

Experiences of Pakistani immigrant parents of school going children in Norway

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Abstract

The population of immigrants is rapidly increasing in Norway specifically of the Asian countries in which Pakistan is the top country with the greatest number of immigrants living in Norway. After the beginning of 21st century the number of Pakistanis living in Norway has been drastically increased not only in terms of direct immigrants but also their children who are born in Norway and are considered to be Norwegian. The purpose of this study was to investigate the experiences and challenges which are faced by the Pakistani immigrants living in Norway who are having Norwegian children who are attending schools in Norway as well. For the purpose of investigating this issue a qualitative study was adopted in which 10 Pakistani male immigrants living in Norway were interviewed regarding the challenges and experiences that they faced in Norway and in terms of the school of their children. All the interviews were analyzed by utilization of qualitative data analysis methodology of thematic analysis in which different themes and sub themes were developed. The findings of the study shows that the Pakistani immigrants living in Norway do not face any challenge in terms of education of their children as they are satisfied with the education system at school level in Norway. There are some challenges associated with language barrier as well as distinctions in culture and some instances of racial slurs however on a whole note Norway is considered to be a very satisfactory location for these immigrant Pakistanis and their children. In terms of future implications this study can be extended by studying specific ethnicities of Pakistanis living in Norway as well as taking into consideration the opinion of female immigrants with schooling children living in Norway.

CHAPTER 1

Introduction

Modern immigration is followed by a set of rules associated with immigration laws of the country however it is still one of the most attractive activity which is a dream of many people present in underdeveloped or developing countries. It is a desire of human being to always move towards a better option which is available for them, and this is also the situation related to migration in which people prefer to immigrate to the places where they are having better options available for their future. It has not started currently but is present from centuries ago when the first instances of immigration were recorded as it is the instinct of human to always move towards the better option as well as in search of better resources and a good quality of life. The movement of human beings from one place to another place is a phenomenon which can be traced back to centuries in the form of human migration. people used to migrate to the places where there was no population and were rich in resources. This migration of human beings from one place to another place was both voluntary as well as involuntary. the voluntary migration of human beings from one place to another place was a result of their will To move to a place which is rich in resources and provides a guarantee of good lifestyle to them. The involuntary migration was in the form of forced displacement, slave trade as well as the result of war refugees which move from place to place. The very first migration of the human history can be traced back to the time when homo erectus moved from Africa to Eurasia about 1.75 million years ago. This migration continued and resulted in inhabitation of different places on the earth. In 728 BC the Greeks began expansion and started developing their colonies which was followed by the movement of Turkish migrations as well as the migration by Slavs and Arabs. In this way the migration started and resulted in the current immigration situation in which the people are moving from their native land to other places in search of good resources and a guarantee of good lifestyle for themselves as well as for their families and children. In past the most important reason for migration was survival however in the current era the reason of migration includes financial progress, good education and request for a good lifestyle through good job. The modern immigration is specifically taking place from countries like Asia which are considered to be developing or underdeveloped countries as well as Africa to the developed part of the world which is considered to be present in many countries which are located in Europe and America. Because of strict immigration rules people are selecting the places for their immigration which are easy to access in terms of legislative perspective as well as presence of good opportunities for a good lifestyle.

Nordic states specifically Norway is an ideal location for the immigrants to come and settle down permanently. Official migration basically started in Norway which can be traced historically back to the age of Vikings when the royal intermarriage was very common among the Norwegian aristocrats. During the industrial revolution the migration in Norway become much more rapid and the first wave was identified in 1960s which is the mid of the 20th century when a group of Pakistan and Turkish people came to work in the oil sector of the country. Norway being an ideal location for the immigrants is evident by the fact that about 819 356

persons is the population of immigrants in Norway in 2022 while Norwegian-born to immigrant parents is 205 819 persons in 2022 is present (SSB, 2023). Norway also has immigrants from European countries like Poland and Lithuania which are among the top European countries whose immigrants are present in Norway (Appendix A.1) (Synnøve & Danielsen, 2019). The factors which make Norway an ideal location for immigration include excellent lifestyle as well as free education not only for the locals but also for the foreign in immigrant students (Fuglerud & Engebriksen, 2016). Norway also has highly transparent laws making it an ideal location to start business. In short Norway is one of the welfare states which Nordic states are mainly popular for therefore having a large part of population which is immigrant (Martiny, Froehlich, Soltanpanah, & Haugen, 2020).

In the light of the resources as well as the facilities which are available in Norway it can be stated that it is a location which fits the ideal definition of a location to which any person would like to immigrate. The result of so much frequent immigration to Norway is that 17% of the entire population of Norway in 2018 comprised of individuals who were born to the immigrant parents living in Norway or were Norwegian born to the immigrant parents (Appendix A.2).

Norwegian immigration act is the prime statute which covers the immigration process for all the people who want to come to Norway and provides 4 main reasons for immigration to Norway which are lawfully acceptable namely employment, protection, education and family reunification. The policies of Norway towards the immigrants in terms of education, social welfare facilities and employment remained appropriate as in 2018, 86% of the entire state social welfare was paid to the immigrants from Asia and Africa. Majority of the immigrant population living in Norway have completed their education above four years of higher education in 2018. All these factors indicate that Norway is not discriminative in its behavior towards the immigrant therefore making it further ideal for the people to migrate to this country so that they can also enjoy the facilities of living in a welfare state despite of their immigrant status.

Pakistanis in Norway

Immigration to Norway from Pakistan started in the late 1960s. A group of Turkish and Pakistani workers came to work in the oil sector of Norway in 1960 and this immigration phase came to an end in 1973 oil crisis. The second wave of immigration in Norway started in 1970s when the family members of the previous immigrants started to come to Norway. In 1967 the first group of 10 Pakistani men arrived in Oslo who had close relations with Denmark and Britain but their main reason for arrival in Norway was the search for a job (Appendix A.3) (Pettersen & Østby, 2013). The third wave of immigration to Norway from the people of Pakistan as well as Iran, Sri Lanka, Yugoslavia, Vietnam and Chile was for the purpose of seeking asylum which is still continued till the 21st century.

