

## Adapting to Change: The Psychological Challenges of Migrant Worker's Children

Barani Vidya<sup>1\*</sup>, K.V. Krishna<sup>2</sup>

### ABSTRACT

The phenomenon of migration, especially labor migration, is a critical aspect of global dynamics and its impact on the children of migrant workers is a concerned topic. This overview examines the effects of migration on migrant worker's children especially in the psychological aspect. This article delves into the factors and processes of migration, and psychosocial challenges faced by migrant worker's children as they navigate into the complex realities of adapting themselves to a migratory environment, cultural adaptation, separation from their hometown, etc. This overview helps to address the diverse impacts of migration on migrant worker's children, and interventions aimed at ensuring their well-being and positive development, recognizing their potential as valuable contributors to the community. So, by addressing the challenges faced by the children of migrant workers, societies can unlock the full potential of this demographic and work towards a more inclusive and equitable future.

**Keywords:** *Migration, Labour migration, Psychosocial challenges, and migrant worker's children*

Migration is a notable factor of human population growth among developed and developing nations (Chen et al., 2009) holding deep historical roots in the early human survival where people migrated between forests in search of resources. As civilization evolved and agricultural practices developed, migration patterns shifted, with people moving between regions to cultivate land and establish new settlements (Bala, 2017) this long-standing phenomenon exerts an influence on both human life and the surrounding environment, making it one of the fundamental factors contributing to the population dynamic in any given geographic region (Virupaksha et al., 2014). Turning to contemporary trends, India has experienced a remarkable surge in internal migration over the past three decades (Young Lives India, 2020). The census number of internal migrants in 1991 was 232.11 million, in 2001 it was 314.54 million, and 455.78 million in 2011. Notably, this migration wave included a significant increase in migrant children, numbering 44.35 million in 1991 and rising to 92.95 million in 2011 (UNICEF, 2020). These children often accompany their parents in pursuit of better opportunities, with some attending schools near their parent's workplaces or even being born and raised in these areas (Sohaib, 2022). Rural-

<sup>1</sup>Ph.D. Research Scholar, Department of Psychology, Bharathiar University, Coimbatore, India

<sup>2</sup>Assistant Professor, Department of Psychology, Bharathiar University, Coimbatore, India

\*Corresponding Author

Received: October 21, 2024; Revision Received: December 28, 2024; Accepted: December 31, 2024

## **Adapting to Change: The Psychological Challenges of Migrant Worker's Children**

urban migration typically involves family transition where the children also migrate along with their parents to the destination place (Rohta, 2017).

According to the National Sample Survey Organisation (NSSO) 64th Round, the predominant reason for migration for the age group between 0-14 years is the migration of their parents or earning members since they rely on them during their development years. It is necessary to understand that migrant worker's children might relocate for various reasons. Generally, humans migrate for reasons depending on their demographic, socioeconomic, cultural, political factors, and environmental factors, and all these factors of migration are placed in two broad classifications the push and pull factors (Sali et al., 2015) the push factors are when people are forced to move from their place due to various reasons such as economic reasons, high unemployment rates, low wages, and economic recessions can force people to seek better job opportunities elsewhere (Simpson, 2022). Social reasons such as limited access to quality education and healthcare, along with high crime rates and safety concerns, can drive families to migrate (Urbanski, 2022). Individuals tend to migrate due to political events such as wars, economic problems and political revolutions to other regions with stable and secure political environments (Chandler & Tsai, 2001). Environmental factors like natural disasters, including earthquakes, floods, and droughts, as well as long-term impacts of climate change, can render areas uninhabitable, compelling people to move (Warner et al., 2010).

Conversely, the pull factors are where it encourages people to move for a better living, economic opportunities play a significant role, as areas with abundant jobs, higher wages, and economic stability are highly attractive to migrants seeking better living standards (Zoelle, 2011). Social benefits also draw people, with regions offering superior educational institutions, advanced healthcare services, and comprehensive social services (Urbanski, 2022). Political stability is another strong pull factor (Adesera et al., 2016). Additionally, environmental factors like favorable climates can attract individuals seeking a better quality of life (Rosengartner et al., 2022).

