

# The Influence of Immigration Duration on Parental Expectations: The Mediating Effect of Social Core Value and Social Integration

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## Abstract

Many studies have found that people's ideas will change after immigration. Through social integration such as economic integration, cultural integration and community integration, people gradually develop in the direction consistent with the ideas of local residents. Parental expectations will also change as an important concept. Parental expectation is closely related to children's academic development, but previous studies mostly discuss this variable alone. Therefore, after a comprehensive analysis of the influencing factors of parental expectations, we put forward the impact of migration behavior on parental expectations and explore the role of social integration as an intermediary variable.

## Keywords

Immigration; Social integration; Parental expectations; The mediation analysis.

## 1. Research Status of Parental Expectations

### 1.1. Parents' Expectation

Parental expectation refers to the realistic belief or judgment of parents on their children's future achievements, which has an important influence on their children's academic success. Wisconsin school believes that educational expectation is an important mechanism to explain the influence of family socioeconomic status on children's status acquisition. Many studies have found that parental expectation has an impact on children's educational expectation and academic achievement. However, previous studies on educational expectations are mostly focused on the reasons that affect students' educational expectations or the impact of parental educational expectations on students' educational expectations and educational outcomes. Few studies regard parental educational expectations as outcome variables to explore how parental educational expectations are formed and what factors affect them. The paper from 2019 British "Studies in Higher Education" pointed out that parents' expectations in determining access to education research, but less attention to the formation and determinants of parental expectations.

### 1.2. Social Integration

Social integration is a classic subject of sociology and a core issue of immigration research. The theory and method of measuring educational expectation in current research are not perfect, and it is difficult to form a unified standard. Previous studies on the influencing factors of educational expectations have found that integration into local society is an important influencing factor of educational expectations. Social integration can also be understood as social adaptation. Social adaptation refers to the adaptation of migrants to the political,

economic and social environment in which they flow, or to the adjustment of their behaviour in a changing environment. It is a process of coordination and adaptation between individuals, different groups and different cultures to build a harmonious society. American political scientist Vigdor divided the social integration of American immigrants into three dimensions: economy, culture and citizens, and constructed a comprehensive index [1]. Therefore, we still use the three dimensions of economic integration, cultural integration and community integration to measure the important factors of social integration.

### 1.3. Core Values

Core values are one of the most basic components of a group culture. They usually represent the core of the ideological system and have symbolic value [2]. It can be used as a symbol of group cohesion. A comparative study of the core values of migrants can reflect the social and cultural differences of different ethnic groups or groups, and the degree of connection between migrants and local groups. As one of the basic concepts of people, core values are closely related to parents' educational expectations for their children. In the study of social integration, values reflect the degree of residents' psychological identity to the local area. Therefore, we can consider the dimension of core value in subsequent studies.

## 2. Factors Influencing Parental Expectation

### 2.1. Immigration Duration

Previous studies have found that people's thinking and behavior patterns will change after immigration, especially transnational immigrants. Parents' educational expectations, as an important concept of a family, are also one of the concepts that will change. In Chinese and Western cultures, there are thematic differences in parents' parenting beliefs and socialization goals. Relying on the rapid economic development after China's reform and opening up, with the change of social cognition and values, parents not only pay attention to whether their children have received education, but also care about whether their children can get satisfactory work, higher income and satisfactory social status after education, and may no longer focus on academic performance [3]. With family migration to a new city, the integration with the local society will make parents affected by the local economy, politics, social culture, change their initial expectations of children's education. With the gradual increase of migration time, different families have different migration destinations, which may improve or reduce the level of expectations for children. Therefore, it is very important to study the changes in the expectations of Chinese and Western migrant parents for children.

### 2.2. Social Integration and Educational Expectations

Studies have shown that social integration can change their educational expectations by changing the endogenous educational motivation of immigrant parents. The results of this change are closely related to the local social situation in immigrant areas. For example, after migration to underdeveloped areas, the education expectation will be greatly reduced. Therefore, the introduction of social inclusion variables is crucial to the study of educational expectations. Different researchers have conducted a variety of classifications of social integration measurement indicators for their own research problems [1]. Although the two universities in Europe and the United States have different emphasis on the choice of conceptual operation methods, the choice of measurement indicators is mostly based on economy, politics and culture.

