type—or, more precisely, whether a student is living in a family home or other "home" environment. The LASSI scores of students from the Chinese mainland who moved away from "home" to study in Hong Kong were significantly higher for those living in unspecified housing types (n=127, mean score=619.73) than for those living in the university's on-campus housing (n=45, mean score=580.58). Less surprisingly, those residing in private housing generated the third highest LASSI scores (n=621, mean score=435.83). It is seen from the paper that moving away from home creates an environment around the individual which

encourages metacognitive development in the child, makes the student a successful problem solver and a lifelong learner.

Iftikhar, A., & Ajmal, A. (2015) conducted a qualitative study which was based on grounded theory to explore the impact of staying away from home in a hostel on the behavior and personality of students. The objectives of the study were to explore the perception of students about hostel life; to study gender differences among hostel students, to study the psychological and behavioral impacts of hostel life, to study the influence of the multicultural peer group, to make suitable recommendations for the improvement of hostel facilities in Pakistan. 10 hostel students were taken as samples, out of which 5 were male and 5 were female. The students belong from different provinces of Pakistan. The age range was 20 to 25 years old. It was a semi-structured interview where usually open-ended questions were asked. Each interview was 40 to 50 minutes long and each interview was tape-recorded and transcribed into written form for the purpose of analysis. The result shows that there are many impacts of hostel life. The impact on behavior is that students have become confident, boosted their confidence level, enhanced their management abilities, became punctual, and became emotionally strong. And in terms of their personality, they became realistic, have attained maturity, their sense of dressing has improved, and become more goal-oriented. The negative effects would be drug use in male students, students start to exploit freedom, go through homesickness, and start having adjustment issues and health problems. The findings also indicate that because the majority of male hostel residents are drug addicts, they are more likely to experience negative effects during their stay.

Student's leaving home and coping measures used by them:
Vasileiou, K. et.al (2019) conducted a study to examine the coping strategies of young adults who were experiencing loneliness because of staying away from home for higher education. Loneliness is a major concern in modern Western societies. Despite the popular belief that loneliness is primarily a problem in old age, younger age groups also present a significant risk of elevated loneliness levels (Luhmann & Hawkley, 2016; Qualter et al., 2015; Victor & Yang, 2012). For example, research on children and adolescents indicates that between 3% (Vanhalst, Goossens, Luyckx, Scholte, & Engels, 2013) and 22% (Qualter et al., 2013) experience prolonged periods of loneliness. Moreover, research suggests that loneliness is something that is experienced more by young people as they at this phase have to leave their hometown and family and migrate to a new place. So, this study to find out coping strategies is considered important. A cross-sectional qualitative study was designed where a semi-structured interview was conducted for data collection and the university students who had moved away from home to pursue their studies and who had self-identified as experiencing loneliness during the transition period were chosen as samples. Nine women and six men took part in the study aged from 18 years to 29 years. Eight of the students were from other countries, including Spain, Mexico, China, South Korea, Vietnam, and India, and seven were British. All of the students used social media, such as Facebook and Skype, to stay in touch with their loved ones. Undergraduates, postgraduates, and Ph.D. students were included. These students received an informed consent form to be filled out prior to the interview, a participant information sheet outlining the study's objectives and methodology, and a brief demographic questionnaire collecting basic demographic information (such as gender, age, level of education, nationality, marital status, and use of digital communication technologies) were all provided. Interview invitations were extended to students who satisfied the sampling criteria. By interview 15, information on coping was being repeated frequently, indicating data saturation. National and international students were included who used digital

technologies for keeping in contact with family and friends. Data collection was done using interviews which were conducted at the university premises and interviews lasted on average 53 minutes. Directed qualitative content analysis was used to analyze the data (Hsieh & Shannon, 2005) both across and within participants. The findings show that participants employed a range of coping mechanisms to deal with the upsetting effects of loneliness. The most frequently mentioned coping mechanisms included accommodations, primarily in the form of distraction, support-seeking, social isolation, self-reliance, and problem-solving behaviors. There were also found, albeit less frequently, coping mechanisms reflecting helplessness, escape, submission, and less frequently, opposition. Students demonstrated a diverse repertoire of coping mechanisms, with the application of particular coping mechanisms appearing to be highly selective and contextual. The limitations of the current studies are mentioned, participants may have missed some coping mechanisms or chosen to report coping mechanisms that seem more socially acceptable (e.g., social support rather than opposition), so the number of coping mechanisms used is likely to be underestimated because they were asked open-ended questions. Additionally, although some of our participants were still somewhat lonely at the time of the interview, most of them reflected on loneliness they had already dealt with in the past, so the interviewees were not overcome by it. This is likely to have led to accounts where coping in retrospect appears more planned, organized, and intentional. Finally, because this was a small-scale qualitative study with a purposeful sampling approach, the results cannot be statistically generalized to the student population as a whole; rather, quantitative research with more comprehensive student samples is required to supplement these context-specific qualitative insights.

RESEARCH METHODOLOGY

The last chapter gave a brief overview of the literature that is around the experiences faced by the students after leaving the comfort of their home, the factors that can influence them and how they deal with the difficulties by using their form of coping.

The data collection, analysis, and research methodology will all be covered in this chapter. The chapter will first go over the research questions and objectives. It will then show a concept map and provide details on the methodology and paradigm of the study. Information about the sample, the sampling methods that will be used, data collection techniques, how the line of inquiry was conducted, and ethical considerations that we followed and that must be followed will all be included. The study's participants, their characteristics, and the rationale behind my decision to pursue this specific topic.

The research questions that came to my mind while doing it are how did the students decide to shift to a new place? This later on focused on factors that were contributing to the making of their decision to shift to a different place. The next question was to what are the experiences faced by the students after leaving their native place? This was later on narrowed down to understanding the impact of no parental support, what the students go through when they are alone, and how lack of parental support can have an impact on the different domains of student's life. To see if staying away from home has any changes in the student's life. The last research question was, what are the coping strategies used by the students? This was narrowed down to focusing on the type of coping used by the student: problem solving emotional coping, religious coping, social support coping, meaning making coping, creative coping or other forms of coping.

Now, we will investigate the objective that are involved in doing the research.
- Understanding the factors that lead to student's migration from their native place to a city.
- Exploring and understanding the experience of parental disengagement resulting from staying away from home.
- To examine how staying away from home impacts other domains of life.
- To understand if staying away from home has made changes on the student's life.
- To understand the coping styles used by the students.
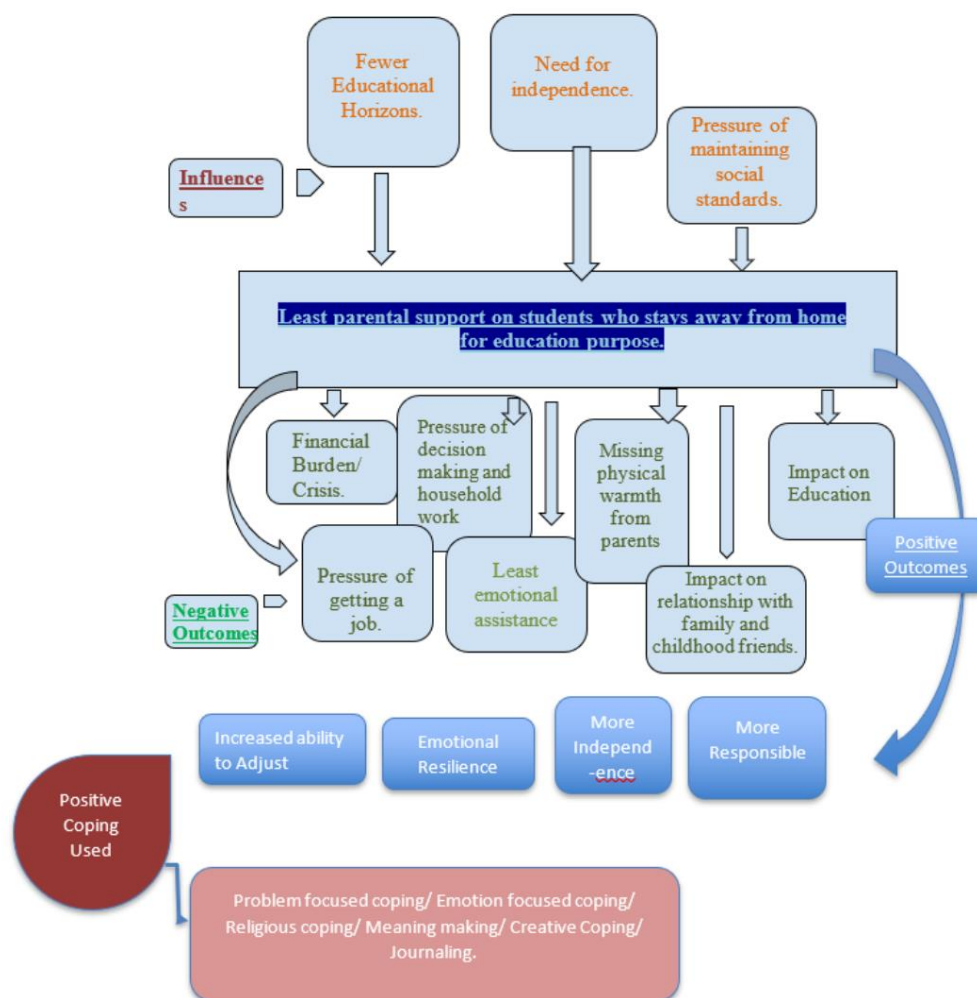- To understand the coping styles used by the students.

Fig. 1: Illustrating the concept for the research.

The present study is a qualitative phenomenological attempt to understand the experience and impact of no parental support on the students who stay away from home and the measures of coping used by them. The students who stay away from home face a lot of difficulties, the study focuses on those difficulties in-depth, and how those problems affect the student in other domains. Also, the type of coping used by them is seen. A qualitative research was done to have an in-dept analysis of how the all process work and to understand each individuals perception on the same. A qualitative approach was adopted because there was little information available about the phenomenon of staying away from parents and the aim was to analyse this phenomenon in-depth. Additionally, qualitative research is used to gain a

thorough understanding of the problem at hand, particularly when existing methodologies are inadequate (Creswell, 2007). Assumptions, a worldview, the potential application of a theoretical lens, and the study of research problems that explore the meaning that individuals or groups attribute to a social or human problem are the starting points of qualitative research. In order to investigate this issue, qualitative researchers employ a newly developed qualitative approach to inquiry, data collection in a setting sensitive to the subjects being studied as well as inductive data analysis that identifies patterns or themes. The participant voices, the researcher's reflexivity, and a complex description and interpretation are all included in the written report or presentation that is presented. (Creswell, 2007)

Research Paradigm
The research design used in the following study is phenomenological. Phenomenological studies investigate human experiences using the participants' descriptions. These encounters are referred to as lived experiences. Phenomenological research aims to explain the significance that experiences have for each subject. This kind of study is used to investigate subjects about which little is known (Donalek, 2004).