### ***Process of migration***

Regardless of the place of origin, the migration process has a long-lasting impact on individuals (Ward, 2005). Migrant children face uncertainty from an early age as they attempt to integrate into urban life, navigating significant differences in regional adaptation and an experience gradual loss of connection to their native place, ultimately losing access to their cultural heritage (Guo et al., 2023). The migration process has a wide-ranging impact on health, integration, and involvement, particularly for children and youth with migrant backgrounds, who face challenges in academic performance, language acquisition, socio-emotional development, and physical health (Gushulak et al., 2009). The individual comes across multiple losses during the migration process like loss of home, friends, family members, society, customs, language, and food (Bhugra & Becker, 2005). Prior research has utilized the grief model (Bowlby, 1969) to investigate the experience of mourning for one's homeland, often expressed as homesickness. The trajectory of homesickness aligns with Bowlby's stages of grief progress from numbing, yearning, and pining, to disorganization and despair, and ultimately reach the fourth and final stage of reorganization. This leads to a sense of resolution, fostering optimism for a fresh start and the opportunity to cultivate new connections to replace those left behind in the homeland (Ward, 2005). Acclimating to a new environment often involves processes such as decision-making, preparations, following the relocation procedure, moving physically to the new geographical area, adjustments in the culture, and becoming a part of that locality. This process marks a period of constructing a

new identity to facilitate adjustment to the new surroundings (Virupaksha et al., 2014; Ward 2005).

### *Psychosocial challenges*

Though migration contributes to the development of a country the migration process plays a vital role in the health and well-being of children and adolescents (World Health Organisation, 2018; Smith et al., 2003). Migrant children who have lost their social networks in their native place are in a threat to their well-being (Lee, 2014). Addressing the well-being of migrant workers' children is of critical importance for several reasons, right from the unique challenges these children face due to their migratory background. Psychosocial development is a vital area to be addressed among migrant worker's children who experience particularly severe vulnerabilities (Lu et al., 2018). In exploring the psychosocial problems among migrant worker's children, the present study delves into critical issues such as social marginalization and integration challenges, acculturation stress and mental health, sense of belonging and loneliness, peer support and social development, discrimination, education, and social prejudice.

### *Social marginalization & integration challenges*

Migrant worker's children are marginalized in urban society and face challenges of social integration in urban environments where the barriers include language differences, cultural unfamiliarity (Petrova, 2016), and stigma (Cabieses et al., 2024). According to Hu and Wu (2020), these children struggle to establish connections with their peers, leading to feelings of exclusion. This social marginalization can hinder their overall development and ability to thrive in their new surroundings.

### *Acculturation stress & mental health*

Acculturation, a primary outcome of migratory processes, occurs when original cultural patterns change due to direct interaction with the host cultural group (Lawton & Gerdes, 2014). This process can be particularly challenging for migrant children as they try to balance the cultural expectations of their native background with the urban setting, as (Fang et al., 2016) highlight acculturation stress can manifest in various ways, including anxiety, depression, and behavioral problems. Acculturation stress is also linked to other clinical diagnoses of psychopathology (Sirin et al., 2012).

### *Sense of belonging & loneliness*

A pervasive sense of loneliness, isolation, and lack of belonging is a common experience among migrant children (Liu et al., 2014). Wong et al. (2009) stated that when compared to other children, migrant worker's children experience a strong sense of loneliness and this arises majorly due to the cross-cultural change in an individual's life leading to loneliness (Rotenberg, 1994). Research states that children experience great pain due to loneliness, which in turn leads to no sense of belongingness and low self-respect (Shankar et al., 2013).

### *Peer support & social development*

Peer support is crucial for the emotional and social development of children. Guo (2002) points out that migrant children often lack sufficient peer support in urban areas, making it difficult for them to cope with the challenges of migration. The study also states that migrant worker's children lack support from peers and teachers. Xie & Pan (2007) state that migrant worker's children lack peer support due to their differences in values and behavior patterns with other children, differences in regional accent, clothing, and communication contributing to social isolation and lack of peer support.

## **Adapting to Change: The Psychological Challenges of Migrant Worker's Children**

### *Discrimination*

Discrimination is a significant challenge that migrant children face in urban societies. Migrant worker's children have complained to their parents about facing discrimination and worry about being discriminated against by others (D & Bowles, 2002). Studies state that perceived discrimination was found to be a key factor for the low sense of belonging (Hartado & Carter, 1997; Carvallo & Pelham, 2006). Fang (2020) found that discriminatory abuse and economic stress had a severe impact on the mental and physical health of migrant worker's children.

