

The Impacts on Education between People Immigrated in Different Ages

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Abstract. There are many families who choose to immigrate to other countries. A nurturing and positive environment is indeed crucial for a child's growth and, in order, relating to their academic success, but how is this affected if they and their parents move to a different country about where they live and receive a different culture? How is it different if they immigrated when they were minors and majors? Would this change in environment in different age stages result in different impacts to the people? Would some still have realistic goals for developing their self-esteem? What are the factors that have the most impact on a child in these situations? How might those factors affect children's development? The purpose of this paper is to study and, if any, compare the differences between the impact on children's academic success of immigrating to other countries in different ages. In this context, education refers to both academic successes, and the life-long ability and attitude of acquiring knowledge other than general education from schools. The division of age is broadly defined as earlier, before 18 years old, and later, after 18 years old. The study result turns out showing that the age of immigration has an effect on one's education.

Keywords: Education; Immigration; Age of Immigration.

1. Introduction

Since the immigration population worldwide has an incredible rise compared to it used to be, 161 million in 1995 and 281 million in 2020, the impact that immigration brought to people needs to be studied in order to appeal for attention on immigrants [1]. People who have migrated may have experiences facing difficulties, such as cultural and educational adaptation, which need to be discovered and studied hence preventing future immigrants from encountering such problems and acknowledging the influencing mechanisms. Among such difficulties, educational achievement with immigration backgrounds at different ages is the main research goal in this paper. Prior research shows that one's educational achievement is largely determined by his/her age at immigration [2]. However, there is also research arguing that there is no vital period in which one would have to finish migrating before coming to this stage in a children's life in order to prevent permanent disadvantages [3]. These discussions show that there is a great deal of interest in the academic community regarding the impact of age of migration on learning. Therefore, this paper aims to review prior research on the impact which immigrate in different age groups brings to one's educational outcome. Additionally, it attempts to figure out the influencing factors towards this issue. The research subject includes people in all immigration status: people who have become U.S. citizens, permanent or conditional residents, non-immigrants, and undocumented.

2. Education and Immigration

2.1 The Definition of Education

During one's entire life, the connection between them and the education is indivisible, it is a lifelong process that stays with one forever. The definition of education does not only stand for the take-in of knowledge, the assimilation, also the attitude of wills to learn and furthermore to make use of it. It is a lifetime benefit that helps people to define the subjects, relationships, and behaviors in their life; develops their ability to think and make options; and enriches their souls and their understandings toward this world. However, it is obvious that everyone has a different understanding

and ways things are handled toward knowledge and experiences, hence the outcome would be different. Referring to York, Gibson, and Rankin, the measurement of education could be divided into: “academic achievement, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post-college performance” [4]. When considering all four measurements, the factors of a robust impact on one’s educational achievement gradually emerged. There are several factors that could directly impact one’s education. Motivation such as score in subjects, one’s will play the main role in determination, so as further application of a certain knowledge as an extension of studying. The process of learning starts in infancy and continues throughout life, becoming more focused and intentional as people mature and acquire new knowledge and abilities.

2.2 The Relationship between Education and Immigration

It is quite out of the ordinary to have an immigration experience. It could affect a person on their well-being and overall development because it brings people from a familiar environment to an altered one. People migrated in different ages might have different impacts on their educational outcome due to several factors. The influences on individuals vary on their age of immigration. The ability and efficiency with which someone learns and uses a new language, the chances they have to interact socially with a variety of individuals, and how they react to positive or negative circumstances depend on their age when they migrated [5]. Because of the way that learning happens, children are likely to experience migration in a different way than adults, with unique opportunities and obstacles. An obvious boundary line of age would be the minors under 18 years old and adults above 18 years old.

3. The Impact of Immigration on Education Regards to Different Ages

Migrant students, in general, faced four interconnected major forms of educational barriers: institutional, socio-economic, cultural, and psychological barriers. Education could be influenced due to mental and physical health, economic support, language, and surrounding environments and relationships. Health problems include both mental health and physical health.