In other parts of Europe, the labour was very difficult while at the same time, Norway was offering easy labour and market conditions as compared to another area of Europe, therefore, making it an ideal market for the labour migrants the rest of Europe. The immigration process of Norway is very liberal in approach mainly to the labour immigration because of which it has become an ideal location for the people to immigrate from their countries to Norway for the

purpose of seeking job and obtaining financial security (Norway, 2022). One of the main reasons for immigration to Norway was also the fact that Norway at that time was highly in need of unskilled workers therefore in this way Pakistanis entered the Norwegian population and according to the statistics, it is identified Pakistanis is the first largest immigrant population residing in Norway mainly from South Asia (Norway, 2022). Today there are more than 40,000 people living in Norway who are either born in Pakistan or are born to parents who were born in Pakistan (Norway, 2022). Due to rapid immigration of the Pakistani people to Norway the demographic ratios of Norway have altered not only in terms of nationality and ethnic communities but also in terms of religion because now Muslim have dominated the population of the country rapidly and Islam is considered to be the second largest religion present in Norway. Not only this but Norway has also become extremely culturally diverse in terms of cultural practices as well as languages because Pakistan is a country which is having a rich culture in every province of the country have their own culture and language and when these people immigrate to other countries like Norway they also bring their culture with themselves and try to practice it in their homes so that their children do not forget from where they belong because of which the country is also becoming very diverse in terms of languages which are spoken over there as well as the cultural practices. As Pakistanis comprise a large part of the immigrant population residing in Norway and are also participating successfully in different political as well as professional positions in Norway it points to the direction that is a part of a foreign community there might be some challenges and difficulties which might arise for this community time to time (Larsen & Di Stasio, 2021).

Education system of Norway

In terms of the education system of Norway it is a stated fact that the education system of Norway is considered to be one of the best internationally and a significant characteristic of it is that education in universities is free not only for the local students but also for their international students because Norway is a secular state which beliefs in access of education by everyone (Reisel, Bredal, & Lidén, 2018). In terms of school education Norway is also having the best strategy for educating young children which is different from the traditional school model followed in Pakistan (Schmidt, 2018). Norway, as stated earlier, is a predominantly Christian state but is most of the time secular in its approaches however in school-level education Christianity is incorporated as Norway believes in spreading information about their heritage to young children (Bhargava, Tsuruda, Moen, Bukholm, & Hofvind, 2018). It is an applauding step to inform the youth about one's heritage however most of the Pakistanis living in Norway are Muslim and therefore education about Christianity at a young age might be a source of discomfort for Pakistani parents (Kyllingstad, 2017). A wider Norwegian population is also identified to be prejudiced towards Muslims mainly on their dress and in this way racist remarks as well as anti-Islamic remarks might also be faced by the children's going to schools (Shakari, 2013). These are some of the major concerns of Pakistani parents whose children are going to school in Norway however there are also some positive points like an excellent education system lack of burden on the student as well as free education for international students as well which

are also some factors which increase the comfort level of the Pakistani parents who are to some extent satisfied that their children are receiving an excellent education (Schmidt, 2018).

Lifestyle in Norway

Norway is a Nordic state and provide the facilities of a welfare state to the people who are living in this country however it is to be understood that the lifestyle of Norway is very different from that of the lifestyle enjoyed by the people in Pakistan. The lifestyle in Norway follows the egalitarianism ideals which ensures equal behaviour across genders, religion, economy and status. However this is not the situation with the Pakistani culture in which gender stereotypical behaviors are rooted deeply in the cultural practices and equality is not present as it is considered that male and female both have their separate duties and they cannot be equal in this regard. Therefore an individual who has been brought up in Pakistani culture when comes to Norway then it is very difficult for them to manage the shift in the lifestyle that they are facing in terms of managing their employment as well as managing their responsibilities at the home mainly when children are present.

The Norwegian culture and lifestyle is more individualistic and independent and people are supposed to be independent once they reach their majority age which is 18. Most of the families live in the form of nuclear families and extended family is extremely rare because it is very expensive to manage in Norway. However this is not the situation in Pakistani culture where family orientation is very dominant as well as people prefer to live in joint families. Individualistic culture is not prevalent in Pakistan and children who are unmarried are considered to be the responsibility of the parents. The Pakistani culture enjoys close ties with the family because of which every individual of the family is associated with participation in the activities of the family. The women are mostly associated with the home related activities while the men are associated with employment and earning. However this is not the situation in Norway because both male and female have to work in the country in order to make both ends meet and also to enjoy a good lifestyle. This is a major shift in the cultural perspective of the people who have migrated from Pakistan to Norway and also have children who are school going means the children are not mature enough to take care of themselves. In this situation the lifestyle of Norway is very problematic and challenging for the parents of school going children in Norway. The lifestyle in Norway is one in which both husband and wife have to participate in the home activities as well as in the upbringing of the children and therefore then Pakistani couples migrate from Pakistan to Norway they faces a lot of challenges because the male is not habitual of taking care of the children in how score while the female is not habitual of working as well as taking care of the home. In this perspective this study is also very important to understand the challenges which are faced by the Pakistani parents of school going children living in Norway in terms of the challenges that they have faced as a result of the cultural shift as well as because of the change in the lifestyle that they have faced after moving from Pakistan into a totally different culture of Norway which is very individualistic and independent.

In this research thesis, it is thoroughly be identified that what are the actual experiences of the Pakistani parents of school-going children in Norway which aimed to identify both the positive

experiences as well as the negative experiences and challenges and difficulties of Pakistani parents with children who are going and attending different schools in Norway.

Research objectives

The following are the objectives which are achieved in this research thesis.

- To explore the experiences of Pakistani immigrant parents with school-going children in Norway
- To explore the challenges faced by them

In the light of the objectives it can be stated that this study aims to understand the way in which Norwegian culture proves to be challenging for the Pakistani immigrants with school going children in Norway. This is associated with investigating the experience that the Pakistani immigrants have faced in capacity of the shift in lifestyle as well as culture as well as from the perspective of understanding the challenges associated with the schooling of their children.