### *Education and social prejudice*

Among the migrant worker's children prejudice is more common, particularly towards migrant workers and their families in various areas including in schools (Kwong, 2011). The interpersonal climate of schools, including peer prejudice, was risky for adolescent's academic achievement. Perception of peer prejudice was related to feelings of alienation in schools (Benner et al., 2015). Kiesner et al. (2003) found that adolescents experiencing prejudice from out groups had low self-esteem and low peer status.

### *Psychological impact*

Migration is experienced as a profound loss, inducing a period of grief for all migrants regardless of age (Wang et al., 2015). The migration process involves long-lasting changes in their family, neighborhood, school, peers, extended family, teachers, and communities, leading to children's loss of emotional attachments (Andrade et al., 2023). Studies consistently reported that migrant children were an emotionally vulnerable population with reported symptoms of PTSD (Dunn et al., 2017), psychosomatization (Pfeiffer et al., 2019), impulsivity (Gao et al., 2015), suicide attempts (Lu et al., 2018), anxiety (Wong et al., 2009), emotional distress (Martin et al., 1995), interpersonal sensitivity (Yang et al., 2007), depression (Chen et al., 2009), and dissociation in education (Daly et al., 2021). The migrant children reported signs of emotional wounds and behavioral problems at their earlier ages such as low self-esteem (Diler et al., 2003), feeling powerless (Glind et al., 2013), loneliness (Liu et al., 2014), low levels of life satisfaction (Zhang 2018), lack of safety (Betancourt et al., 2013), lack of warmth (Ying et al., 2019), and lack of connectivity with the community (Mao et al., 2012) thus experiencing all these further leads to mental health issues. Mental health is a critical indicator of an individual's quality of life, and there is strong evidence that the migration experience can negatively impact the psychological well-being of migrant children (Bhugra, 2004).

By exploring these topics, researchers and practitioners can develop targeted interventions and support systems to promote the psychological resilience and well-being of migrant worker's children, to help them thrive in new environments, and to mitigate these challenges, which can help migrant children flourish and contribute positively to their new communities. However, with proper interventions and policy changes, it is possible to make the migration experience less traumatic for children and prevent the onset of mental health issues (Andrade et al., 2023).

### *Interventions programs*

Intervention programs can be both curative and preventive which can contribute a lot and help in facing challenges and overcoming problems in life (Fuller., 2022). Migrant worker's children are in the period of delving into self-identity and personality development shifting into the new environment they often confront challenges leading to low self-evaluation (Guo et al., 2023). Based on the psychosocial development theory adolescence is the time period

## **Adapting to Change: The Psychological Challenges of Migrant Worker's Children**

when individuals develop a sense of diligence and formation of self-identity (Rageliene, 2016) failing to achieve these milestones may hinder an individual's ability to understand the significance and purpose of life thus it is important to support migrant worker's children and ensure that they are addressed with their education, healthcare, social, and emotional needs. Therefore, it is imperative to support migrant workers' children comprehensively.

### *Individual skill development*

Developing individual skills among migrant children is paramount for their long-term success and integration into their new communities. Intervention programs can incorporate creative and expressive techniques (Herati & Meyer, 2020; Elkchirid & Condors, 2022) - such as art, music, drama, and storytelling, that can provide avenues for self-expression, foster creativity, and enhance communication skills, social-emotional learning (Vidya & Krishna, 2023) - helps children develop empathy, self-awareness, self-management, and social skill, which are essential for building healthy relationships and navigating social situations, life skills (Yuan, 2021) - including decision-making, problem-solving, time management, and goal-setting, are practical competencies that empower children to handle everyday challenges and make positive choices for their future. Language learning (Bal & Perzigian, 2013)- plays a vital role in facilitating communication, and language competency. Incorporating these elements in the intervention program promotes the overall development of migrant worker's children

### *Access to education and training support*

Roy et al. (2015) stated that there is an urgent need to integrate migrant children into formal or non-formal education to ensure the right to education, imparting education and the right skills are essential for migrant worker's children to help them break the vicious cycle of poverty and lead a meaningful life thus, career guidance, vocational training support, language remediation (Bennouna et al., 2019; Charbonneau et al., 2022; Meroni et al., 2023) can be incorporated to ensure they do not fall behind academically due to migration.