Phenomenology is a research methodology that emphasizes the completeness of experience and the search for experience essence, according to Moustakas (1994). The relationship between a phenomenon and the person experiencing it, in Moustakas' view, is integrated and unbreakable through experience and behavior. The participants were assisted by this technique in describing the extraordinary experiences they had firsthand and identifying the significance or essence that these experiences held. For this study, I have used phenomenological research design. As per my understanding, it is a phenomenon that is occurring. And the whole purpose of this reach is understanding the phenomenon better, the people who are involved in this phenomenon how are they going through the whole process. The main aim is to understand the structure of the whole phenomenon of students shifting to a new place and during this occurrence of the phenomenon how the emotions of the students get impacted and how they deal with it.

Sample Characteristics
Samples from the city of Bengaluru were collected for the current study over the course of one month, in April 2023. The city 'Bengaluru' was chosen as there are many people who come from different places of India to Bengaluru for their higher studies and also collecting data in Bengaluru was more convenient.

The sample of this study consisted of students who stayed away from home without parental support for not less than one year to not more than six years and who were aged between 18 to 26 years. Students presently studying in any college in Bengaluru. Male and female students who were unmarried were selected as samples.

Sampling Technique
The snowball sampling from the non-probability category of sampling was used in this study. Due to the lack of random sampling techniques in non-probability sampling, it is impossible to accurately estimate the probability of obtaining a specific sampling element (Bhattacherjee, 2012). The process of choosing a sample using a network of friends and acquaintances is called snowball sampling. It is defined as the process by which each member of a group or organization names their friends, who then name their friends and associates, and so forth,

until the researcher notices that a constellation of friendships converges into some sort of clear social pattern. (A.K Singh, p-384).

Snowball sampling got its name because it's similar to how a snowball gathers snow: one picks up the sample along the way. The research participants assisted the researcher in identifying other dancers from the same or a different form of dance who also met the criteria and would be willing to participate in the study after learning the inclusion criteria for the study and understanding their own work colleagues. In my research, I took interview of a student who was meeting the participant criteria, through that student I got the contacts of few other students falling under the criteria. I interviewed them. Then again from those set of students I got more connections of interviewee. In this was snowball sampling was performed.

Research Method
One of the most popular techniques for conducting qualitative research is conducting one to one in-depth interviews with semi structured questionnaire. One respondent is interviewed one-on-one in a personal setting. The one-to one interview helps use to generate response from the subject in-dept, which leads to better understanding of the topic. The semi-structured interview helps the interviewer to have a guidance on the way of forming a question, and this helps in sticking to the context while have the conversation also it is not as rigid as structured interview. So, this helps the client to be more flexible while answering to the questions asked.

Data Collection Method
The data for the study were collected through face-to-face interviews, or through video calling interviews. With the help of friends, family, and relatives, the students who stayed away from home and who met the requirements for inclusion in the study were contacted by phone, email, or in person. After setting up an appointment with each participant at their convenience, the researcher collected the data. Before the interview started, the consent form was sent to all the participants, and the information presented in the consent form was explained. If the participants had any doubts, it was cleared then and there. The participants were made understood on how every document will be kept confidential and how only for research purpose this will be used. At first rapport was built by having causal conversations then they were asked if recording the conversation will disturb them anyway. They were made sure if they didn't want to answer any questions, they were free to not to answer. And if they wanted to quit the interview at any moment of time, if they felt uncomfortable, they were free to do that. During the interview they researcher was very empathetic in listening the answers and their difficulties they face, the researcher showed patience, paraphrased what the participant told in cases required. Throughout, the interview the researcher made sure that the participant is comfortable. Then the interview began, mostly open-ended questions were asked, and each interview took 30 minutes to 1 hour of time. Data collection continued till saturation and sufficiency were obtained and 14 students presently studying in Bengaluru were finally sampled for the study.

Lines of Enquiry
- Socio demographic location of the participant.
- How did they decide to shift to a new place?
- What are the difficulties they face staying away from home?
- How staying away from home is affecting other domains of their life.
- The coping styles that they use in managing the problems they face.

Ethical Considerations

The ethical considerations that need to be followed for performing qualitative research are as follows: (Braun, V & Clarke, V ,2019)

1. Informed consent: Before consenting to participate, participants must be fully informed about the study project and what their involvement would entail. Before starting the study, researchers must get participants' agreement, and they must make sure that they are able to make an educated decision.
2. Confidentiality and privacy: Researchers must ensure that study participants' personal information is kept private and must take steps to reduce the possibility of participant identification in any published materials.
3. Protection of vulnerable populations: To protect the safety and wellbeing of vulnerable populations, including as children, the elderly, or people with disabilities, researchers must exercise great caution.
4. Preventing harm: Researchers must make sure that their study doesn't have an adverse effect on participants' physical or mental health.
5. Equity and fairness: Researchers must work to ensure that their research is performed in an equitable and fair manner, and that participants are not taken advantage of or treated unfairly.
6. Transparency and honesty: Researchers must be open and truthful about their research procedures, conclusions, and any potential conflicts of interest.
7. Cultural sensitivity: When interacting with participants, researchers must be mindful of participants' cultural backgrounds, show respect, and take precautions to prevent any prejudices that might have an impact on the results of the study.

Data Analysis

Braun and Clarke to make sense of the data gathered, thematic analysis was employed. Thematic analysis is defined by Braun and Clarke (2006) as:

"Identifying, analyzing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic."

The six-phase guide Braun & Clarke (2006) offer is a very helpful framework for carrying out this kind of analysis.

The first step is to become 'familiar with the data,' before proceeding, the researcher should get very familiar with the entire body of data, also known as your data corpus, which includes all the interviews and any other data you might be using. It is helpful to take notes and record initial impressions at this point.

The second step is to 'generate initial codes,' in this stage, the researcher begins to organize the data meaningfully and methodically. Coding breaks down large amounts of data into manageable meaning units.

The third step is to 'search for themes', a theme is a pattern that, as previously stated, captures something important or intriguing about the data and/or research question. According to Braun & Clarke (2006), there are no strict guidelines as to what constitutes a theme. The importance of a theme defines it. The coding stage and this stage of identifying preliminary themes may overlap significantly if the researcher has a very small data set (such as one brief focus group).

The fourth step is to 'review the themes,' it is helpful to compile all the information related to each theme at this point. The researcher can do this quickly by using the "cut and paste" feature in any word processing program, cutting up transcripts with scissors, or using a program like Microsoft Excel (see Bree & Gallagher, 2016). Consider whether the themes make sense when viewed in the context of the entire data set as the next step.

The fifth step is 'defining themes,' the goal of this last iteration of the themes is to "identify the 'essence' of what each theme is about."(2006), p. 92 (Braun & Clarke). What is the theme trying to say? If there are subthemes, how do they relate to the main theme and interact with it? What connections are there between the themes?

The sixth and last step is 'writing up,' which is the article for a journal or a dissertation that frequently becomes the final product of research.

Table-1: The below table gives us an overview on the participant's profile.

Sl. No.	Name:	Age:	Sex:	Present college or university:	No. of years they are away from home:
1	S.B	22	Female	JAIN University	5 years
2	A.J	24	Female	JAIN University	5 years
3	Y.K	22	Female	JAIN University	5 years
4	S.P	22	Female	JAIN University	1 year, 5 months.
5	K.S	23	Female	JAIN University	2 years.
6	A.K	22	Female	JAIN University	4 years.
7	S.D	23	Male	Christ University	1 year, 8 months.
8	H.J	19	Male	Christ University	1 year, 3 months
9	S.G	21	Female	Kristu Jayanti College	3 years.
10	A.P	20	Female	Kristu Jayanti College	3 years.
11	S.U	21	Male	East Point College of Engineering and Technology.	3 years.
12	A.K	21	Female	Regional College of Management	3 years, 7 months.
13	F.C	20	Female	Kristu Jayanti College	3 years.
14	A.T	21	Male	Kristu Jayanti College	3 years.

Pilot Study
A pilot study was conducted in April 2023 with one woman aged 23, staying away from home for 5 years for education purposes. It was a face-to-face interview that was tape-recorded. The interviews were recorded verbatim, and my research assistant reviewed the transcriptions. Even though the interview guide's structure remained unchanged, the pilot exercise helped me in improving my qualitative interviewing skills.

Reflexivity: The data collection process.
The final interviews were conducted in the month of April 2023, in Bengaluru. Slots of approximately 1.5 hours each were scheduled for a time given by the respondents themselves. Most of the respondents scheduled the interview at a time when they were at their home after their college timings (usually between 5 pm to 10 pm) or when they were relatively free for a

couple of hours in college. 13 of the 14 interviews were conducted when the participant was not at home after there college hour, and interview of one participant was conducted during college timings but in their free hour. Eight interview out of 14 interview was a face to face interview and the rest six interviews were done on Google Meet. In the interviews that were conducted face to face, the employers were at their homes in a quiet bedroom or living room in the house. Also, during the video call interview, participants were present in any comfortable, silent places in their home. All the interviews were conducted in the absence of any other person around the participant, for both face-to-face and video call interviews.

The reasons that made me choose this topic for my study was I myself is a student, who has shifted from her native place, leaving home and parents behind five years back for the sake of better educational quality which was missing in the native place. I know who it feels to stay away from home with very less parental support. The difficulties that a student can face managing the other domains of life with education. So, I opted this topic to understand the students better, to understand how each individuals can have different experiences during this phenomenon.