3.1 Institutional Barriers

By institutional issues, it stands from the perspective that school or careers might bring to people. One may choose an institute based on the costs, reputation, infrastructure, amenities, student outcomes, career support, etc. Some school includes low enrollment rates and high drop-out rates among school-age migrant children. There is an example of the issues of access to the school in China. Due to the fact that school-age migrant children live outside of their place of household registration, the hukou system has been a significant factor in limiting their access to educational opportunities. Children from migrant households frequently cannot attend local public schools without paying additional fees because they lack local household registration status in cities [6]. Lack of standards for curriculum and teaching technique, inadequate facilities in schools for immigrant children, and poor teachers and administrators have all had a negative impact on educational quality. One case in Suzhou reveals the inequality treatment between students who came from local areas and the immigrated ones. Although they share the same campus, Qinxu Primary School will use iron fences to isolate and separately manage the 800 students who have been resettled, and provide independent teaching and activity space. This will negatively impact the student's motivation to learn. Moreover, the facilities that are offered to the students have a large difference as well; meanwhile, a 40-year-old would most likely be in the midst of his or her career while an 18-year-old would probably be focused on finishing their formal schooling and just starting the profession. In these circumstances, an adult has undoubtedly dealt with the dilemma of limited and unequal resources, and they may know how to strive for it, but a teenager wouldn’t know how. To address the acquaintance of institutional materials, suggested by Anders Böhlmark, immigrants may be able to catch up to their native

counterparts before arriving by age 9. An example reflecting on the school performance between immigrant and native children in Sweden shows that 91 percent of native students get grades from obligatory education that allowed them to continue at the upper secondary level, compared to only 64 percent of students who entered the nation after the first grade got the opportunity to be qualified [7].

3.2 Socio-economic Influence

When talking about socio-economics, there is no doubt that the economic background plays a large role in supporting one's educational achievement as well. Current socio-economic trends include the promotion of education, involvement in activities, advancement of teaching methodology, learning through activities, expenditure on education, and family support. Research repeatedly demonstrates that students from lower socio-economic levels, particularly those who live in poverty, are susceptible to behavioral and academic issues. Students with lower socio-economic status are typically more likely to drop out of school, while ones with lower socio-economic status typically perform better academically. As students get older, the differences between those from various socio-economic origins become more pronounced [8]. It has been a major barrier which poor migrant families need to face the problems of overcharging. People are worried about the institute's infrastructure and expenses. This correlates to one's future development in their academic path. Some families decide to move even before having children in order to provide for the welfare of the youngsters. One of the facts is that the option depends on the environment of certain countries to receive different opportunities and concepts from education. Foreign kindergartens and primary education pay more attention to the cultivation of children's outlook on life and values, and are more inclined to educate children as individuals who have enriched emotions and can learn to express themselves, rather than blindly emphasizing the grades of exams and homeworks to offer children a meaningful childhood. And children could grow in the environment without an overwhelming pressure of competence, for example in New Zealand, education is compulsory and free from primary school to high school. Even in a higher educational stage, children can apply for student loans by themselves and repay their interest. Even if the child enrolled in a Dr. Degree, he would get paid with a guaranteed salary and have a normal life. It is indeed a good option and reason for immigration when children are young.

3.3 Cultural Factors

Moreover, from a perspective where people are the recipients of education, several cultural factors should be considered, which would influence people on making a decision to migrate. Referring to Lev Vygotsky's theory, it contends that social interaction and the resources offered by culture play a crucial role in a person's ability to build their own worldview [9]. In comparison to individuals who immigrate at an advanced age, those who have had more time to adapt to a foreign culture, have had more exposure to the new institutional framework, and have completed more years of schooling in the host nation, presumably more profitable. In certain unique nations, like Austria, quota immigrants are not permitted to work for the first five years and are instead limited to spending their funds or engaging in other activities, such as renting out their media rights. To lead a high-quality life, one must have a certain quantity of savings. One must be ready that the money will only be spent out if they move to Austria to seek education. The most acceptable age is around 50 years old because the majority of individuals in Austria are either about to retire or are excellent people who are eager to enjoy life. The language is also considered to be a decisive factor. Many people in the majority culture think that persons who speak the "standard" language are more intelligent or more educated. Overcoming the foreign language is also helpful for one in developing their learning efficiency. Children are expected to ask and respond to questions as a part of learning in many cultures; the more fluently they do so, the more effectively they can acquire knowledge from class. In the book "Biology Foundation of Language" of a German-American psychologist Eric Lenneberg, he first introduced the concept of the critical phase of language acquisition. According to him, language is a product of the brain, and children's language advantages were contributed by the biological factors. In childhood, both hemispheres of the brain are participate in language learning and are particularly receptive to