From the perspective of community culture and residents' attitudes, there are often significant effects in immigration studies. However, in previous studies on domestic ecological migration in China, some researchers found that economic integration and cultural integration had no significant mediating effect on parents' educational expectations. Different from domestic

migrants, domestic migrants, Chinese and Canadian migrants will face complete changes in social nature and economic system, so the significance of economic integration and cultural integration in this study remains to be confirmed. We predict that this will show a completely different result from domestic migrants. Although few studies have introduced parental core values into the study of educational expectations, we speculate that it will be an important factor affecting parental educational expectations.

### 2.3. Parental Participation

In addition, many studies have shown that parental involvement has an important impact on family upbringing. In the family, parents' participation is mainly manifested in parents discussing educational topics with children, guiding children to complete their homework and managing children's life schedule. In schools, parental involvement is mainly manifested as parental participation in parents' meetings, or other school or class activities, such as volunteering in school committees.

### 2.4. Parents' Education Level

The study of intergenerational transmission of education believes that education is an important human capital in the intergenerational transmission, and the educational level of parents affects the educational level of the next generation to some extent. Wadsworth (1981) found that parents can fully realize the importance of education from their own educational experience and give more investment in children's education, resulting in higher educational expectations. However, in the current situation of education in China, the trend of graduate employment difficulties of college students leads to the formation of "educational useless theory", and parents with high education and low income will lose faith in education and believe that education cannot achieve a better future. When considering the education level of immigrant parents, in the statistics of the education level of immigrant masses, immigrant parents are mostly educated, and there is no much difference in the education level.

### 2.5. Parents' Socioeconomic Status

Parents' socioeconomic status has a positive impact on parental educational expectations [4-6]. Parents with higher occupational status expect higher education than those with lower occupations [7]. Other studies have shown that family economic conditions have a positive correlation with parental educational expectations [8,9]. Parents with higher social status and economic strength are more likely to improve their children's social and economic status through special resources such as economic capacity and social relations. Studies have also pointed out that family socioeconomic status has little effect on parental educational expectations [10], some parents with low economic status have higher educational expectations for their children, so it can be seen that the influence of parents' socioeconomic status on educational expectations is not stable [11]. Therefore, in the future research on immigrant parents, parents' socioeconomic status is more suitable as a control variable to participate in the experiment.

## 3. Future Research

Since the main factors discussed in this paper are the length of family migration and parents' expectations, in the experimental scenario of future research, in order to control irrelevant variables, we have formulated the indicators for screening participants, that is, to ensure that parents' participation in children's studies is at the same level by testing the participation of each parent in the experiment, and to avoid the impact of additional variables on the experimental results. So the study will take parental involvement as the control variable, delete three standard deviation values. So we need to consider two main research questions in future

design studies: a. whether the expectations of Chinese parents for their children will change during their migration to Canada, and b. how the expectations of Chinese parents for their children will change during their migration to Canada.

To this end, we propose the following assumptions: a. Chinese parents' expectations of their children will gradually change with the increase of migration time. b. The expectations of Chinese parents have shifted from focusing only on children's studies to more balanced expectations, including more extracurricular performance and more relaxed academic expectations. We also hope to verify the impact of social integration and core values on parental educational expectations, and use it as an intermediary variable to establish an intermediary model of the impact of immigration duration on parental educational expectations.

