

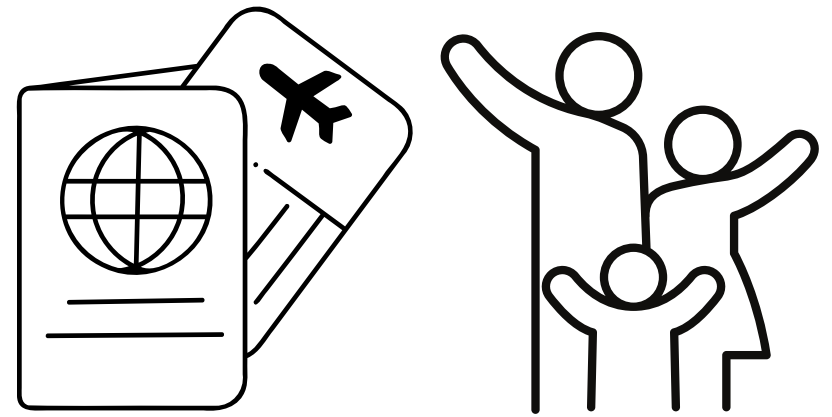
NIE23067 - Immigrant Parenthood: Examining the impact of immigrant parents' processes of negotiating parental ideologies on their children's values education

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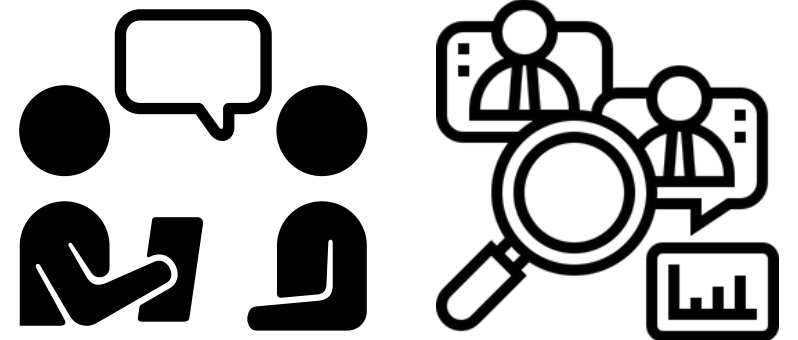
Motivations

- Singapore attracts many immigrants who desire a safe and secure city with a strong education system to raise their families in
- The **dual identity** of parent and immigrant brings complexities and challenges that need to be **actively negotiated**
- **Limited research** has been done on immigrant parents in Singapore
- Even less is known about how they approach their children's values education, hence making this a worthwhile research topic



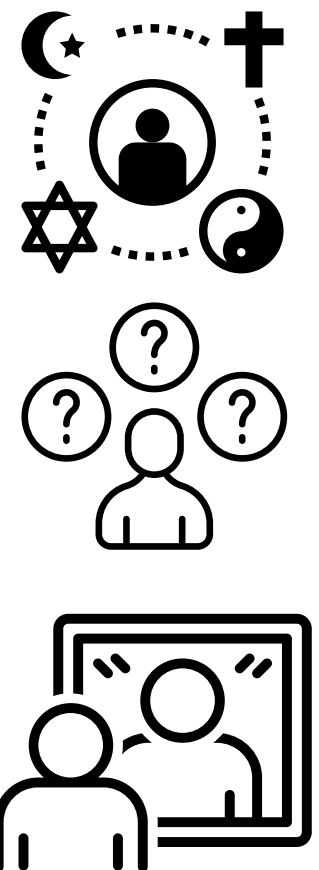
Methodology

- Principal Investigator Asst Prof Yang Peidong and his team conducted interviews with 61 immigrant parents, of which 18 were selected for this paper
- Questions asked prompted interviewees to contemplate their **migration trajectories**, as well as explore their own **parental involvements, expectations, and ideologies**
- Interviews were transcribed and coded using emergent codes that allowed for the researcher to discover **unique narratives** pertaining to the processes of negotiation of these parents, and the ways this **impacted their parenting styles and by extension, their children's values**



Findings & Discussion

- Many interviewees, especially from India and the Philippines, cited their **religion and occupational experience as significant contributors to their identity negotiation processes**; this is especially significant as interviewees' interactions and dialogues with the community formed around these affiliations spill over into their perception of important values and behaviors that they should model for their own children, directly influencing their parenting styles
- Interviewees also expressed **ambivalence** with the Singaporean education ecosystem (comprised of the system of schooling and examinations, and local parenting culture); while they **appreciated the availability of extra-curricular opportunities and strong support provided by teachers**, they found **greater tensions in navigating tuition culture and the pressure cooker environment created by constant examination and assessments, which for some, were uncommon in their countries of origin**
- These tensions often led interviewees to be more **reflective** about their **positionality as immigrants**, drawing on their own sociocultural perspectives to inform parenting expectations; for example, many actively emphasized **"human aspects"** of education and success as a form of **ideological resistance** to a perceived over-emphasis on academic achievement
- For interviewees with multiple children, many demonstrate **reflexivity** in adapting their parenting styles for their younger children, in a bid to improve the latter's childhood experience; often, this involved a **shift away from locally-inspired parenting ideologies**, more tempered with their own immigrant perspectives on what ought to be valued



Conclusion

- The research suggests that in general, immigrant parents' unique positionalities lead them to **adopt a more adaptive and reflexive approach** to their parenting styles
- These parenting styles are often developed in direct contrast to local parenting, since interviewees often **adapted their own involvement patterns, expectations, and ideologies to make up for what they found lacking in their local counterparts'**
- This parenting style better caters to the complexities of their children's growing-up years, **allowing for close relationships between them, with positive effects on the children's values development**