Research questions

The following are the research questions which are answered in this research thesis.

- What is the experience of Pakistani parents with school-going children in Norway?
- What are the challenges faced by Pakistani parents with school-going children in Norway?

Scope

Norma has number of communities living as immigrants in the country including Indian, Afghan, Sri Lankan etc. The scope of this study is limited to only foreign communities living in Norway that is the Pakistani community and other foreign communities and nationalities is not included in this research study who are living in Norway and whose children are going to Norwegian schools.

Research significance

This research thesis proves to be of great significance for all the stakeholders involved namely foreign parents living in Norway as well as the schools, and staff of the schools in Norway to identify the challenges which are faced by Pakistani parents whose children are going to the school of Norway. This study is also important from the perspective of the people who are considering to immigrate to Norway from the perspective of understanding that how people who immigrated to Norway from Pakistan face challenges because of the cultural shift as well as change in the lifestyle mainly when they have children with themselves because there is a dominant change in the culture of Pakistan it is family oriented and Norwegian culture which is individualistic and independent. therefore this research can prove to be of help in significant importance for the people as they can develop their strategies and can also prepare themselves mentally. it will also allow them to take into consideration other options available to them to test that weather they can cope up with the challenges associated with immigration to Norway from Pakistan being the parents of children going to school or not. This research thesis develops a proper understanding of the difficulties and challenges faced by Pakistani parents whose children

go to Norwegian schools and also elaborates on the positive experience that has been experienced by these parents.

Rationale of the study

Due to increased globalization people are easily able to move across the borders therefore increasing the number of immigrant population in Norway which have also introduced an altered the trends in which education is provided (Reisel, Bredal, & Lidén, 2018). Pakistani immigrants who had a traditional education system in their country faces and experiences many challenges when come across the education system of normal which is totally different than that practiced in their native country and is more inclusive and demands much more engagement on the part of the parents of the child (Bratsberg, Oddbjörn, & Røed, 2016). Due to entire change in the way of life where both the parents are required to work and at the same time engaged in the educational activities of the child number of challenges are faced by them because they are not used to this type of lifestyle (Prieur, 2017).

According to statistics Norway about 40,000 Pakistanis are residing in Norway who were either born in Pakistan or were born in Norway to Pakistani parents. Norway is having a considerable amount of immigrant population among which Pakistan is having the highest number of immigrants living in Norway (Fuglerud & Engebrigtsen, 2016). The population of Pakistani immigrants in Norway in 2022 is 1/3 more than that of 2021 indicating the factor that every year more and more Pakistanis are coming and settling down in Norway therefore considerably increasing the number of immigrant population of Pakistani nationals in Norway (Norway, 2022).

My first-hand interaction and experiences with Pakistani immigrants in Norway was in Oslo and their stories inspired in me the sense to explore more deeply their experiences and challenges which they faced being an immigrant with school going children in Norway. I am keen to explore the aspect of an Asian family of Pakistan which migrate to Norway and is now living in completely different culture which is influenced by western culture as well as western education system and lifestyle and also to understand the way in these challenges are faced by them on day-to-day basis as well as the challenges that they face because of being the parent of a school going child in Norway. This encounter has intrigued in me a lot of questions which I intend to explore in this research study in the context of Pakistani immigrants and also to navigate and understand the way in which they experience challenges and manages between eastern and western lifestyle as well as education systems for their school going child. This research will be used by me to broadly evaluate the experiences as well as the challenging life of an immigrant parent from Pakistan whose child is attending a Norwegian school and will provide a deeper insight in the life of a Pakistani immigrant living in Norway.

Chapter scheme

This research thesis is divided into 5 chapters. Chapter one is discussing the introductory portion of the study including research objectives, research questions, scoop and significance. Chapter two is discussing the literature review which will include a critical analysis and in-depth review of literature already present relevant to the topic in scholarly journals or other literature

resources. Chapter three is describing the methodology incorporated in this research thesis including a selection of the population, sampling, data analysis techniques, research approach, and research instrument as well as ethical considerations and limitations associated with the study. Chapter 4 is describing the analysis of the data which will be collected through the research instrument which in this research study will be the interview. Chapter five is the concluding chapter of this research thesis in which results, conclusion, findings.

Chapter 2: Literature review

Immigrants in Norway

Norway is a welfare state providing number of facilities to the people living in it either locals or immigrants as well as to the refugees. There are a number of factors which influences directly the immigrant community living in Norway because Norway is one of those European countries which is home to the largest immigrant community in the world among which the dominant population is from the developing Asian countries like Pakistan and Bangladesh. These countries are the ones which are having totally different lifestyle, cultural values and traditions than from Norway and therefore the immigrants belonging to these two societies faces a lot of challenges and experiences difficulties in settling down in Norwegian society by adopting the lifestyle prevalent in this society as well as other factors like cultural traditions, language etc. Melnikova (2022) thoroughly examined the opportunities available in the Norwegian high schools for involving the migrant parents in their children's education. This study thoroughly elaborates on the difficulties of the immigrant parents living in Norway in claiming their right of involvement in their child's education, resulting in a lack of communication. With the passage of time many schools in Norway are introducing various rights for the parents to claim so that they can be involved in the education of their children however due to communication gap and some hesitation many immigrant families living in Norway hesitate to claim these rights and therefore the solution provided in this study is to develop a more equitable solution for engaging the parents and a larger responsibility of the department of the school which is responsible for including the families of students Indian educational activities so that a better learning environment can be generated for Norwegian national students as well as the children of the immigrant families studying in the schools of Norway. In this study it is successfully identified that difficulties and challenges are faced by the immigrant families living in Norway whose children attend educational institutes of Norway as they are not well aware of the educational system followed in this country and therefore fail to participate successfully in it (Melnikova, 2022).