### *Healthcare needs and well-being*

Kusuma & Babu (2018) stated that the urban healthcare system should include comprehensive, migrant-sensitive healthcare. It is equally important to acknowledge the factors impacting healthcare-seeking behavior and address them to enhance the living conditions of this population. Incorporating physical activities, orientation about hygiene behavior, oral health, dietary habits, and integrating psychological support in schools (Heyeres et al., 2021; Gargano et al., 2019; Meroni et al., 2023) can significantly contribute to the holistic well-being of migrant children.

### *Community engagement and support*

Focusing on community links intervention programs can include Parent training (Hamari et al., 2022; Brunet et al., 2021) by giving guidance to foster parent-child relationships and attachment, offering parenting skills like non-violent communication, planning strategies for improving children's academic performance and providing information related to health topics for enhancing health literacy. Family engagement (Bennouna et al., 2019; Brunet et al., 2021; Oldroyd et al., 2008) – actively involving migrant parents as participants for the process of evaluating and arranging services for their children, conducting meetings between parents and teachers and involving them to discuss the family's experiences with resettlement and gain insight on their children's adjustment process, community volunteering (Meroni et al., 2023), assemblies, community members volunteering in the school activities and organizing interactive group session.

## Adapting to Change: The Psychological Challenges of Migrant Worker's Children

In summary, comprehensive intervention programs are essential for supporting migrant worker's children in overcoming challenges and achieving holistic development. By incorporating elements such as individual skill development, education, healthcare, and community engagement, these programs can empower children to thrive in their new environment.

### CONCLUSION

The impact of migration on migrant worker's children is a multifaceted and complex issue that encompasses both opportunities and challenges. Migration can offer improved economic prospects and access to better education and healthcare for these children. However, it also brings about the disruption of family life, potential social and cultural adjustments, and the risk of exploitation and discrimination. To address these concerns, governments, NGOs, and communities need to implement policies and programs that safeguard the rights and well-being of migrant worker's children. Balancing the economic advantages of migration with the social and emotional well-being of these children is of utmost importance, ensuring that they are given the chance to flourish and make positive contributions to their communities, irrespective of their family's migration status. Ultimately, it is crucial to comprehend and tackle the distinctive hurdles encountered by migrant worker's children to promote a more equitable and inclusive future for all.

### REFERENCES

- Adserà, A., Boix, C., Guzi, M., & Pytliková, M. (2016). Political factors as drivers of international migration. In *Proceedings of the European Population Conference, Mainz, Germany* (Vol. 31).
- Andrade, A. S., Roca, J. S., & Pérez, S. R. (2023). Children's emotional and behavioral response following a migration: a scoping review. *Journal of migration and health*, 7, 100176.
- Andreevna, P. J. (2016). Cultural and language problems faced by migrants as the members of a certain ethnic community. *Научный альманах стран Причерноморья*, 1(5), 72-75.
- Bal, A., & Perzigian, A. B. (2013). Evidence-based interventions for immigrant students experiencing behavioral and academic problems: A systematic review of the literature. *Education and treatment of children*, 5-28.
- Bala, A. (2017). Migration in India: Causes and consequences. *Migration*, 2(4).
- Benner, A. D., Crosnoe, R., & Eccles, J. S. (2015). Schools, peers, and prejudice in adolescence. *Journal of research on adolescence*, 25(1), 173-188.
- Bennouna, C., Khauli, N., Basir, M., Allaf, C., Wessells, M., & Stark, L. (2019). School-based programs for supporting the mental health and psychosocial wellbeing of adolescent forced migrants in high-income countries: A scoping review. *Social Science & Medicine*, 239, 112558.
- Betancourt, T. S., Shaahinfar, A., Kellner, S. E., Dhavan, N., & Williams, T. P. (2013). A qualitative case study of child protection issues in the Indian construction industry: investigating the security, health, and interrelated rights of migrant families. *BMC public health*, 13, 1-12.
- Bhugra, D. (2004). Migration and mental health, *Acta Psychiatr Scand*, 109, 243-258.
- Bhugra, D., & Becker, M. A. (2005). Migration, cultural bereavement and cultural identity. *World psychiatry*, 4(1), 18.
- Bowlby J. (1969) *Attachment and Loss*, Vol. 1: Attachment. Hogarth Press, London.
- Cabieses, B., Belo, K., Calderón, A. C., Rada, I., Rojas, K., Araos, C., & Knipper, M. (2024). The impact of stigma and discrimination-based narratives in the health of