Need of Study
When I looked into the studies that have been done in this field I discovered that there is very little research being done to explore this area and very little recent researches were present. Additionally, I could find very little research based on India. And this was not giving a clear understanding of the phenomenon, as this topic has a very important role for the therapists in understanding the student's perspective and their problems for those who stays away from home. However, no study has looked at the full phenomenon of student migration, the factors that influence their choices, the challenges they encounter while living away from home, how those challenges affect their psychological well well-being, and how all of that affects them personally. And for which the clinicians might have difficulties getting an overview on the whole topic before customizing different guidance and counselling programs for this group of population. And this research can contribute in that.

Understanding the types of difficulties that students encounter, and the causes of those difficulties was necessary. How these factors are affecting their other life areas, which can lead to dysfunctions that were necessary to investigate. It is crucial for us to comprehend how each student's life changed as a result of their migration and how that affected them personally. Additionally, a lot of fresh information emerged during the research that is crucial for comprehending the topic better.

RESULTS
The present chapter would focus on the overview of findings in accordance with the five major objectives of the study. The goal of the current study is to thoroughly understand the phenomenon of students moving away from their homes, families, and communities in order to pursue their education. The study focuses on the factors that influence students to move, their experiences there, the challenges they encounter, and how they handle these challenges on their own without parental assistance. The focus of the study shifts to how the phenomenon affected the students' psychological functioning, followed by a discussion of how the students dealt with these experiences, the coping mechanisms they use and how all of these transforms them into a new individual.

Experiences with, the Effects of Parental Disengagement on, and Coping Mechanisms Employed by Students Who Live Away from Home

The students who shifted and staying in Bangalore from not less than a year to not more than six years were interviewed and relevant questions were asked to them on the basis relating to shifting to the new place, difficulties faced in here and how to they cope with these difficulties. The factors influencing this phenomenon to occur and how they adjust and cope with the difficulties in the new place with no parental support is what the current findings will highlight. The individuals shared the significant details of their life, from where they belong based on the questions that were asked and they reflected on the difficulties they had in their hometowns back then, and the reasons for which they left their native place and their family, and how in the initial days in Bangalore was tough for them, the incidents they faced and how slowly they learned to handle those incidents. Mostly importantly during the interview they focused on the emotions that they face, and the findings of the research shows that how most of the people have learnt to handle their emotions now after staying alone for few years, whereas few students who are between one to two years of staying in Banglore is figuring out on how to manage their emotions better. Because of the individuals' ideologies and intentions continuing to be somewhat similar due to their experiences and points of view, there have been similarities of opinion in some areas. The individual also had some unique experiences, which adds to the variety of challenges they face in their particular life. The study's findings are presented in this section based on the themes that emerged during the thematic analysis. Subthemes could be created from these themes.

Table 2: The below table gives us an overview of the considered themes and sub-themes for the research.

Themes	Sub-themes
Difficulties faced in Native places	Fewer Educational horizons Dependent on parents
Difficulties faced with no parental support	Homesickness Loneliness Pressure of decision-making Pressure of Household work Least Emotional assistance Missing physical warmth from parents Desire to go home
The impacts of circumstances on the domains.	Education Financial Issues Relationships with friends and family
The influence of staying away from family.	Increased ability to adjust Emotional Resilience More Independence More responsible
Coping styles used	Problem-focused coping/emotion-focused coping/ social support/ religious coping/ meaning-making / Creative coping/ Journaling

Apart from these themes and subthemes, while interviewing and analysing the transcripts, few more new understandings came out. So, when the students make choice of shifting a new place, they also have an idea of exploring a new place that can be in terms of exploring new cultures, new people, new food. Then under with the difficulties faced by the students that I have mentioned in the above table, along with that difficult in adjusting with the food, finding a perfect accommodation, forming good bond with the roommate, and missing the community from where they belong has emerged. It was also seen that few students were having negative

form of coping associated with their lifestyle. Like, sleeping, anger outburst, palpitation, sweating, crying. And at last, the changes that were seen among the individuals were, they didn't need the validations of other, better understanding and choosing of people and being more social.

Objective 1: Understanding the factors that lead to students' migration from their native place to a metropolitan city like Bengaluru.

The aim of the first objective was to find out and understand from where this phenomenon is arising. What are the factors that are influencing a student to shift to a different place.

Problems in the native places
The various themes discussed under the idea of 'Difficulties faced in the native places' brings together the major idea that emerged from the other themes that were assessed in the interview by asking the respondents to share their experiences regarding the difficulties faced. Students frequently move from their rural hometowns to a metropolis or from one metropolis to another for a variety of reasons, including better college options, job prospects, quality of life, exploring cultural changes, and occasionally to gain independence from their parents. This goal was established to determine if there are any gaps in the rural education system, to concentrate on the distribution of jobs across the country, to concentrate on the ranges of interests that people have in various locations, to comprehend the desire for a better lifestyle, to uphold social standards, and many other things. All these topics will be covered gradually.

For both the students and their families, this may present a number of difficulties. The high cost of living in cities is one significant barrier. Rent, food, and other necessities may have to be paid for by students and their families, which can put a heavy financial strain on them. In order to support themselves, students might also need to work part-time jobs, which can distract them from their studies. The cultural and social adaptation that students must make in order to fit in with urban life presents another difficulty. A student's mental health and wellbeing may be impacted by difficulties they have adjusting to the new environment, language, and social norms. Additionally, migration can cause a brain drain, in which talented people move away from rural areas, leaving a shortage of skilled workers in those areas. This might contribute to the underdevelopment cycle in rural areas even more.

Fewer educational horizons
Students frequently migrate to urban areas in India because there are few opportunities for higher education in rural areas. The lack of infrastructure is a significant factor. Many rural areas lack adequate classrooms, schools, and other basic amenities like electricity and access to clean water. The lack of trained teachers is another factor. Many rural schools are understaffed, and those that are might not have the training or credentials to teach certain subjects. Students may receive inadequate education as a result of this and due to which they students sometimes loose interest for a subject because of poor quality of teaching. Also, the students in rural places or in town they don't have the choice of subjects that they are looking for. So, in most of the cases they had to opt for the subjects in which they have no interest.

The participants in their interview gave us an idea on how they shifted to Bangalore for exploring better educational scopes for their field of study, which was lacking in their home towns. They also spoke about how Bangalore and few other cities had colleges that were providing a better combination of subjects in the graduation course.

Dependent on parents

The child is dependent until they live with their parents. The parents participate in all decision-making and learn about all the issues a child is facing. So perhaps the kid doesn't always like it. They constantly crave a private setting where they can be themselves and where their parents can't coerce them into doing something they don't want to. The youngster will be allowed to be who they are. The relationship between the child and the parents also suffers as a result of the lack of freedom at home. Therefore, it may be a wise choice to send the child away from home in order to mend the relationship and help the two of you realize how important each other is. The child gains self-confidence, acquires a variety of life skills, and learns to value both their parents and themselves. However, it also depends on the parenting style of the parents; if they are not very involved in their child's life and let them make most of the decisions from an early age, the child will not have the desire to be independent, and as they grow older, it will be evident that they do not encounter many challenges. The participants spoke about how they had a desire to become independent, how they wanted to explore more things by their own. Who they wanted to explore and understand the outside world better for their own growth in becoming a better person. Someone during the interview mentioned how she was a book smart earlier and how she wanted to become a street smart by, and that was possible by moving from home.

Objective 2: Exploring and understanding the experience of parental disengagement resulting from staying away from home.

The idea that parental support affects adolescents' depressive symptoms has a solid theoretical foundation. Decreased parental support, for instance, may result in feelings of emotional insecurity, which may then exacerbate depressive symptoms (Cummings & Davies, 1995).

According to the interpersonal acceptance-rejection theory (IPARTheory; Rohner, 2016), although the manner in which parents show support may differ across cultures, nations, and families, it is a universal process that the level of parental acceptance and rejection anticipates their children's mental health. An important indicator of a person's well-being is how they feel about their own parents, especially how supportive and caring they think they are.

This shows that having parental support for children of any age is very big plus point in their life.

Challenges posed by lack of parental guidance

A positive parental support will help the child or the individual to have a better self-confidence, better abilities to deal with their emotions, learnings from parents and many more. When an individual has to leave all of it and have to shift to a new place all alone after getting guidance and care from parents for many years, it becomes difficult for them to adjust especially when they are in their adolescence phase of growing. The individual has chances of feeling homesick, lonely, pressure of decision making, least emotional support, household work pressure, missing physical warmth of family members, home-returning desires, no one to calm the person down.

Homesickness

A child is in a familiar setting and a secure environment with their parents when they stay at home. Since they are in their comfort zone, they feel at ease around everyone and can communicate easily with their parents, siblings, and other family members. Additionally, they

primarily focus on their schoolwork, tuition, and, if they choose, a few extracurricular activities. They don't need to worry about anything else in life. and occasional disagreements with friends. If they had a good childhood, they wouldn't need to concentrate on anything else besides this. However, there may be a lot of excitement at first when a child is suddenly forced to move to a new location alone after spending years in their comfort zone. However, this excitement soon fades as reality sets in, the child must deal with problems on their own, and they are surrounded by people they are unfamiliar with. Then homesickness could set in. When a child first moves away from home and can return only after three to four months or longer, homesickness may strike more severely. Many of the participants have mentioned on how they go through homesickness. Some has told how in their initial days of staying away from home made them more homesick, but with time how things have got better. Now on few days they have the feeling of missing home. On the other hand, many participants have spoken about their experience of homesickness, how that prevails on most of the days even after staying out of home from many days. Few spoke how when they have the homesickness, they call their parents and talk to them and how that makes things better.

Loneliness

A sense of being alone or distant from others that may be accompanied by depressive, anxious, or sad feelings is referred to as loneliness. It is a personal experience that can be brought on by a number of things, including changes in one's circumstances, social isolation, and the absence of meaningful relationships. Students may experience loneliness when they are away from home for academic or professional reasons for a variety of reasons. For instance, they might struggle to make new connections and relationships because they're in a strange setting and far away from their friends and family. Additionally, it may be challenging for students to balance their personal and academic lives due to the academic and social demands of college life. Feelings of alienation and disconnect from their peers may result from this. Additionally, students from close-knit families or communities may experience homesickness difficulties, which can exacerbate feelings of loneliness and result in depressive or gloomy emotions. The physical and mental health of a student can suffer from loneliness. It may impair academic performance and general well-being and cause feelings of anxiety, depression, and low self-esteem. Students should put their mental and emotional health first by looking for social connections and support systems to combat loneliness. Participants spoke during the interview on how they even when they are surrounded around many people, still they feel lonely. And many of them spoke similar things on how the friend circle mattered in making them not feel lonely. Some said how in the absence of the roommate they feel lonely. While having food, if they have no one to talk to or no one around and they having meals alone that makes them feel very sad. How even the type of family they belong from also mattered in this case. If someone belonged from joint family, they had more feelings of loneliness.