Bratsberg, Oddbjörn, & Røed (2016) conducted a study to identify the challenges and experiences of the immigrant parents whose children attend the educational institutes in Norway mainly focusing on the immigrants from the organization for Economic Cooperation and development states. The study identifies that the children of immigrants especially the one who are born outside Norway are more likely to leave the school as compared to the native Norwegian children mainly because of the cultural differences because the parents are afraid that their children might forget their own culture or religious practices however over the past 20 years it is identified that this gap is rapidly shrinking especially with the second generation immigrants who are now catching up the pace of educational performance of the Norwegian natives. Challenges associated with religious practices and cultural values are most prevalent which are faced by the immigrant communities living in Norway because they want that their children also learn these practices however the lifestyle and culture of Norway is not conducive to these factors creating many issues and challenges for the immigrant parents. This study therefore also identified the challenges and difficulties associated with the religious or cultural brought up of

the children however if parents are successfully able to overcome this factor then it is more likely that their experience of educating their children in Norwegian schools will be pleasing and will also allow their children to obtain maximum benefit (Bratsberg, Oddbjörn, & Røed, 2016).

Bendixsen and Danielsen (2020) identify in their study within the scope of Bergen, Norway that one of the most dominant characteristics of the schools in Norway is inclusive education. The study states that Norway is a socially diversified country in which many people are living which belong to different social backgrounds however despite this factor it is the policy of the education system in Norway mainly of the schools that parent-school relationships are maintained in an effective manner along with the promotion of the inclusive learning environment. Therefore this study is of great significance for the purpose of understanding the experience of Pakistani parents living in Norway because they are also included in the socially diverse community which was studied in this research article. Cultural values, religious practices as well as language are dominant issues faced by Pakistani immigrants living in Norway which are also prevalent in the children who are studying at the Norwegian schools (Bendixsen & Danielsen, 2020).

Kjeldsberg (2017) identifies in the article that for the well-being of the children in their academic life it is important to develop a cooperation between kindergarten staff as well as the parents which will allow the staff to ensure parental involvement. It is identified in the article that in most of the countries the kindergarten staff is expected to have the expert teachers who know that what is best for their children therefore developing an attitude among the parents of the school going children that they do not need to get involved with the school and therefore this is the mindset which is it required to be eliminated from the minds of the immigrant parents whose children are going in the Norwegian school because the Norwegian schools have an education system which focuses a lot on parental involvement in the education of the child. Therefore in order to understand the different expectations of the parents who are specially from a different background because of their immigrant status it is important to understand that how schools operate in their native countries and therefore this will help in understanding that why the parents are reacting in a different manner whose main reason is mainly because they belong to a completely different system and therefore needs a proper time and guidance to understand the new educational system in which their children is going. Therefore this study is also pointing out the factor that the major challenge faced by the parents what immigrants in Norway and their children are going to Norwegian schools is the lack of understanding of the Norwegian educational system and their expectation that the schools in Norway will also be having this similar operating structure as were present in their native countries (Kjeldsberg, 2017).

Schmidt (2018) further elaborated the different ways in which children are usually brought up in Norway including the authoritarian way of raising the child, democratic family structure as well as the bureaucratic system of raising the children were different issues like language barrier, loss of social network etcetera can become a difficult challenge for the parents especially when their children are attending the Norwegian schools. The Muslim families who are living as immigrants in Norway and have their children attending the Norwegian schools are much more

prone to facing these difficulties because it is identified in the study that Islam is still incorporated as a strong factor and therefore the parents are worried that their children might lose their touch with the religion and their cultural practices because of which most of the children of the immigrant parents in Norway usually leave the school at an early stage and attend the schools in their own country. For this purpose, it is important to develop an understanding of the new educational system in the minds of their parents and to develop the idea that the system of education in schools of Norway is extremely and totally different than this educational system present in other countries of the world especially in Asia and Middle East. This study is also successfully identifying the challenges of immigrant parents at school going children in Norway which is mostly revolving around a different system of family, language, education present in the country (Schmidt, 2018).

Thomas (2016) conducts a study in which she studied the experiences of the parents of children going to schools in Norway who were of Somalian descent and it was identified that the majority of the Somalian parents withdraw their children from Norwegian schools and sent them to Somalian schools instead mainly because of lack of engagement of the Norwegian schools with the cultural artefacts (e.g. deen (religion), Dhawan (culture), gaal (the infidel or “Other”), and hisho (female modesty) (Thomas, 2016). This study is also of great significance in terms of the difficulties and challenges faced by the Pakistani parents of school-going children in Norway because the majority of the Pakistani living in Norway are Muslims and are also having a strong affiliation with their culture and religion which might not be incorporated into the upbringing of their children because of lack of incorporation of these factors in the Norwegian schools which is a predominantly Christian country despite of their status as being a secular state.

Bendixsen and Danielsen (2019) in another article state that the possibility of inequality has drastically increased in Norwegian society because of high diversification as well as the presence of a large amount of socially diverse groups therefore in order to ensure in society the parents must be trained for not only being responsible for their child but also to become responsible for the children of other people because the future of one’s child depends upon the well-being of the other children. This study, therefore, identifies that the factor of inclusive parenting can be considered a positive experience for Pakistani parents whose children are going to Norwegian school because according to their opinion, the concern of the parents of other children for their own children can prove to be positive for the overall well-being of the child by providing them with an inclusive environment despite of living in a foreign count (Synnøve & Danielsen, 2019).

Experience of Pakistani immigrants in Norway

Larsen (2021) conducts the study for the purpose of investigating the influence of cultural practices in Norway and UK and the way in which these two societies treat Pakistani immigrants. The study revealed that in Norway the discrimination against Pakistani is very dominant and in an extremely severe form. Most of the Pakistani applicants when applied for jobs to the Norwegian employer Have very little probability of getting a call back because of their ethnic background. Another dominant factor which results in a discriminatory behavior from a Norwegian employer Norwegian society with the Pakistani immigrants is the affiliation with

Islam which reduces the likelihoods of Pakistanis to get a call back from the Norwegian employers and if they receive a job then they face a dominant amount of discrimination on their everyday practices from their employer (Larsen E. N., 2021). This study investigates an important factor in the life of the immigrants living in Norway mainly from Pakistani background having an affiliation with Islam which states that there are a lot of challenges faced by the Pakistani people who are living in Norway. This study is focusing the challenges of Pakistani immigrants with school going children in Norway and therefore this study becomes relevant from the perspective that these parents are also working in Norway and therefore they might also be facing discriminatory behavior from their employer which is possible to be influencing their relation with their child as well as creating a lot of challenges negative experiences for them. In this way association can be drawn from this important investigative study in order to overall consider and investigate the challenges faced by Pakistani immigrants living in Norwegian society.