### 3.1. Subject Selection and Variable Control

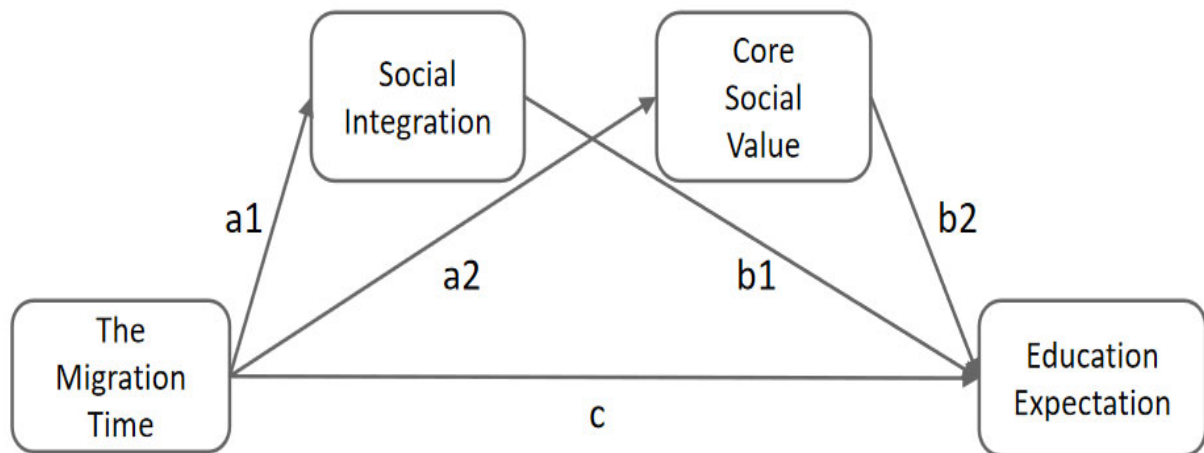
Several parents who migrated to Canada were selected and divided into three groups (one year in Canada, three years in Canada and five years in Canada). In addition, the same number of Chinese native parents were selected as control group. Maintain gender balance between men and women. Accurately collect demographic information of all participants before the formal experiment to ensure that all participants are born and raised in China and their families are middle class when they live in China. The children of these participants are private school students in grades 6-12. Screening requires and ensures that all participants in the study and their children have no significant health problems. Before the formal experiment, the data of participants whose parents' participation level is within three standard deviations before and after the experiment are selected for subsequent experimental operation.

This research will get the research variable data through behavior experiment and questionnaire survey. It includes the use of IAT (Implicit Association Test) to obtain social core value bias, and the measurement of family migration duration, social integration degree and parents' expectations through questionnaires.

### 3.2. Prospective Results

In the regression analysis, we directly used aggregate indicators of social integration. The non-parametric percentile Bootstrap method was corrected according to the bias of the mediating effect test, and the Multiple mediating effect test was performed using Mplus program. First, independent, dependent, and mediating variables were standardized, then repeated sampling and 95% confidence intervals were calculated, controlling for parenting involvement. This study needs to use stepwise regression analysis to explore the relationship and explanatory degree between all variables, including the subscales and the parents' expectations of dependent variables. We predict that economic integration, social integration, community cultural integration and social core value will significantly affect the degree of change of parents' expectations with migration time.

As shown in Figure 1, core social values and social integration played a mediating role between the duration of immigration and parents' expectations. Specifically, the mediating effect is composed of indirect effects generated by two pathways: The indirect effect 1 is produced by the duration of immigration to social integration to parents' expectations; and The indirect effect 2 is produced by the duration of immigration to social values to parents' expectation.



**Figure 1.** Mediating effect model of core social values and social inclusion

#### 4. Conclusion

At present, there are few researchers applying educational expectation to migration research, and there are also some related studies on ecological migration in China. However, this study innovatively explores the measurement methods and theoretical contents of educational expectations of parents of transnational migrants. Based on the concept of mediation model and the test procedure of mediation effect, the data are stepwise regression, and social integration and core values are used as mediating variables to study the impact of migration time on educational expectations through social integration or core values. We predict that the time length of migrants and the variables reflecting social integration and core values have a significant impact on educational expectations, and there will be some differences according to different regions.

But our research ideas still have some limitations. The sample size and variable selection of the survey data are insufficient. First, the time taken to analyze the data is not very long, which may lead to biased results that do not fully reflect the overall situation of the immigrant population, or some effects are not significant. Secondly, the selection of variables cannot be comprehensive. After comparing the influencing factors of parental expectations, we select two research variables as intermediate variables. In fact, the influencing factors of parental expectations are also affected by other factors, which cannot be fully explained in our model. Finally, for data analysis, this study adopts the traditional steps of the intermediary effect test method, but Professor Zhonglin Wen refines and improves the test method of the intermediary effect in the traditional method, and the data results can be tested from many aspects [12].

With the development of international education level, more and more families choose to send their children to complete their studies abroad to prepare for future education. As today's social upsurge, the change of this behavior on parents and family concept is worth further study. Based on the above analysis, we still need more long-term follow-up studies to make our experiments more reliable. We provided a solid scenario for follow-up research, however, the choice of duration of migration needs to be more finely defined based on extensive research. It is not certain that a two-year time difference will have a significant effect.

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