- migrants in Latin America and the Caribbean: a scoping review. *The Lancet Regional Health–Americas*.
- Carvalho, M., & Pelham, B. W. (2006). When fiends become friends: The need to belong and perceptions of personal and group discrimination. *Journal of Personality and Social Psychology*, *90*(1), 94.
- Chandler, Chandler, C. R., & Tsai, Y. M. (2001). Social factors influencing immigration attitudes: an analysis of data from the General Social Survey. *The Social Science Journal*, *38*(2), 177-188.
- Charbonneau, S., deLeyer-Tiarks, J., Caterino, L. C., & Bray, M. (2022). A meta-analysis of school-based interventions for student refugees, migrants, and immigrants. *Journal of Prevention & Intervention in the Community*, *50*(4), 434-449.
- Chen, X., Wang, L., & Wang, Z. (2009). Shyness-sensitivity and social, school, and psychological adjustment in rural migrant and urban children in China. *Child development*, *80*(5), 1499-1513.
- Daly, A., Hillis, A., Shrestha, S. M., & Shrestha, B. K. (2021). Breaking the child labour cycle through education: issues and impacts of the COVID-19 pandemic on children of in-country seasonal migrant workers in the brick kilns of Nepal. *Children's Geographies*, *19*(5), 622-628.
- Del Pino-Brunet, N., Hombrados-Mendieta, I., Gómez-Jacinto, L., García-Cid, A., & Millán-Franco, M. (2021). Systematic review of integration and radicalization prevention programs for migrants in the US, Canada, and Europe. *Frontiers in Psychiatry*, *12*, 606147.
- Dilera, R.S., Avcia, A., & Seydaoglu, G. (2003). Emotional and behavioural problems in migrant children. *SWISS MED WKLY*, *133*, 16–21
- Dong, X. Y., & Bowles, P. (2002). Segmentation and discrimination in China's emerging industrial labor market. *China Economic Review*, *13*(2-3), 170-196.
- Dunn, E. C., Nishimi, K., Powers, A., & Bradley, B. (2017). Is developmental timing of trauma exposure associated with depressive and post-traumatic stress disorder symptoms in adulthood?. *Journal of psychiatric research*, *84*, 119-127.
- Elkchirid, A., & Motia, M. (2022). Condors and tigers: A literature review on arts, social support, and mental health among immigrant children in Canada. *Social Work in Mental Health*, *20*(1), 92-106.
- Fang, L. (2020). The well-being of China's rural to urban migrant children: Dual impact of discriminatory abuse and poverty. *Child Abuse & Neglect*, *99*, 104265.
- Fang, L., Sun, R. C., & Yuen, M. (2016). Acculturation, economic stress, social relationships and school satisfaction among migrant children in urban China. *Journal of Happiness Studies*, *17*, 507-531.
- Fuller, J. (2022). Preventive and curative medical interventions. *Synthese*, *200*(2), 61. <https://doi.org/10.1007/s11229-022-03579-0>
- Gao, Q., Li, H., Zou, H., Cross, W., Bian, R., & Liu, Y. (2015). The mental health of children of migrant workers in Beijing: the protective role of public-school attendance. *Scandinavian journal of psychology*, *56*(4), 384-390.
- Gargano, L., Mason, M. K., & Northridge, M. E. (2019). Advancing oral health equity through school-based oral health programs: An ecological model and review. *Frontiers in public health*, *7*, 359.
- Guo, F. (2002). The impact of migration on children's education in China. *Asian and Pacific Migration Journal*, *11*(3), 463-484.
- Guo, Y., Zhu, Q., & Shrestha, S. (2023). Perspectives on Migrant Children's Mental Health Needs and Existing Services: A Qualitative Study Among Psychological Service