Aarset (2016) investigates a dominant challenge faced by Pakistani immigrant in Norway which is the religious affiliation with Islam which is considered and taken from the perspective of being hated in the Norwegian society from the perspective of Islamophobia. As a result the Pakistani immigrants who are living in Norway and are having school going children faces a lot of challenges in the broad of their children in terms of their religious culture and values because of which many people are using online Quran courses. This study is therefore also providing an important insight in terms of understanding that there is a huge discrimination which exists in Norwegian society despite of it being of Nordic welfare state which is faced by the ethnic minorities like Pakistani communities specifically when they are associated with the religion Islam which further creates a lot of challenges for them therefore creating a number of difficulties and negative experiences for the migrants (Aarset, 2016).

Midtbøen (2019) state Pakistani community is the largest immigrant community living in Norway however they face a large amount of discrimination when applying for work as well as in other areas including both the private and public sector virtually flecks an individual bias based on ethnic and religious factors. This study is also linked with the ecological theory providing an important insight at how the ecological system and the factors in the environment influences the experiences of the Pakistani immigrant community living in Norway mainly when they face discrimination just because of their ethnic background and their religious affiliation (Midtbøen, 2019). In the light of this study an important part is provided as a case study which states that in the Norwegian society a large amount of discrimination exists against the ethnic minorities like Pakistani which is not only prevalent in terms of the occupational context but is also prevalent in other areas and it is very much experienced by the Pakistani people living in Norway that they are not looked good upon by other Norwegian locals. This scenario makes it very difficult for an immigrant to settle down in Norway therefore creating a number of challenges and difficulties for the Pakistani immigrants in Norway especially when they have school going children because they are not able to make many friends as well as they are not on good terms with their neighbours because of the isolated lifestyle which is made much more worse by the ethnic discrimination and the religious factor which is prevalent in the society.

Shakari (2013) elaborates on the experience of Pakistani immigrants living in Norway regarding the challenges that they have faced in raising their children in Norway due to different parenting structure than the one that they were introduced to in Pakistan as well as supporting them in completing their education in a completely different educational system. The study is of the view that religion still holds a strong position in bringing up the children however the concept of providing education to both boys and girls by their parents of Pakistani descent is equal because they have adopted to the new educational structure and way of life in Norway and therefore the immigrated Pakistani Norwegian parents are supporting their children as well as guiding them towards higher education. This study also investigated the influence of different environmental factors on the experiences of Pakistani immigrants with children. The Pakistani community is the one which is very close to their cultural values as well as their religious traditions however Norway is a society in which religion is not given that much importance and Islam is considered to be something taboo because of the prevalent islamophobic environment. In this situation the challenges faced by the Pakistani community further worsens because they not only faces challenges on the basis of their nationality but also because of their religious affiliation. The children of the Pakistani people who are going to the Norwegian schools are also prone to be suffering from bullying and harassment from fellow children as well as from the academic staff mainly because of the islamophobic sentiments this can negatively influence the overall personality as well as the development of the child making it something of great concern for the immigrant parents living in Norway (Shakari, 2013). This article and its findings can be directly associated with their Ecological theory. The micro system in the ecological theory is the one in which the individual directly interacts with the factors in the environment like school fellows, family etc. and therefore the findings of this article clearly states the factor that the children might suffer from negative environmental factors as a result of islamophobic sentiments of the individuals present in micro ecological system namely from the peer fellows or the academic staff such as teachers etc. As a result of this the development and personality of the child can be severely negatively impacted and it is possible that the child might feel aversive to the cultural and religious values which are held very closely by his or her family. In this way another difficult challenge arises for the Pakistani immigrants living in Norway with school going children and therefore the study is also relevant to the findings of this study as well as the question which is under study.

Arora and Straiton (2019) have totally focused on identifying the ways in which Pakistani immigrants living in Norway are impacted by different factors with special focus on the health care in order to identify the challenges they face as immigrant and in Norwegian society. This study which is having a touch of their logical system theory identifies that at micro level the language barrier is creating a large immigrant related ethnic boundaries however at the macro level the ethnicised cultural discourse is developing difficulties and challenges for the immigrant Pakistani in the Norway. Therefore this study is also elaborating on the factor that an immigrant Pakistani living in Norway and utilizing the services of the state like healthcare or education is likely to face many issues and challenges like language barrier, ethnic boundaries as well as lack of incorporation of cultural and Islamic touch in different activities therefore providing a need of

destigmatizing and modifying strategies to be adopted by these immigrant communities. This study is further contributing to the factor that factors like ethnic minority and religious affiliation with Islam are also dominant factors which also lead to discrimination faced by the Pakistani community living in Norway and therefore it is very difficult for them to survive in that society without any friends from the Pakistani community or similar Nationalities. The lifestyle of Norway is extremely different, and it can be stated that it is opposite of that followed in Pakistan therefore making it extremely difficult for the Pakistani people who immigrates to Norway and wants to settle over there by not only making themselves a part of the Norwegian society but also to become a main part in the employment stream of the country. As a result many challenges arise as discussed in this article but the dominant one is associated with the ethnic factor which places the Pakistani society at a disadvantage. The environmental factors which are faced by the Pakistani community makes the situation further worse for them because no one is ready to accept them as a part of the Norwegian society and therefore they are left completely on their own. In this video experiences of the Pakistani immigrant community can be properly understood and proper deductions can also be deduced from the experiences of these individuals mainly in terms of understanding the way in which they faced number of challenges in Norway as an immigrant as well as the factor that how they were able to overcome them which are also investigated in this study (Arora, Streiton, Rechel, & Debesay, 2019).

Theoretical framework

The theoretical framework for this research thesis will revolve around 2 main theories namely Ecosystems theory by Bronfenbrenner and Identity theory.