Lack of support system

There won't be many people around when the person begins to live alone. Although they may have few friends, their relationships with them and their family members will undoubtedly be unique. The students will experience many challenges, but no one will be there to comfort them. There won't be many people listening to them. Additionally, because all of these sub-themes are connected, there is a chance that other sub-themes will also appear if one of them does. This persisted among all, they spoke on how after leaving home, now only friends can be their support system, and the new bond in the friendship can sometimes be a barrier in providing support to one another. In some cases, they speak on how they miss their parents,

how they miss the motivations that were provided by their parents. How they want to have those times back in their life. How they miss the guidance and the moral support from their parents and their siblings. All of these were discussed.

Pressure of Decision making
Depending on their parents' parenting practices, children are under pressure to make decisions. The child may experience more difficulties managing decisions later in life if the parents played a significant role in their child's decision-making during the time when they were still at home and didn't give the child many opportunities to handle their problems and make decisions for themselves. The child won't lack confidence in making decisions in life if parents give them the opportunity to develop independently and make decisions from an early age. The choice here can range from the smallest, such as "What to cook for dinner?" or "What to buy at the store?," to significant choices. Many of my participants told on how decision making has never been a problem for them. They have been taken life related decisions from a very young age. On the other hand, some spoke on how decision-making stresses them a lot. Even for smallest of decisions like what to cook for dinner, they struggle. They don't want to make decisions for themselves for everyday purpose.

Pressure of Household work
It has been observed that students who live in PGs require less household maintenance. While the pressure on the household is greater when they are living separately in an apartment. Some people are seen to have had no experience managing a household before moving to Bangalore, but eventually they have learned how to prepare their own meals, do their own laundry, and wash their own dishes. Additionally, a select few people who once enjoyed cooking as a hobby have begun to dislike it now that it has become a part of their daily routine. Additionally, managing household responsibilities can be extremely stressful for many students, which can cause other problems in their lives. This problem existed for many of my participants. They told how they find it difficult on doing household chores every day. They told on how things like cooking used to excite them earlier, but now how for cooking everyday doesn't excites them anymore. Many of them spoke on how managing household work and studies can be tough for them and on sometimes how they skip meals to avoid cleaning and cooking. Where as many of them who stays in P.G's and not in apartments, they have more difficulties in managing household work.

Least emotional assistance
Students who live far from their families may have limited access to emotional support from friends and family. They might struggle to cope with the challenges of independent living, such as homesickness or academic stress. Making friends and forging deep connections may be challenging for students who are unfamiliar with a subject. Feelings of isolation and loneliness could result from this, which could exacerbate existing mental health issues or lead to the development of new ones. When attempting to access mental health services, some students might run into difficulties, such as protracted wait times or a lack of resources. It might be challenging for them to get the emotional support they need to deal with stress or mental health issues as a result. Many of the participants spoke in the interview on how they lack the emotional support because of which they have become emotionally more vulnerable to things now. Some said how small things which didn't matter to them earlier, now how they overthink about it and sometimes starts crying. One spoke on how things managing friendships and new bond have made her more emotionally vulnerable, and she suffer to feel good at time. Students have spoken on how on many days because of emotional disturbance

they feel like taking a break from everything and lock themselves down and sleep. Many spoke
on how the support from their parents and siblings is missing, how at time they want presence
of someone from family to calm them down and understand them, which they lack here.

Desires to go home
Since they experience loneliness and homesickness. They are very likely to soon return to
their familiar surroundings at home. Some students would occasionally make rash decisions
to go home. They frequently feel a stronger desire to return home when they can no longer
handle the stress. For someone who is here for a purpose and lacks social support, a partner
to talk to, siblings or cousins to share things with, as well as a group of childhood friends to
share things with, adjusting and settling in a new place, with new people, can be extremely
overwhelming. As a result, they may feel worse and become more susceptible to experiencing
a range of emotions at once, including happiness. This is been seen in many cases. Many of
them feel like running back home leaving everything behind. And some have the feeling of
going home after one month of visiting home and that persists until they go home next. And
during the interview two to three students spoke on how they went home by making a very
impulsive decision. They spoke on how they just booked a ticket and the next day they were
at home.

Missing physical warmth from parents
When the student stays alone for long time without meeting their parents, they have a desire
for a hug, or some physical touch. And they can have a very strong desire of it.

Objective 3: To examine how staying away from family impacts other domains of life.
To focus on the different domains that can get affected by staying out of home. Sometimes
the domains can have positive impacts too.

Impact of the Circumstances on the Domain
Relationships between parents and children affect learning during and after a child's formal
schooling. The level of parenting that children experience has a significant impact on their
capacity for learning and development (Sanders, 2021).

Also, if there is a prevalence of homesickness or loneliness among the students, there is a high
chance of the quality of concentration on education might reduce. University students who
are homesick may struggle academically and psychologically. Significant links have been
found between self-reported outcomes (anxiety, depression, and wanting to drop out) and
homesickness (Roxas, K. A. et. Al, 2023).

The students might face financial stress, difficulty in managing money and the desire to earn
their own money. Some kind of guilt might be associated with asking for more money from
home. For students and their families, continuing their education and completing their degrees
on time are crucial. Increased financial strains may cause students to cut back on their
coursework or leave school in favor of paid employment (Joo et. Al, 2008).

Additionally, moving from one's hometown to another city can make it challenging to
maintain strong relationships with one's childhood friends and relatives. Friendships that last
for roughly 14 to 15 years, during which time they spend almost daily time together, grow up
together, attend school together, and are almost always aware of one another's problems, can
suddenly fall apart due to increasing physical distance, a lack of free time, or difficulties

scheduling in-person meetings. The friendship's dynamics alter. Now that they each have a new group of friends, they spend more time with them and go on more outings together. The old friendship is forgotten under the stress of improving one's lifestyle. Likewise, the majority of friends from childhood move away from their hometowns and settle in new areas, which results in fewer get-togethers and less availability of time for each other.

Regarding, the bond with family members it can be possible that the bond might get strengthened with the parents as the distance between the child and the parents allows the child to share more things, they get a chance to miss each other, they understand each other's worth more.

Education

After the student leaves home, they have to go through a lot of things in life all alone. There is no one else to take care of it, be it household work to financial management to claiming themselves down to everything and also education. So, managing all of these simultaneously can be stressful which can impact the education of the student. Also in some cases, education gets better because of the personal space available. But in few cases the students spoke on how their productivity got increased after they shifted to a new home where they have their own personal space. And this was seen in them mostly who belonged from joint family.

Financial Issues

The majority of the students who participated in my study are unemployed. They receive pocket money from their families. It can be difficult at times for them to stay throughout the entire month after that. As they manage their expenses from monthly grocery shopping, friend outings, college stationery, travel, health care, and much more with that money. Prior to now, their parents handled all of their financial matters, but now they are responsible for doing it themselves, which could cause them a lot of stress. They will make an effort to minimize their expenses and save money. But from this, the student will have the opportunity to comprehend the value of money and make spending decisions accordingly.

Relationships with friends and family

As there is time restrictions and logistical challenges, it can be challenging to maintain the same bond with friends after moving away from home and after everyone begins staying in different places. In addition, since they will have more time to miss one another and have a chance to understand one another, parents and children may develop a closer bond.

Whereas, when looked into the bonds with friends most of them spoke about how bonds affected negatively after they left their hometown.

Objective 4- To find out if staying away from home has any changes in the student's life.

The main of this objective was to see if staying away from home, with no parental support has any impact positive or negative on the students.

Adjustment capabilities

Students may find it difficult to adjust to new surroundings and balance the demands of their social and academic lives when they live away from home. It may, however, also present chances for improvement and development of the self. Building robust support networks is one-way students can improve their ability to adjust. Building connections with classmates, teachers, and other students can help with this. Students who feel more connected and supported by their support network tend to experience less stress and anxiety. Another tactic

is to improve your time management abilities. Maintaining order and setting priorities can help students keep up with their schoolwork and extracurricular activities, which can lessen feelings of overwhelm and increase concentration. In the interview, the students spoke on how they were facing difficulties on adjusting with people and slowly with time how their adjusting capabilities increased even when they were not putting efforts on it. Also, those who have been in the new place between one to two years, how they had difficulties in forming bongs and adjusting with people, food, accommodation, weather, environment and everything.

Emotional Resilience

Ways of dealing with emotions can get better, but at times it can also worsen. It depends individual to individual and the experiences they had. Building emotional resilience is crucial for navigating the ups and downs of this transition because staying away from home can be difficult for many students. The ability to cope with stress and adversity is known as emotional resilience, and it can be developed through deliberate actions and behaviours. Having a growth mindset is one strategy for enhancing emotional toughness. In order to do this, challenges must be seen as opportunities for development rather than as insurmountable barriers. Students' resilience and development of a positive outlook can be aided by teaching them to see setbacks as opportunities for learning and to think about their own growth and development.

More Independence

The more independence helps the child to be more cautious, helps them to handle things is a better was and to gain confidence within themselves.

Objective 5- To understand the coping styles used by the students.

This objective has an aim to understand the different coping styles that can be used. Like problem focused coping, emotional coping, social support coping, creative coping and many more.

Coping styles used

Students who stay away from home for educational or career-related reasons may use various coping strategies to help them manage the challenges they face. Some common coping strategies used by these students include: Building a support network: Many students find it helpful to build a support network of friends, peers, and mentors who can provide emotional support and guidance. This may involve joining clubs or organizations on campus or in the community, attending social events, or participating in online forums or support groups. Staying connected with family and friends: Students may use technology to stay connected with their families and friends back home. This may include regular phone or video calls, texting, or social media. Practicing self-care: Students may prioritize self-care activities, such as exercise, meditation, or hobbies, to help them manage stress and maintain their emotional well-being. Seeking professional help: Students who are struggling with mental health issues or other challenges may seek out professional help, such as counseling or therapy services. Many universities offer mental health resources and services for students. Building a routine: Establishing a routine can help students stay organized and focused, and may provide a sense of structure and stability. This may involve setting regular study or work hours, scheduling time for social activities or hobbies, and practicing good sleep hygiene. Embracing new experiences: Students may find it helpful to embrace new experiences and opportunities, such as traveling, trying new foods, or learning new skills. This can help them stay engaged and motivated, and may provide a sense of fulfillment and personal growth.