language. This is the best period of time to master a language. As long as a sufficient and high-quality language environment is provided, children can completely master the language. As we age, the brain matures and lateralizes, with language predominance in the left hemisphere. Before and after puberty, lateralization is basically completed, and the whole brain can no longer be used to learn language, but through cognitive modules, so the efficiency of language learning is far less than before. A kid can become a dual native speaker if they are born in a pure bilingual environment, in which case the second language is no longer referred to as a second language but rather as a mother tongue. In comparison to individuals who immigrate at an older age, those who have had more time to adapt to a new culture, have had more exposure to diverse institutional frameworks, and have completed more years of schooling in the host nation, presumably profit.

3.4 Health Issues

Mental health issues such as anxiety, depression, and loneliness would be a large issue on determining attaining success or failure in education. Mental health issues could occur due to racial discrimination, sense of belonging, low achievements and reflections on school performances and teachers. Racial discrimination is an indirect factor which could bring a negative effect to one's educational outcome. There are 61% of Asian American believe there is racial discrimination against them in the U.S. in 2017, 32–35% of Asian Americans reported being racially discriminated against through “insensitive or offensive comments or negative assumptions” and slurs [10]. Depression may present as a result for children who received racial discrimination since it would because one's distress when they feel excluded from a sense of belonging, which were provided by one's surrounding land and people. However, the influence of racial discrimination is shown having a stronger impact on older people since youngsters may lack a full comprehension and awareness of discrimination. Social status and one's sense of belonging are related in some way. It has been hypothesized that compared to immigrants who enter the country earlier, those who enter the country in mid- to late adulthood would have had adult subjective social status that is more predictive of health outcomes [5]. Immigration-related immigrants' mental health may be significantly influenced by socio-economic level too. SES is commonly connected to social mobility and adaptability, which are frequently connected to a number of quality-of-life indices. Psychological issues are also linked to lower test scores, lower teacher evaluation grades, and worse peer interactions in educational environments. If migration is experienced sooner rather than later in life, it may have less of an impact on academic achievement due to the stress brought by immigration.

There are also other factors which need to be considered, for instance, one's physical health that holds the capacity for them to deal with high quality education. Physical health issues including memorization and quality of sleep could affect one's educational outcome. When considering learning abilities that are determined by one's health, it could be omitted that the earlier the better health conditions. Also, gender is another issue to think of, gender difference may lead to difference in educational tradition, so as the development is distinguished by individuals and their surroundings.

4. Conclusion

This article has introduced a few influencing factors of the age of immigration on one's education. The choice of immigration, if not forced to do so, should be based on multiple considerations which age is included as a major factor. In consideration of institutional barriers, socio-economic influences, cultural barriers, and health conditions, age influences each of them in numerous ways. Besides from the perspectives that were mentioned in above paragraphs, there are a lot more barriers than has stated that need to be studied. The sooner rather than later to immigrate, advance people in familiarizing a foreign environment, benefit them to remove institutional and cultural barriers by being acquainted to master the language and assimilating to the group. However, the limitations are they might be growing up in an inferior status and, if without families taking care of them, lacking support by the family. The convenience of immigrating in a later period includes a stronger adaptability to a new

environment and increased problem-solving expertise in multiple aspects. But they lack a successful identity that would allow them to become financially independent. They have more physical and emotional susceptibility, and they have a harder time recovering from psychological stress. This raises the need to acknowledge the particular difficulties that immigrant children encounter, a matter on which to concentrate, one that emphasizes the necessity of understanding the special difficulties faced by immigrant children.

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