Ecosystem theory by Bronfenbrenner

The ecosystem theory by Bronfenbrenner is the most accepted explanation of the influence of the social environment on the human development because this theory argues that the life of an individual is largely impacted by the environment in which they grow up (Eriksson, Ghazinour, & Hammarström, 2018). This theory describes such impact in the form of five systems namely microsystem which is made-up of the group having a direct contact with the individual, mesosystem in which the relationship between groups and the first system is analyzed, exosystem includes the factors which directly influence the life of an individual but do not have a direct relationship with that individual, macrosystem in which the cultural elements which impact the life of an individual as well as all the people around them while the last system is chronosystem which elaborates the stage of life in which the individual is regarding the situation they are going through (Eriksson, Ghazinour, & Hammarström, 2018).

The five ecological systems in the light of this theory are also worth mentioning from the perspective of understanding that how environment influences the behavior of an individual. The first ecological system in this theory is the micro system which consists of a set of factors which directly are in contact with the individual such as family members, teachers, school fellows, neighbours etc. This stage of the ecological system is the most influential one and is bidirectional in nature. It means that this is the ecological system in which the individual is capable of being influenced by someone as well as have the potential of influencing the other

people through changing their beliefs or actions. This perspective is important in terms of understanding the factor that when the personal relations in this ecological system are good and positive then they are capable of influencing the behavior in a positive manner however if these relations are toxic then it will have negative influence on the development of the personality and behavior of an individual. It is extremely important to be understood from the perspective of an immigrant because in a new country and immigrant faces a lot of challenges and new factors like change in the lifestyle which is also prevalent in the case of Pakistani immigrants living in Norway because in Pakistani there is a close family system while in Norway everyone is independent and working irrespective of their gender which means that it is possible that parents are not able to give proper time to their children which can directly influence the behavior of the child as well as that of the parents therefore creating challenges for the immigrant community in a new country. (Hertler, Figueredo, Peñaherrera-Aguirre, Fernandes, & Hertler, 2018). The second ecological system is the meso system which is the Interaction between the individuals involved in the micro system namely the interaction between family members and school staff or interaction between friends and family etc. This is also very important for any individual who is living in a new country because the interaction between the family of an individual as well as their locals friends is very important for the strengthening of the relationship and better understanding of each other which is also associated as previously described that if this relation is positive then it will have positive influence on the development of an individual however if it is negative then the development of an individual will be negative because of the toxic factors which are influencing their behavior. The next ecological system in the light of this theory is the exosystem which is the system which do not directly involves the individual however is an external factor having the potential of influencing the experience of the individual such as workplaces, mass media etc. They also have the potential of influencing the behaviour and experiences of an individual in a society and are more prevalent in the situation of immigrants. Another ecological system is the macro system which is a set of cultural elements which can influence the experience of an individual such as socioeconomic status related to wealth, poverty, ethnicity and status. These factors are very important in development of the experience of an individual in the society mainly in the immigrant community because it is possible that they must be facing some discrimination on the basis of their ethnicity or their language and even on their status as an immigrant in the society making this ecological system also extremely important to understand the perspective of challenges which are faced by the immigrant community in any country (Guy-Evans, 2020). Another integral element of the ecological theory is the final ecological system known as chronosystem which is a large set of environmental change which occurs over the lifetime such as historical events, life transitions etc. The chronosystem in the perspective of being immigrants can be stated as a major life event which is moving from their home country to another country and starting their life in it as an immigrant. This is also important in the perspective of being understood and investigated in depth because it will provide major highlights and understanding the way of life as well as the challenges which might be faced by the immigrant community living in Norway belonging to Pakistan which is a developing country having a major cultural shift from Norway (Tudge & Rosa, 2019). The five ecological systems in the light of this theory are also worth mentioning from the perspective of

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another country and starting their life in it as an immigrant. This is also important in the perspective of being understood and investigated in depth because it will provide major highlights and understanding the way of life as well as the challenges which might be faced by the immigrant community living in Norway belonging to Pakistan which is a developing country having a major cultural shift from Norway (Tudge & Rosa, 2019).

This ecological system theory is also effective in understanding the influence of environment on the child development such as school setting, cultural values, customs and laws. The behavior of the child is largely influenced by the environment in which he or she is brought up and it is identified that not only the language of that culture is learned by the child but also the values which are prevalent in that society therefore determining this factor as an integral one in understanding the challenges faced by any immigrant community in a new country with respect to the development and brought up of their children. (Navarro & Tudge, 2022).

This theory is important for its application in this research thesis because it directly helps in understanding the influence of social environment on human beings because this research thesis will also be understanding the challenges as well as experiences of the immigrants from Pakistan living in Norway with their children's going to the Norwegian school therefore a strong link can be developed between this theory and the factors which are to be analyzed in the research thesis. This study is further valuable for its application in this research thesis because it has been used over the decades by many psychologists for the purpose of analyzing the experiences and behavior of individuals living in different environment systems as well as environmental factors that they encounter. The ecological systems which are developed in the light of this ecological theory such as chronosystem etcetera are also very relevant to understanding the experiences as well as challenges which are faced by the immigrant community in any society and therefore it will be highly helpful in overall investigating the phenomena related to the challenges and experiences of the Pakistani immigrants living in Norway in terms of understanding these factors for the parents did school going children in terms of bringing up the child as well as the major shift in lifestyle that they have faced.