To determine the students' coping mechanism
The aim of having this objective is to figure out the coping styles used by the students as different individuals have different coping styles and it can also be possible that depending on the situation the individual decides their form of coping.

Problem-Focused Coping:
In contrast to generalized stress or anxiety, problem-focused coping involves taking immediate action to address a specific, solvable problem situation. This entails gathering as much information as you can about the problem and locating people who can help. Some of my participants gave example on how there was a problem in their real life, and how they solved the problem just by finding out solutions for it, and sorting the solutions with their pros and cons and then they came up with a final solution and dealt the problem with that.

Emotion- Focused Coping
Whether or not someone perceives a situation as stressful is greatly influenced by how they respond to their thoughts and feelings. Here are two emotional coping techniques that people can use to better control their emotional reactions. Few of the participants focused on how they always focus on their emotions first when they have a stressor in front of them, how they manage their emotions first and then go for managing the problem.

Creative expression
Someone can express themselves creatively through activities like music, dance, or art to help them deal with their emotions in healthy ways. Many of the participants spoke about having creative expression for their coping. Many said how painting relaxes them, how dancing helped them in being calm and managing stress. And the most spoken coping used by many was music. They used to say how different forms of music helps them in relaxing. Few spoke about how reading a book helps them in escaping from the reality and that helps them in managing stress. Few spoke on how just by going for a walk reduces their stress level. And most interestingly, one of them spoke on how positive self-talk, and self-affirmations helps her in dealing with stress.

Social Support
After leaving home and moving to a new place, the social system around the people decreases or they need to form new bonds in maintaining that social connections. In many cases the participants spoke on how they have to ask their parents advices on call once they have problem. And that advices, how that helps them in making a decision. And one participant spoke on how asking friend's advices and helps from them is a very crucial things for him before making a decision. And few spoke about how, after they have started staying alone, they have become more open about asking help from others.

Meaning Making
Making sense of situations can help someone alter their perspective. We can alter how we feel about a difficult situation by making an effort to see the good or meaningful aspects of it.
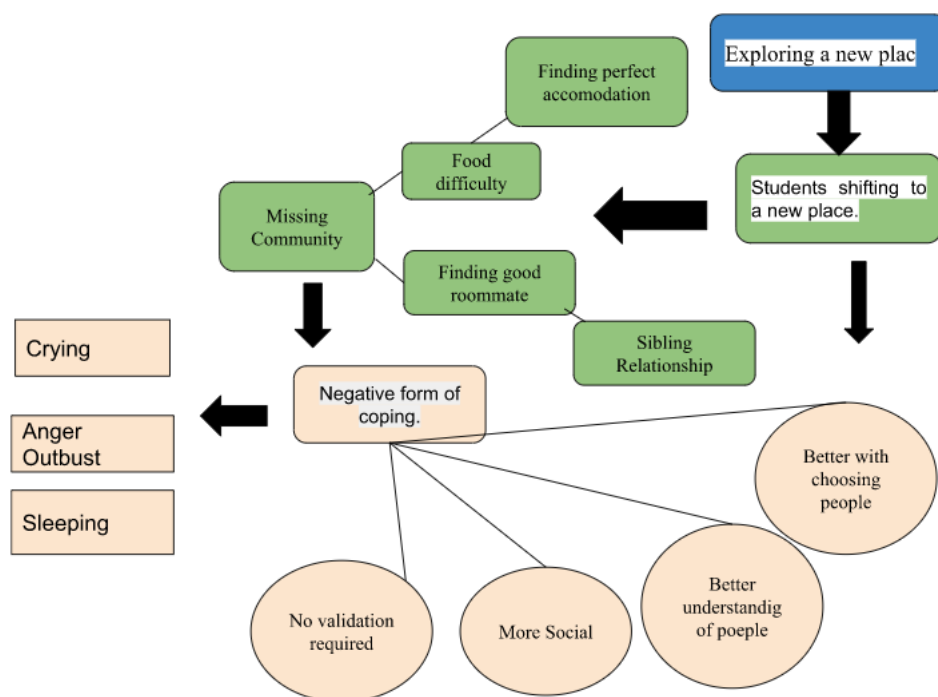
Fig 2: The above diagram gives us an idea in the emerging themes from this research.

DISCUSSIONS

The current study involved exploring the narratives of students staying away from home in Bengaluru. Through the use of in depth interview, attempts were made to understand what goes about making a decision on shifting to a different place, adjusting in that place all alone without any parental support and the changes they can see within themselves, positive or negative because of staying away from home. Our study saw how they resolve conflicts, what coping mechanism they use when they are going through difficulties in life.

Difficulties faced in Native places

There must be some difficulties they have faced because of which they decided to shift to Bangalore. The difficulties can be informed of schooling, no proper educational scopes, fewer job prospects, need for independence from parents.

Fewer Educational Horizons

As there are few opportunities for higher education in rural areas of India, students frequently move to urban areas. A major issue is the lack of infrastructure. Many rural areas lack adequate classrooms, educational facilities, and other essential services like access to electricity and clean water. Another issue is the scarcity of qualified educators. Many rural schools are understaffed, and those that are may not be qualified to teach certain subjects or have the right training. As a result, students may receive an inadequate education, and as a result, they may occasionally lose interest in a subject due to poor teaching. Additionally, students in towns and rural areas lack the options for the subjects they want to study. thus, they have a desire to shift to a different place. The transcripts of the students are as follows:

"So, I'm from Gujarat, and decided I wanted to pursue psychology. So I just didn't want one major, I wanted to specifically do a triple major course. And that was only available in

Bangalore and some other cities, but then my first preference was Bangalore. I was also a little biased about this place because I had heard a lot of good things. So that's how I decided to come to Bangalore. So mostly because of the triple major was available only in bangles as well."

This is a transcript of F.C, 20. Her transcript shows that she had hard time finding her choice of subject in her native place. She wanted to do a triple major which will have Psychology, but that wasn't there. So, it shows that metropolitan cities have better options for educational streams from which the student can choose. Also, the transcript focuses on the theme of exploration of the city, which can be a sub-theme popping.

"I decided to come to Bangalore, because I wanted to explore my field more"
This transcript is from S.G, 21. She talked about the fact of exploring her field more. She in her interview spoke that she is studying B.A in English Hons. IT can be a possibility that in her native, she has very limited sources for her field, but when it comes to Bengaluru or any other metropolitan city, they scopes can be more. Because of which she might have decided to shift here.

"So, I came to Bangalore for the admission of my brothers. It was hard to get him admitted to his plus two. And that's when I decided that I should start looking for my undergrad courses. I didn't have much option. I had science for my plus two. So, I just wanted to explore what are the other fields that I can have in science. And that is when I met someone here in Bangalore who recommended me that I should go look for courses in MCC, which is Mount Carmel college. So I went there, check the courses that they offered. And then I applied and I got into MCC."
This is a transcript of A.J.,26. She here focused on they family commitment she had because of which she came to Bengaluru. Then found that Bengaluru can be a nice place for her to explore has no much scope in her field of study in her native place, which Bengaluru has. So, she decides to get admission here. Here she talks about how she wanted to explore the city and also the different scopes in her educational field.

Being Dependent on Parents
Up until they move in with their parents, the child is dependent. The parents take part in all decision-making and are informed of every problem a child is dealing with. Maybe the child doesn't always enjoy it. They are constantly yearning for a private space where they can be themselves and aren't subject to parental pressure. The child will be free to express themselves as they see fit. The lack of freedom at home also affects the child's relationship with his or her parents. Therefore, it might be a good idea to send the child away from home in order to patch things up and teach you both how crucial each other is.

"So to pursue higher education, I found it the best fit to move from home and like explore outside the city. So I applied to universities in Bangalore, and I got into this college. That's how I shifted."
This transcript is from S.P., 22. She portrays the theme of moving away from home and exploring different places. This is giving us the understanding that she wanted to do something of her own, maybe in her city, but staying with her parents wasn't possible. She had a thought of being self-dependent on her own.

Difficulties faced with no parental support

A child or adult who receives supportive parenting will benefit in a variety of ways, including increased self-assurance, improved emotional management skills, parental lessons learned, and many others. An individual finds it challenging to adjust when forced to leave everything behind and move to a new location on their own after receiving parental guidance and care for a long period of time, especially when they are in their adolescent stage of development. There is a chance that the person will experience homesickness, loneliness, decision-making pressure, a lack of emotional support, stress from household chores, a desire to return home, and feelings of missing the physical warmth of family members**.**

Homesickness

When a child stays at home with their parents, they are in a comfortable and safe environment. They feel at ease around everyone because they are in their comfort zone, and they have no trouble interacting with their parents, siblings, and other family members. The majority of their attention is also given to their academic work, tuition, and, if they so choose, a few extracurricular activities. They have nothing else to worry about in life. and sporadic quarrels with friends. They wouldn't need to focus on anything else besides this if they had a happy childhood. However, when a kid is suddenly forced to move to a new place alone after spending years in their comfort zone, there might be a lot of excitement at first. But this excitement will pass soon.

The transcripts goes as follows:

"Yes. Yes I do very, very often. So like, of course not almost not every day, but like twice or thrice a week. I do think about home, whether it is about food or whether my family's meeting up." (K.S.,23)

She talks about missing home, though she is not very open about it but she says how she misses the food and the family gatherings. For her missing home can be something when all members, relatives, and cousins are present and she cannot be a part of it, Also, in her interview she told she belongs to a joint family. So maybe she enjoys being around a lot of people, whereas here that is not possible. She misses the fact that she is not between a lot of people here.

"Like recently when my brother came to India for his engagement and I had to go home but I was missing all the preparations because I was there only for like engagement on that like a one or two days before but my whole family was preparing for many days and after that also like, my brother was here in India, but I couldn't meet him. Because I couldn't miss my classes. So that was the time when I was really missing my home and my family.," (A.K.,22)

She says how she missed her family in an occasion, when she couldn't enjoy the whole occasion. She could just be present for few main days. Where as her whole family was preparing for the occasion but she couldn't. Her sorrow for not able to have fun with the family member, the relatives the cousins were visible. Also, she speaks how she couldn't meet her brother properly, who stays abroad. She had that grief and missing of everything a lot during that phase.