## Adapting to Change: The Psychological Challenges of Migrant Worker's Children

- Providers of Chinese Social Organizations. *Psychology Research and Behavior Management*, 3659-3673.
- Gushulak, B. D., Weekers, J., & MacPherson, D. W. (2009). Migrants and emerging public health issues in a globalized world: threats, risks and challenges, an evidence-based framework. *Emerging health threats journal*, 2(1), 7091.
- Hamari, L., Konttila, J., Merikukka, M., Tuomikoski, A. M., Kouvonen, P., & Kurki, M. (2022). Parent support programmes for families who are immigrants: A scoping review. *Journal of immigrant and minority health*, 24(2), 506-525.
- Herati, H., & Meyer, S. B. (2023). Mental health interventions for immigrant-refugee children and youth living in Canada: A scoping review and way forward. *Journal of Mental Health*, 32(1), 276-289.
- Heyeres, M., Perera, N., Udah, H., Attakey, A., Whiteside, M., & Tsey, K. (2021). Interventions targeting the wellbeing of migrant youths: A systematic review of the literature. *SAGE Open*, 11(3), 21582440211046942.
- Hu, B., & Wu, W. (2020). Parental support in education and social integration of migrant children in urban public schools in China. *Cities*, 106, 102870.
- Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. *Sociology of education*, 324-345.
- Kiesner, J., Maass, A., Cadinu, M., & Vallese, I. (2003). Risk factors for ethnic prejudice during early adolescence. *Social Development*, 12(2), 288-308.
- Kusuma, Y. S., & Babu, B. V. (2018). Migration and health: a systematic review on health and health care of internal migrants in India. *The International Journal of Health Planning and Management*, 33(4), 775-793.
- Kwong, J. (2011). Education and identity: The marginalisation of migrant youths in Beijing. *Journal of Youth Studies*, 14(8), 871-883.
- Lawton, K. E., & Gerdes, A. C. (2014). Acculturation and Latino adolescent mental health: Integration of individual, environmental, and family influences. *Clinical child and family psychology review*, 17, 385-398.
- Lee, Y. J. (2014). Social vulnerability indicators as a sustainable planning tool. *Environmental Impact Assessment Review*, 44, 31-42.
- Liu, D., Yu, X., Wang, Y., Zhang, H., & Ren, G. (2014). The impact of perception of discrimination and sense of belonging on the loneliness of the children of Chinese migrant workers: A structural equation modeling analysis. *International Journal of Mental Health Systems*, 8, 1-6.
- Lu, J., Wang, F., Chai, P., Wang, D., Li, L., & Zhou, X. (2018). RETRACTED ARTICLE: Mental health status, and suicidal thoughts and behaviors of migrant children in eastern coastal China in comparison to urban children: a cross-sectional survey. *Child and adolescent psychiatry and mental health*, 12, 1-7.
- Mao, Z. H., & Zhao, X. D. (2012). The effects of social connections on self-rated physical and mental health among internal migrant and local adolescents in Shanghai, China. *BMC Public Health*, 12, 1-9.
- Martin, S. L., Gordon, T. E., & Kupersmidt, J. B. (1995). Survey of exposure to violence among the children of migrant and seasonal farm workers. *Public Health Reports*, 110(3), 268.
- Meroni, C., & Velasco, V. (2023). School-Based Interventions for Migrant Students in the Framework of the Health Promoting Whole-School Approach: An Umbrella Review. *Sustainability*, 15(3), 1894.