Identity theory

The social identity theory is related to identifying the self-concept of people based on their membership in social groups for example their nationalities, religions, ethnic groups or gender. This theory identifies the ways in which social identities influences the attitudes, behavior of the people especially when the individuals feel a strong emotional ties with their group (Hogg, 2016). This theory is also relevant to the research thesis that will be conducted because in the research thesis the discussion will be done about the experiences of the Pakistani immigrants living in Norway whose children are going to schools in Norway (Scheepers & Ellemers, 2019). In the light of the identity theory, it can be stated that the immigrant community always witnesses themselves as a separate community and therefore they identify themselves as a separate group. this identity can either be on the basis of being a group from different nationality as well as a group of fans for some professional celebrity, and can also be on the basis of religion or language and therefore this identity theory can be strongly linked with the research

thesis which is the Pakistani immigrant because they fulfill and fall in the status of first of all being identified is the immigrant community living in Norway and then as a set of individuals who are having school going children in a foreign school. Therefore their experiences as well as the challenges and difficulties faced by them can be easily identified as well as evaluated in the light of identity theory which strongly identifies their feelings and perceptions as a specific group belonging to different nationality and a group having school going children (Trepte & Loy, 2017). The identity theory can further be elaborated because it is specifically associated with immigrants who identify themselves as a separate community living in a foreign environment and therefore their behavior as well as their attitudes are always touched by the element of preserving and conservation of their own culture. as the immigrants identify themselves as a separate community belonging to a different nationality therefore their perception of a new society can be varying and therefore they might be experiencing as well as facing a number of challenges. This factor can also be elaborated in the light of a phenomena of being transnational therefore developing the transnational identity concept among the immigrants. with special reference to the thesis the Pakistani immigrants living in Norway with schooling children's in Norwegian schools can also be identified under the concept of transnational identity not only for the parents but also for their children's because they belong to Pakistani community and nationality while they are living in the Norwegian nationality therefore developing a strong transnational factor which can also be taken into consideration in order to understand the challenges faced by them (Myin & Zahnoun, 2018).

It means that this group is an immigrant group which belongs to a specific nationality as well as ethnicity having a specific cultural group and therefore their experience in a foreign culture, foreign nation can be successfully linked with the contents of this theory therefore developing a strong theoretical link between them (Hogg, 2016).

CHAPTER 3

Research Methodology

The research methodology incorporated in the completion of this research thesis is discussed in this chapter.

Research design and approach

This research thesis is having a qualitative descriptive approach which is the one in which non-numerical data is collected by the researcher using a research instrument and then the analysis is conducted.

This study is conducting an in-depth analysis of the experiences of the Pakistani parents with school going children in Norway therefore important empirical findings were identified in this research study using the qualitative methodology. It was done in order to identify new knowledge and to test the theories relevant and present in terms of the topic under study. In terms of the two main methodologies including inductive and deductive approach it is to be stated that inductive use of the theory is present in this research study which bases strong emphasis on the emergence of patterns and theories by utilization of the data collected which helps in acknowledging the nature of reality which exists in the society. Since complete reliance of this study is in the light of the data which is collected from the research participants therefore it can be stated that complete reliance of this research article is on the inductive process because the qualitative study is of the nature which are dominated entirely by the inductive process instead of the deductive process. However, it can also be stated that there are certain theoretical basis which can also influence the findings of this study therefore stating that this study is not completely inductive in its approach however it can be stated that the dominant reliance of the findings is on the data which is collected in the form of interviews with some form of influence from the existing theories. In the light of this statement, it can be stated that the dominant inclination of this research article is toward the inductive approach with a slight touch of deductive approach in terms of the relevant theories.

Utilization of qualitative research design and phenomenological as well as ethnographic approach is justified because it is helpful in understanding the experiences of the Pakistani parents whose children go to school in Norway and will allow the researcher to understand in a much broader sense their experiences in their own words without any bias (Tenny, Brannan, Brannan, & Sharts-Hopko, 2017). As this research article is incorporating qualitative research methodology therefore it is descriptive and highly exploratory in nature as well and it is providing the complete picture of a certain phenomena which in case of this research article is the experience of Pakistani parents with school going children living in Norway. These challenges are explored by interviewing the research participants in terms of their journey of parenthood and their life as an immigrant in Norway. In terms of exploratory study, it can be stated that the topic under study which is the challenges and experiences of the Pakistani immigrants living in Norway with school going children is something which is not extensively studied and therefore it is a topic which is less explored. Therefore, as this research study is

thoroughly exploring this area as well so, this research study is exploratory in nature as well which have collect data by using semi structured interviews, field notes as well as personal observation on the interview session with the Pakistani immigrant parents.

Research population and sample

As this research thesis mainly focus on students who are in school going whose parents are Pakistani therefore the selection criteria for the research population are very clear and easy for this research thesis.

The inclusion criteria for the selection of the research population for this research thesis include individuals who are Pakistani nationals and have children who are school-going in Norway.

A research population of about 7 Pakistani fathers with school-going children in Norway is included in this research thesis. The process of selecting and identifying the research population was not very difficult because Pakistani community is one of the largest immigrant populations living in Norway and therefore, they were easily accessible and were open to communication which made completion of this research article easier. The research sample that is used in this research thesis include 7 research participants and this was done using a simple random sampling technique the reason for incorporating this sampling technique is that it reduces the chances of bias and provide every research participant with an equal chance of getting selected in the overall research sample (Olken & Rotem, 2015). The reason for the selection of 7 research participants as research sample in this research thesis is the factor that it is an interview-based research thesis and analysis as well as a collection of interviews can be extremely time-taking therefore a concise amount of research participants is sufficient as well as easy and feasible for the researcher to not only collect but also analyze and complete the research thesis in a given and limited time frame (Sharma, 2017). Each participant wad time again and again asked that whether they still want to participate in the study or not in order to ensure that they are willingly and voluntarily participating in the study and they were also provided the option that they can leave the research at any point of interview they want and even after the interview.

Research instrument

The research instrument is any method which is used for the collection of data in a research thesis and this research study, the research instrument used is the semi-structured in-depth interview (Voutsina, 2018).

The interview was conducted with the research participants after getting their consent and the interview was also be recorded using the tape recorder or the sound recorder of the digital devices in order to assist the researcher in interpreting the freezes used by the research participants as well as developing findings and results of the interview. An in-depth semi-structured interviews which is open-ended and full of follow up questions and lasts anywhere between 30-90 minutes. During the interview being a researcher I was very mindful of different themes that might emerge with each interview therefore I carefully listened to every word of the research participants and I prevented to intervene during their conversation in order to allow them large degree of freedom to express themselves as openly as they can in order to help me

more in developing thematic patterns. It was the main aim of conducting the semi structured interview in which I maintained my role as an interviewer as discreetly as possible so that to provide an open environment for the themes and new ideas to generate. Most of the research participants were well versed in English language therefore it was an important element in overall interview that no information was lost during the process of taking interview in English language which is the second language of the Pakistani people living in Norway.