"I miss the comfort, the security just the feeling of belonging over there that I don't feel in this city… So my parents, they are my best friends. So I miss sharing every detail of my life with them. Because in the morning when I wake up, I have my mom and dad right there. And I share like what's happened during the day in the night when they come back and just feels like they are close to me. I need to share everything with my parents. And here I get to talk to them for like 10 15 minutes max, which I don't like." (S.B.,22)

She shares her grief on her she miss her parents. She shares how she cannot talk to them always here. The conversation with them is something that she really misses. She cannot see them in person which restricts her from sharing everything on call. She miss the fact that they are not around her. In a way she wants to share all that is happening in her life with them but she is not able to, which is leading a lot of distress in her. This can also mean that she is feeling lonely.

Loneliness
Loneliness is a feeling of isolation or separation from others that may be accompanied by depressive, anxious, or sad feelings. It is a unique experience that can be triggered by a variety of factors, including life changes, social isolation, and the absence of meaningful connections. For a variety of reasons, students may feel lonely when they are away from home for school or work-related reasons. For instance, because they are in a strange environment and separated from their friends and family, they might find it difficult to forge new connections and relationships. Additionally, because of the academic and social demands of college life, it may be difficult for students to balance their personal and academic lives.

"I see that people in my place, they are more emotional. They're not that professional, but people who are here are kind of professional. So yeah, I missed that… Even if I have people around, I feel lonely, because I guess I don't connect to a lot of people around me. So I guess I feel lonely. But I feel really very alone. And most of the time, I feel very alone." (S.G., 21)
She clearly states that she is having difficulty in forming bond with people in this new place. She is not able to form and hold a bond. She states how she feels lonely even when there are people around. She cannot enjoy the company. She feels like a loner. They distress that she is going through somewhere makes us realize that shifting to a new place all alone, can really take a toll on the individual's mental health and which can also impact the other domains of their life.

Making Decisions
Depending on their parents' parenting practices, children are under pressure to make decisions. The child may experience more difficulties managing decisions later in life if the parents played a significant role in their child's decision-making during the time when they were still at home and didn't give the child many opportunities to handle their problems and make decisions for themselves. The child won't lack confidence in making decisions in life if parents give them the opportunity to develop independently and make decisions from an early age. The choice here can range from the smallest, such as "What to cook for dinner?" or "What to buy at the store?," to significant choices.

"I have the pressure of making a decision because I don't think I'm very good at making decision. I take a lot of opinions. And then definitely I look which is better to me. But then I didn't had to make these decision. So, now I ask my parents to give their opinions. I would definitely take that opinion, it would be very easy. And my parents are very good at giving opinions and I think very it's difficult while staying alone to take decisions." (Y.K.,22)

She explains the difficulty she has making a decision, generally and also when she is away from home. When she was at home, it was taken care of the family members, she didn't have to deal with a lot of it. But staying away has made a must for her to make decisions for herself. She shares how she has to take opinions from the people around her, be it her friends or parents she consults and then decides what to do. Mostly she takes help from parents.

"There is a lot of pressure because if I don't make the decision, there's no one else to make the decision for me. If at home, I didn't want to figure something out, my mom would choose it. And it would be fine if it's right or wrong. But here I am afraid of the consequences, but I still have to make the decision. So it is just the surprise of how if my decision was right or wrong, so I make the decision being under stress." (K.S.,23)

She describes how making decisions at home wasn't a big deal because her parents, particularly her mother, were there to handle it. However, she is now worried about the effects that her choice might have. She is unwilling to take the fallout. Consequences are what stresses her out more than the decision-making process does.

"If I was at home or even if I'm here, I think I had an equal say in the decisions about my life or my choices. So, I don't think it had a lot of change after I came here, it is still the same. Like how it was before." (F.C.,20)

She says that she is not affected by the pressure of her decision-making. She says how even at home she had to make decisions for herself and at times also for others. Also, during the interview she spoke about her family dynamics. She said when she is at home she has to take a lot of responsibilities because she has a younger sister sibling.

Managing Household Work
It has been observed that students who live in PGs require less household maintenance. While the pressure on the household is greater when they are living separately in an apartment. Some people are seen to have had no experience managing a household before moving to Bangalore, but eventually they have learned how to prepare their own meals, do their own laundry, and wash their own dishes. Additionally, a select few people who once enjoyed cooking as a hobby have begun to dislike it now that it has become a part of their daily routine. Additionally, managing household responsibilities can be extremely stressful for many students, which can cause other problems in their lives.

"I keep doing it. But I realize that this process just keeps going, the work just gets too much. So even if I'm washing a dish, and then I keep washing and keep watching, so it just becomes too overwhelming for me. So I feel that this life is not for me. I mean, doing household work a lot a lot. It's not for me…But cleaning, cooking everything. No, it's not for my I feel that it's too much for me. I don't deserve that thing." (S.G.,21)

She says how she cannot handle the household work. She doesn't enjoy cooking or cleaning at all. Occasionally for refreshment, she can do it but not always. She shares how she feels overburdened in maintaining a house of her own. During the interview, she said she is staying in an apartment currently. Earlier she was staying in a P.G. In apartment, she definitely finds more work to do, which bothers her a lot.

"There are some days when I have a lot of project work to do or assignments and all and I cannot find time to manage my household work and the work of college but whatever it is like this, I have to like to do all the house cleaning and all this so that time I feel the pressure of time management." (S.D.,23)

He says how managing both household work and study together can be challenging at times. How he has to manage both in a short period of time. This shows managing household work

in a way can affect a student's concentration and motivation to study. Because if students are busy most of the time dealing with household work, then they will find very less time for engaging in studies, and they will lack the energy and motivation to sit and concentrate. That may lead them to procrastinate studying.

"*So juggling a lot with apartment work and with assignments, study and also cleaning the house this becomes difficult. Every day there is utensils, to clean it is very stressful sometimes, especially when there's an exam the next day. So then, I've always been preoccupied with this, I cannot leave the house unclean and on another side I need to study….Sometimes I cannot handle both things together.*" (K.S.,23)

She says how it becomes difficult to manage both studies and cleaning the house, and doing household chores together. How she juggles between the two and doesn't know how to find a solution.

Emotional Support
Students who live far from their families may have limited access to emotional support from friends and family. They might struggle to cope with the challenges of independent living, such as homesickness or academic stress. Making friends and forging deep connections may be challenging for students who are unfamiliar with a subject. Feelings of isolation and loneliness could result from this, which could exacerbate existing mental health issues or lead to the development of new ones. When attempting to access mental health services, some students might run into difficulties, such as protracted wait times or a lack of resources. It might be challenging for them to get the emotional support they need to deal with stress or mental health issues as a result.

"*I am taking a lot of stress related to a lot of things, not just my studies, but a lot of things. Which is why I've seen myself somewhere breaking down very often, which when I compare myself to my past… But recently, I have noticed that there has been a lot of emotional changes that I'm going through. And I often cry, like even for pity things for like, not even not even a scene in the movie where normal people cry, I start crying… I'm going through a lot of emotional instability in life. And I do not know the reason behind that. Maybe just the physical changes, or the hormonal changes, or maybe I'm just stressing over some reasons, I do not know that.*" (A.J.,23)

She shares about her emotional instability, and how these days she is not able to hold her emotions like she used to in earlier stages of life. How she is becoming more vulnerable to things, how she stresses out and starts crying for things in life now. This can show how earlier she was in a state where things were better, she had people around her for talking to or opening. She had people from whom she could take advice very immediately. But now that is not present. Whenever she feels low, there are only a few friends that can take care of her, but the warmth and support of family are lacking which can result her in crying and letting her things out. And because of lack of support from the sides is not protecting her from difficulties, she herself is dealing with everything alone, and in doing so, she is not thinking about herself. Which is making her emotionally weak.

"*I used to think that I would really like it because of the Independence and the freedom. But I feel like right here, I'm more dependent on my parents right now for emotional support than I*

ever was. So whenever something happens, I just need to call them up and be like, Why aren't we here?"(S.B.,22)

She talks about how miserable the situation is right now. She says how emotionally she feels worse at times and she says how earlier things were better, she didn't have to ask for these many emotional helps from her parents, but now she has to call her parents more about her emotional instability. She blames them for not being present here. This shows how lonely she feels, and how emotionally drained she feels.

Physical Warmth from Parents

When student stays alone for a long time without meeting their parents, they have the desire to meet their parents and feel them physically. Seeing them through their eyes, not on mobile screens. For a few of them a hug from their parents, or some physical touch can help them to solve a lot of emotional turmoil going on inside them. They feel relief when they just feel their presence around them, they feel covered or protected. And now when they stay away, they can have a very strong desire for it.

"So I miss like the physical warmth. I'm very close to my parents. So like, in every, like, small situation, anything, I need their hug. So that's very crucial to me. So I missed their presence. And if, like, even they're apart, and but they still wants to make me happy over calls and do such things. So that I don't feel like that I'm staying away from them. So in this case, I will miss them." (A.K.,22)

She says how physical warmth from her parents plays an important role. She says how she craves to get that hug from her parents. And she says how crucial is for her to get a hug when things are not going right with her. She says how for her, a hug is something that can solve a lot of problems which is not getting now.

Desire to go home

Since they have homesickness, and loneliness. They have a high chance of returning home soon to their comfort place. Sometimes impulsive decisions on going home were also made by few students. When they cannot handle the stress anymore then they tend to have more home-returning desires. Adjusting and settling in a new place, with new people, a new atmosphere can be so much overwhelming for someone, and for a student who is here for a purpose and has no people support, no partner to talk to no siblings or cousins to share things and also has no childhood set of friends to share things. This can make them feel worse, they can get vulnerable to all sorts of emotions at once, from being happy about being independent and free to the sadness that comes from struggling to become an independent individual. And from tackling all of these, there is a high possibility that they will lose hope, they will feel tired and helpless which can make them feel like running back to home immediately. And the desire of returning to hope can be strong at times.
The transcripts of the students are mentioned below:

"So, I have felt the pressure of becoming an adult. I felt that around last year during Diwali, I was feeling sad, tired. So, I just booked a ticket, like one day before also the tickets were not available easily because it was festival time. But I was like, very frustrated. And I wanted to just go home. So, there are some times when I feel like that, and I will just want to rest. Like I want nothing, no college work. I just want to lay on my bed. And we'll solve the problems

afterward. So yeah, sometimes I feel like that, that we want to be a kid again, and we don't have any responsibility."(A.K.,22)

She describes an incident of her impulsively taking a decision of going home and from where the decision was coming that she described. How she was feeling miserable, how she wanted to just take a break and not stress about anything else. How she was fed up of being an adult. She was in such a state that she did not even think about the immediate flight booking cost during a festival. She just felt like going home and being a kid again. Also later in the interview, she mentioned how she sometimes has such desires but not always decide to go home. This was the only incident where she went home. It shows how overburdened she must have felt, and all of these come from the other associated themes that I mentioned earlier.