## Adapting to Change: The Psychological Challenges of Migrant Worker's Children

- Oldroyd, J., Burns, C., Lucas, P., Haikerwal, A., & Waters, E. (2008). The effectiveness of nutrition interventions on dietary outcomes by relative social disadvantage: a systematic review. *Journal of Epidemiology & Community Health, 62*(7), 573-579.
- Pfeiffer, E., Sukale, T., Müller, L. R. F., Plener, P. L., Rosner, R., Fegert, J. M., ... & Unterhitzberger, J. (2019). The symptom representation of posttraumatic stress disorder in a sample of unaccompanied and accompanied refugee minors in Germany: a network analysis. *European Journal of Psychotraumatology, 10*(1), 1675-990.
- Ragelienė, T. (2016). Links of adolescents identity development and relationship with peers: A systematic literature review. *Journal of the Canadian Academy of Child and Adolescent Psychiatry, 25*(2), 97.
- Rohta, S. (2017). Health and educational Problems of children of migrant labourers in Chandigarh: A study. *International Journal of Current Advanced Research, 6*(12), 8633-8639. <http://dx.doi.org/10.24327/ijcar.2017.8639.1397>
- Rosengärtner, S. K., De Sherbinin, A. M., & Stojanov, R. (2023). Supporting the agency of cities as climate migration destinations. *International Migration, 61*(5), 98-115.
- Rotenberg, K. J. (1994). Loneliness and interpersonal trust. *Journal of social and clinical psychology, 13*(2), 152-173.
- Roy, A. K., Singh, P., & Roy, U. N. (2015). Impact of rural-urban labour migration on education of children: A case study of left behind and accompanied migrant children in India. *Space and Culture, India, 2*(4), 17-34.
- Sali, R.S., & Astige, S.B. (2015). Causes and Consequences of migration in India: A Sociological perspective, *Golden research thoughts, 4*(7).
- Shankar, A., Hamer, M., McMunn, A., & Steptoe, A. (2013). Social isolation and loneliness: relationships with cognitive function during 4 years of follow-up in the English Longitudinal Study of Ageing. *Psychosomatic medicine, 75*(2), 161-170.
- Simpson, N. B. (2022). Demographic and economic determinants of migration. *IZA World of Labor*.
- Sirin, S. R., Ryce, P., Gupta, T., & Rogers-Sirin, L. (2013). The role of acculturative stress on mental health symptoms for immigrant adolescents: a longitudinal investigation. *Developmental psychology, 49*(4), 736.
- Smith, P. K., Bogin, B., Varela-Silva, M. I., & Loucky, J. (2003). Economic and anthropological assessments of the health of children in Maya immigrant families in the US. *Economics & Human Biology, 1*(2), 145-160.
- Sohaib, M. (2022 July 20), Without documents, most migrant workers' children find access to education elusive. *Citizen matters*.
- UNICEF. (2020). Child migration in India: Policy brief. UNICEF India. <https://www.unicef.org/india/media/3416/file/Child-migration-India2020-policy-brief.pdf>
- Urbański, M. (2022). Comparing push and pull factors affecting migration. *Economies, 10*(1), 21.
- Van de Glind, H., & Kou, A. (2013). Migrant children in child labour: A vulnerable group in need of attention. *Children on the Move, 27*.
- Vidya, B., & Krishna, K. V. (2023). Efficacy of Social-emotional Learning Intervention on Emotional Maturity among Migrant Worker's Children. *IAHRW International Journal of Social Sciences Review, 11*(2), 272-277.
- Virupaksha, H. G., Kumar, A., & Nirmala, B. P. (2014). Migration and mental health: An interface. *Journal of natural science, biology, and medicine, 5*(2), 233.

## Adapting to Change: The Psychological Challenges of Migrant Worker's Children

- Wang, K. T., Wei, M., Zhao, R., Chuang, C. C., & Li, F. (2015). The cross-cultural loss scale: Development and psychometric evaluation. *Psychological assessment, 27*(1), 42.
- Ward, C., & Styles, I. (2005). Culturing settlement using pre-and post-migration strategies. *Journal of psychiatric and mental health nursing, 12*(4), 423-430.
- Warner, K., Hamza, M., Oliver-Smith, A., Renaud, F., & Julca, A. (2010). Climate change, environmental degradation and migration. *Natural Hazards, 55*, 689-715.
- Wong, F. K. D., Chang, Y. L., & He, X. S. (2009). Correlates of psychological wellbeing of children of migrant workers in Shanghai, China. *Social psychiatry and psychiatric epidemiology, 44*, 815-824.
- World Health Organization. (2018). *Health of refugee and migrant children: Technical guidance*.
- Xie, Z., & Pan, J. (2007). Children of migrant workers on the move between city and countryside. *People's Tribune, 16*, 34-37.
- Yang, L. F., Wang, Y. J., Feng, X. F., & Tang, X. (2007). Psychological wellbeing of 270 children of peasant-workers in Soochow. *Chinese Journal of Social Medicine, 24*, 132-134.
- Ying, L., Yan, Q., Shen, X., Jia, X., & Lin, C. (2019). Economic pressure and loneliness in migrant children in China: The mediating roles of parent-child communication and parental warmth. *Child Psychiatry & Human Development, 50*, 142-149.
- Young lives India. (2020). *Understanding child migration in India Research brief*.
- Yuan, R. (2021). Incorporating life skills education in vocational training: Toward empowerment-based skills advancement for young women migrant workers in China. *Journal of Social Service Research, 47*(6), 860-871.
- Zhang, J. (2018). Comparative study of life quality between migrant children and local students in small and medium-sized cities in China. *Child and Adolescent Social Work Journal, 35*(6), 649-655.
- Zoelle, D. (2011, February). Push factors: Immigration as a consequence of development lending. In *Western Political Science Association 2011 Annual Meeting Paper*.

### **Acknowledgement**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Vidya, B. & Krishna, K.V. (2024). Adapting to Change: The Psychological Challenges of Migrant Worker's Children. *International Journal of Indian Psychology, 12*(4), 2683-2692. DIP:18.01.253.20241204, DOI:10.25215/1204.253