"That is what happened this time when I went home. Because I was this time, I was very new at one point, and a lot of things were happening in college as well. And I was done with it. So that's when I first went and checked the tickets and all and I was like, I just want to go home. And so I told my parents that I'm not able to do it. I just want to come home, I cannot do it anymore. So that's how it happened this time that I went this April. And plus, it was our festival as well. So then it was a perfect time. Before also that it happened but then there were not many holidays. Or because we have like a percentage for attendance. I could not take many weeks." (F.C., 20)

She talks about the incident where she had to book a flight immediately and go home. She mentions clearly how bad she was feeling, she was stressing about something that was going on in her college and she was not able to deal with it. She wanted to pause everything and just wanted to fly back home. So, she did that, she spoke to her parents and went home. Also, the last line says how she is kind of rationalizing this decision. This makes us clearer how concerned she must have been about the ticket prices as it was booked at the last minute. This shows the financial concerns that student goes through and because of this they try not to go home many times. She also says she has these desires of going home, but she couldn't go thinking about the attendance, which signifies that she is worried about her education too, she doesn't want her emotional instability to hamper her education in any way.

Impact of circumstances on the domains
It can be difficult to keep close ties with one's childhood friends and family after moving from one's hometown to another city. Friendships that typically last for 14 to 15 years, during which time they practically spend every day together, go to school together and are almost always aware of one another's problems, can abruptly end due to growing physical distance, a lack of free time, or difficulty setting up in-person meetings. The dynamics of the friendship change. They spend more time and go on more outings with them now that they each have a new group of friends. Under the pressure of enhancing one's lifestyle, the previous friendship is forgotten. Similar to how most childhood friends leave their hometowns and settle elsewhere. In a similar way the students might face difficulties dealing with money, and handling education because of other pressure present in life now, they can also have less concentration. But we interview was taken it was found that they are few students whose education better, they have learnt how to manage finance better and also the relationship with friends and family got better. So it differs individually.

Handling Education
The main motivation for most students who live away from their parents is to further their education. However, living alone can result in a lot of stress. The primary reason for staying

away from home can suffer as a result of the student's potential for emotional fragility and hardship.

"When I was in my undergrad, like, there was a like drive where I would study I had that motivation of doing my assignments on time studying on time, here it is like just actually studying for exams… I'd say my grades, I was maintaining good GPA. In my own environment like studying at home was the best for me because it was my own environment and I could study like the way I want to in my own style. But when I came here, there were other stressors also which impacted me which kind of reduced the drive, motivation productivity. Started doing stuff last minute…"(S.P.,22)

She says how productivity and concentration in terms of her study have reduced. She says how the studying environment for her matters a lot, here in this new apartment she is struggling to find her own space to study, which she thinks has impacted on her grades. Here she has to manage a lot of things together from household to emotional instability to everything. So that is affecting her grades, and her wish to sit and study. She is not finding enough drive to study from her own, it just the exam pressure that makes her study.

"I always say like, you don't feel like doing any of these things. And sometimes I feel so stressed that I don't eat that day. Or maybe I'll just drop the housework and food order from outside or maybe I'm so tired from doing everything that I cannot do more of my assignments so I don't do it that day because of the that it that keep on piling. so that there are a lot of times where I've decided okay, I need to cook first and then study says I cook first by the time I finish cooking, I have no energy left for studying." (K.S.,23)

She says how difficult it can be to manage to do household work and study. She has a tough time managing two, and at times because of which she skips a meal. And sometimes she gets so tired that she doesn't feel like studying and skips studying too.

Handling Finance

Students made up the majority of my participants, and they are almost all unemployed. Their families are providing them with pocket money. From there, they must remain the entire month, which can be difficult at times. As they manage their expenses with that money, which includes paying for their monthly groceries, outings with friends, college stationery, travel, health care, and much more. Before, their parents handled all of these people's financial matters, but now they are required to handle them on their own, which could cause them a lot of stress. They'll make an effort to cut costs and save money. However, the student will be able to use this to understand the value of money and make spending decisions accordingly.

"It's obviously not, it's not sufficient. But I can't ask for more. I can't demand they have their own problems. But yeah, I just manage somehow. And nowadays, there are more apps for give us loans. Like small loans, great cars." (S.U.,21)

He says how managing money can be difficult at this point. The guilt of asking for money again from their parents can be strong at times so he betters take small loans from apps and also from friends. And during the interview, there was a repetition of financial issues. This shows how when he is struggling with saving money still hs is not preferred to ask for money from his parents, which can make us understand that financial values have been understood.

Relationship with friends and family

It can be challenging to maintain the same bond with friends after leaving home and once everyone starts living in different places due to time restrictions and challenges in getting together. And if there are children involved, the relationship with parents may strengthen because they will have more time to miss one another and opportunities to communicate with one another. The bond, however, may hurt some families' parent-child relationships. I am subject to the individual.

"Bonds with some of my friends have decreased when I moved here because there was not much understanding because they don't understand what it's like to live in a different city, different plays, we're trying to build something we've become something different even yourself." (S.P.,22)

She says how moving to Bangalore has impacted some of her old friendships. The bonds have changed. She complains how those friends fail to understand what she is going through here. The lack of time to give to each other has changed things.

"Back when I was in Bombay, I used to go and just be at their place the entire day. But I can't do that the bond has changed a bit because now when I go back home, like I get awkward because it's been a while since I've seen them." (S.B.,22)

She says how friendship dynamics have changed. How earlier things were smooth, but now when she goes back she has awkwardness. That comes from not being able to meet them for many days. The amount of time that is spent has also changed.

"Previously, it was not that great. It was that I was not close to my mom at all, but now she's my best friend. So I share everything with her from my relationship to my friendship from the dynamics at my apartment. So now she's my friend before that I was very distant. Same with the dad so I guess it got better after I left." (S.G.,21)

She says how the bond with her parents after leaving her home has changed positively. How now his mother became her best friend. She shares everything with her mother, but earlier it wasn't like this. Earlier she had a detachment from them. This shows how the dynamics have changed between her and her parents. This can be the case because now they stay in a distant place, and they have space in their life. The parents and the child have a different life. So when they are sharing each other's problems they can find solutions for each other by understanding one another.

"I feel that since I'm away from home, so now members have space between them, When I was home meeting them was regular for me and my parents also, but since I came so far, so I need them once every three or four months." (S.D.,23)

He is trying to say how the distance between him and his parents has led to an understanding of each other, which in turn has improved the bonding a lot. Earlier, staying always with them didn't give them the chance to feel the value of each other.

"Yeah, I guess two or three times that has happened for some function which I would be interested to go in I would I wasn't invited then I got to know it's only because they think that I wouldn't be interested in coming so there's no point in asking because just like maybe they don't know I would be interested or something."(Y.L.,22)

She described that how the dynamics have changed between her and her family members. How she thinks that they might forget about her and she in a way believe that she had all the fun without her. She feels bad about these situations. She might have a belief that after she left home, they are less concerned about her, they are less concerned about her whereabouts.

The influence of staying away from home
There can be a lot of positive changes that can arise from staying away from home. The changes in the way of visualizing a thing can start differing, the changes in the person's way of dealing things can start differing. Where as there can be a negative impact too, where the person can lose his or her way on how to deal with things, they can become more vulnerable to different emotions.

Handling Emotions
Many students find it difficult to live away from home, and developing emotional resilience is crucial to navigating the ups and downs of this transition. It is possible to develop emotional resilience through deliberate practices and behaviors. Emotional resilience is the capacity to adapt to stress and adversity. Having a growth mindset is one way to become more emotionally resilient. This entails viewing difficulties as chances for development rather than as insurmountable barriers. Students can develop resilience and a positive outlook by being encouraged to see setbacks as opportunities for learning and to think about their own development.

"*Yeah, also, of course, like I know how to control my own emotions now. But there are still times when I totally lose it. Because it happens that we keep on keep on taking it in, we keep on suppressing, we keep on adjusting. But there are times when I just am done with stuff and when I'm done with people, and I take it out or take it all out. So I don't think I've completely reached the point that I have a control over my emotions. I'm still in between sometimes because I suppress it, suppress it and then blew out.*" (F.C.,20)
She says most of the time they is able to manage her emotions. But at times when she keeps on managing and keeps on handling things without understanding what she is actually going through, she can see her emotions coming out badly because this while she kept suppressing her emotions rather than dealing with it. This shows she has difficulty in managing her emotions.

"*There are some times when I can't control I like, become emotionally vulnerable. So may be due to some situations. So before that, like even compared to my like, ug, I don't think that I could have cried in my classroom anytime. But here in PG, I've cried once in my class and couldn't control it. And it I felt very embarrassed, like in a whole class and in front of teachers. So I think that there are some times that I become vulnerable, which was not present before, like I was vulnerable, but I used to, like, didn't show among some people, but here, I like I couldn't even control it. So I think my emotional vulnerability has been increased.*" (A.P.,22)
She says how she has become more vulnerable to showing emotions. And not able to manage emotions which she was able to do better earlier. This can be due to the reason of handling everything and pilling up emotions one after the other, and trying to control it but in a negative way.

Independence

Many of the students shifts to a new place to gain independence from the family, which can be good as it lead the person in better growth in them and not being dependent on others. And sometimes the subject might suffer maintaining being an adult and being independent.

"but most of the time, even when I compare like to my fellow classmates, or my fellow friends, I think that I don't share my problems much with my parents, I have the capability to solve them. And but there are some time that when I'm, like, very, very pathetic. So I talk to my mom, and but most of the cases I solve by myself," (A.P.,22)

She says how she can manage her emotions all alone, and she doesn't feel like sharing to her parents because she thinks she is capable of handling things alone now. Which shows ina way that she is trying her level best in solving her own problems and not bothering her parents. Which tells she is trying her best to be emotionally and all other ways independent. This can at times feel like a pressure to be independent rather than being independent by themselves.

"I had like a high need for other people's validation for myself to feel better. But right now, I've reached a point where that could be 5050, where if I'm able to validate my own self, like internally, like, if I'm gonna tell that like, Okay, this thing started and like, after some time, I'll feel better." (S.P.,22)

She told how earlier she had a need to get validation from others, in a way she was dependent on them emotionally or psychologically. If they validated her feeling or what her difficulty was, then only she considered the thing to be there otherwise she wouldn't. But now she is very clear in her head, she known what she is doing is right if she has proofs to prove herself but she won't be proving to others. She has her own reason to live her life in her own way. She doesn't require validations in life any more, this facts shows that sha has moved way ahead in life and has gained independence.

Coping styles used by the students

Different students will have different coping measure to follow and they can have more than one coping measure too, it is depending on the situation. Now here we will see how different people have different coping.

Problem-Solving coping

This is a coping measure where when there is problem, and the individual directly focused on the possible solutions that can help to solve the problem. And can be a coping which is more used when there is a time constrain.

"Most recent example is mid-semester exams, where there was a change in a holiday and I had planned my days, according to that Monday would be a holiday. So I had booked myself in the event that I had to attend on Sunday. So I was very stressed about like, how am I going to write my exam the next day? So first of all, when the day change came one day I was awaiting it. I was like no I want to use this weekend and Monday's as holidays. But later on, I was like, Okay, I still have time. So I started, like studying for Monday's paper previously, and then I was, I was very confident with my Monday's papers that even if I don't get to study on Sunday, on Sunday, or early Monday morning, I knew I could write the paper very easily. So it's just that when I took my eye off, I did the thing in my head. So, after a while, it just got sorted out for me and I was able to cope with it. And I think I've written a good exam, hopefully." (S.B.,22)

This shows a real time example of a student, who gave an a example on how managed both her education and an event that she had to attend. She described how there was a problem and how she found our solutions for it directly, and she told in most of the cases when she is having a problem she first finds out the preferable solutions for it.

Emotion Focused Coping
"So, whenever I am confronted with a problem, even if it is immediate. I see my emotions. I see from where these emotions are coming. I try to manage my emotions and then first then I get the motivation to think about the stressor. So, I always focus on my emotions first, deal with them and then the problem." S.B.,22)
The participant here spoke on how she deals with the emotions first. She says how emotions plays a big role for her in coping with problems. It shows how it can become difficult for her to cope with a problem directly, if she has not fixed her emotions first. Majorly the participant spoke on how she fixes her emotions during the interview. She spoke how taking a break and doing selfcare helps her. She spoke about taking a break by reading books and taking to her father many a times. How is she is anxious, and calm are down helps her navigate the process of making solutions smoothly.

Creative expression coping
Someone can express themselves creatively through activities like music, dance, or art to help them deal with their emotions in healthy ways. Taking a walk can also come under creatively dealing with stress.

"Listening to music, second, would be talking to myself for the mirror. And even like, like, putting kind of self affirmations around me, like, I have self affirmation on my keyboard for myself, like, I wake up as the mirror, I see that affirmation then go to my work."(S.P.,22)
When asked about how she copes with different problems she gave me this answer, where she told how listening to music, positive self-talk, and positive affirmations works for her. All of these helps her in staying motivated and in understanding herself better.

Social Support coping
This means turning to others who can help solve a problem. It helps to boot the emotions and can also help to remove a specific stressor. This strategies include, connecting to people who make you feel loved. And reaching out for help to those whom you think can solve your problem.

"No, no, I won't try to escape but I call my friends. I'll ask them for suggestions. I'll tell my problems and they'll give me some suggestions, their point of view, and that will help me come up with a better solution." (S.U.,21)

He clearly states that when there is a problem she ask suggestions from his friends and during his interview he has spoken about his friends and how they have helped in many situation. For him being with his friends and getting suggestions can lead to solving of the problem.

SUMMARY AND CONCLUSION
The current study explored therapist's understanding of experiences and impact of no parental support on students who stays away from and the measure of coping used by them. The study focused on how the students perceives the phenomenon of leaving home, settling to a different place all alone, meeting new individuals in life, understanding their different, forming bond

with them, then dealing with the difficulties of life all alone, maintaining a lifestyle here, adjusting with the food, weather, environment, language, the accommodation where they live in, the roommate and a lot more. There is a chance that they struggle with handling decision making, house hold work, emotional instability, and their education. The sole purpose for most of the students to settle to a different city is for the purpose of better education. And when they come here, they have to deal with a lot of stuff before going to education and that can affect their productivity, concentration in terms of education. But where in, when they shift to a new place they is a high chance that they come out brave out of it, with education they get to learn a lot of life skills. They become street smart rather than just becoming a book smart. They have a high chance of self evaluating themselves and becoming independent. But during this process they have to go through a lot of difficulties emotionally and physically at times. So in this research the emotional difficulties they go through has been focused more. So that better psychotherapies can be given to a client who comes with similar issues and this research will help the readers to get an overview on the possible difficulties that a student with similar background can go through.

When we looked into the phenomenon more, who focused on from where this phenomenon is arising, what can be the influencing factors for a student to shift. We found in different metropolitan cities, there are better combination of subjects provided, more educational options are present, and the students have a desire to explore a new place, they want to explore it by them selves and they want to gain independence from their family. They want to have a lifestyle of their own. So, they generally have an idea to shift to a different place. Now when they come here, at they beginning they might feel it very exciting but slowly they reality comes into place. They get to see the difficulties in front, difficulties like homesickness, which many of them face at the beginning. They frequently have the desire to go home, meet parents, In the study that I have done it shows most of them has faced homesickness at some point or the other. For some homesickness fades away and for some, even after staying for more than two years they still go through homesickness at times. And it was seen that the students who has stayed alone for more than two years or so and still going through homesickness, they have difficulties in others areas of life, and which is getting reflected as homesickness. Then the ideas like loneliness comes in. This idea can persist even after the student got adjusted with food, environment, accommodation and even after they formed new bonds with people. Still loneliness is seen to be present. Loneliness highly depends on the factor of bonding with the roommate. In the study it is seen that bond with roommate is a very important thing for a student to get adjusted soon. And it was seen the students who were struggling adjusting with their roommates, they had high amount of loneliness faced, they had difficulties in maintaining emotional stability. It was also seen that even after having good bond with the roommate and when the roommate isn't there at home, then the loneliness can stick. Loneliness never feeds away; it can come and go and if the individual has learnt the art of dealing with it with in years of staying away then they have a better way to handle it. Also, then the student has to stay away, they might face the difficulty of making decisions for themselves. And in the present study it was found that not most of them had difficulties making a decision as some comes from a family background where they had the chance and courage to make decisions for themselves and also for the rest of the family by themselves from a young age. But there were students in my study who were going through this difficulty. A new theme that got generated after doing the interview and analysis was difficulty in finding suitable accommodation for the individuals. And it was seen that few of the students in the study had to go through this problem, which led them in shifting from one place to another within the city. And as a single individual that becomes difficult. Also, the pressure of managing household work especially

for those who stay in an individual apartment was more. They struggle with the work that they have at home and maintaining their study side by side. It happens that the student gets so tired after completing the work at home, that they don't get enough motivation to sit and study after that. But this problem has no solutions as of now, because if they fix a maid then that will add upon their expenditure and as a student who is still financially dependent on their parents will restrict themselves to do that. The most difficult part for a student would be to deal with all these problems as well as they emotional instability that can come as a by product. As in this case, again they don't have a support to manage their emotions, it is the least they can get from the parents by talking over call or by talking to friends. But at the end it is them who will have to manage it. In the present study it was seen that most of the students had this difficulty which gets raised from many other issues. But they slowly have somewhere learnt to deal with it. Definitely with their own tricks or methods which can be called as their own coping mechanisms. And it was seen that every individual has different sets of coping strategies for themselves. And these copings help them in regulating their emotions in a a better way, which in turn can make them emotionally resilient. It was found that not everyone will be able to achieve this, but it is a process that will take time, they sometimes will proceed and sometimes will fall back, at the end everything is taking them forward in making them more resilient. And if we talk about home returning desire that can come from overburden, then it was seen few of the students had to make impulsive decisions on going, but in a way, it was visible that they were rationalizing their decisions which made me feel that they were actually concerned about the cost of the tickets that were booked last minute. When makes me realize that they have started valuing money. And in other examples as well, I saw the students talking about minimizing their expenditure as they don't want to ask money again from their parents in mid months. And if I talk about the relationship with parents, it was seen that in most of the cases the bond got better, but in few cases, even though the students didn't talk about it directly but it was understood that the bond somewhere got affected. This was mostly seen for those who have been staying away from home for at least more than three years now. If I talk about the changes that has been incorporated in the life of the students, then it would be increased adjustment capabilities in most of the cases, in some cases where the student at the beginning has difficulties in engaging with strangers not, they have got the confidence to do that. Also, their self-confidence in various fields like understanding people's mindset, managing stressor and many more have increased.

The whole study has given a better understanding on the life of the students who has shifted from their hometown leaving all the comforts behind, leaving their parents behind and how they are living their life here. What they are learning from this whole phenomenon apart from gaining education.

Limitations of the Study
Limited time span to complete the dissertation work, but I have tried my best to not to compromise on the quality of work provide. The caste, gender, religion, socio economic background of the participants was not looked into, which could have impacted the result of the study. LGBTQ population was not looked into, which restricts us in generalizing the study to the general population. The number of participants were less when compared to quantitative research. 14 students were interviewed which shows that the results of the study cannot be generalized to a whole population. Few of the interviews were conducted online through video calling, which can be a barrier in between the client and the therapist's bond. The samples were selected only from Bengaluru, which can be a drawback in understanding the whole phenomenon.

Future Implications of the study

The future implications of the study would be that it can be used in the clinical usage, for preparing better treatment plan and for understanding the client who is coming from the similar backgrounds better. This can be helpful in assessing the clients better. This can be used in guidance and counselling purposes, for giving the clients better training and guidance. This can be helpful in providing better supervisions to the client. The therapist can build a better plan for giving guidance and supervisions. And this will help in family system approach for understanding how family works and how family can have an impact on the child.

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