The reason for the selection of an interview as a research instrument in this research thesis is the factor that it helps in identifying the experiences of Pakistani parents with school-going children in Norway by permitting the researcher an interviewer to ask open-ended questions which is very helpful in completely analyzing as well as deeply assessing the overall challenges and experiences faced by them along with a better understanding of the situation in the research participants own words (Scanlan, 2020). This research instrument allowed the people to explain the experiences that they have gone through in their own terms as well as providing a raw format of their challenges which provide a broader image of the social reality. In this regard semi structured interview was the most suitable methodology because it help in keeping the research participants engaged through effective narrations as well as help me to fulfill my role as an interviewer.

There are certain challenges associated with the methodology of interview in qualitative research study for example the method of interview is highly criticized for studying the experiences of the people because the bias of the interviewer can influence the thematic analysis of the interviews in which it can often become blurred that whether the interviewer is describing their own experiences or deriving the experience of other people. it is also possible that a certain degree of self censorship might have also occurred on account of the research participant in this research article because being an interviewer it is possible that the research participants kept some sort of information hidden from me

Analysis technique

The data collected from all the interviews with the research participants is transcribed and the analysis is conducted using an inductive approach mainly under the thematic analysis approach (Clark, Birkhead, Fernandez, & Egger, 2017). Transcription was an important part of this research study in which all the interviews which were conducted were properly transcribed. Transcription is mainly regarded as the product of a process which can be interpretative, political or peripheral participation (Braun & Clarke, 2006). all the interviews were transcribed by the researcher and then a pattern was identified which is mutual and common to all the responses of the research participants in their interviews (Stone, 2020). First a simple subjective transcription was generated which represent the voice of the participants and a duplicate copy of all the recordings and transcriptions were kept protected in password protected files on the computer. Proper meeting with the supervisors helped in ensuring that integrity of synthesis by reviewing again and again all the transcription and translation procedure followed by coding and successive analysis process. The process of transcription is essential to the qualitative research design which was incorporated in this research thesis and human transcription is used in which all the

interviews which are recorded were successfully transcribed so that the researcher can also consult them during the compilation of the findings and results (Nasheeda, Abdullah, Krauss, & Ahmed, 2019). The first transcription of all the audio recordings were word to word verbatim format keeping in view the factor that the utilization of native language, expressions, slang, phrases and different combination of words stay preserved because they provide vital information regarding the experiences of the community living in Norway. The nonverbal communication gestures such as pauses between answering and other linguistic details were not generally transcribed because they do not provide important analysis in the topic under study and were not among the major focuses of the researcher. However the nonverbal gestures which were important interpretation of the verbal expression of the research participants were thoroughly analyzed and included in the overall transcripts to provide a better understanding of the response as well as interpretation of the text in order to retain the authenticity of the actual text.

Ethical considerations

Ethical considerations are very important in this research thesis and were taken care of throughout the process of conducting the research. As this research study is utilizing the interview approach therefore it ensured that the interviewer maintains fairness and impartiality as well as adopt a non-judgmental attitude throughout the interview so that the interviewee feels treated with dignity and respect (Arifin, 2018). Before conducting the interview all the research participants were successfully informed about the objectives of the research study as well as how their information was used provided through the interview. The consent of the research participant is also taken for recording their audio (Husband, 2020). All the information provided by the research participant in the interview is only used for the purpose of compiling the findings in the research study which is conducted and no misuse of the information is done as the information is only accessible to the researcher and no person who is not concerned with it was provided with any type of access (Husband, 2020). All the interviews in their audio form as well as transcribed forms were kept safe in password-protected platforms like Google and storage lockup rooms. No identity marker were included in the interview questions which can prove to be damaging to the principle of confidentiality and anonymity (Arifin, 2018).

Limitations

There is the possibility of several limitations occurring in this research thesis. The methodology incorporated in this research thesis is very time-consuming as well as costly. It is also possible that the researcher might have to face some rude behavior or unethical behavior from the research participants which can become a bit uncomfortable situation. The possibility of bias in transcribing as well as the questioning of the interview can also occur. Therefore, it was the responsibility of the researcher to take necessary steps which will help reduce the cost as well as time for the interview and will also reduce the chances of bias. For this purpose, the researcher maintained a non-biased attitude while conducting the interview as well as while transcribing the audio

Chapter 4: Findings and Analysis

4.1. Overview of the chapter

In this chapter the interviews of the research participants illustrating the experiences of Pakistani immigrant parents of school going children in Norway are explored in detail and are analyzed so that findings can be deduced from them. Thematic analysis is a method of qualitative research study in which patterns, themes and meanings are identified from the text in the form of data. In this way the researcher becomes able to interpret as well as identify the underlying patterns and concepts in the data which is collected through qualitative methodologies such as interviews etc. The main reason for the purpose of conducting A thematic analysis is to capture the essence of the data so that natural phenomenas as well as the experiences of the participants can be explored in detail. Braun & Clarke (2006) provided a six step approach for the purpose of conducting thematic analysis. These steps include different types of phases through which a participants data should be passed by the researcher so that important concepts and patterns can be identified. The first stage is familiarization with the data which is done by reading and re-reading of all the transcripts so that better understanding of the content can be generated. It is followed by the second step which is to generate codes which is usually done manually and then the third stage is searching for the themes which can be easily captured in the form of recurring ideas identified in every qualitative data which in this situation was the interviews transcripts. The fourth step is creating names for every theme which is generated and then the last step is creation of the report in which the report is created in the light of the themes generated from the data. All these six stages are also followed in the thematic analysis which is conducted in this study for investigating the influence of Norwegian culture on the experiences and challenges faced by the Pakistani immigrants living in Norway with school going children.

The detailed analysis of the narratives generated from the seven interviews conducted helped me to develop three major themes which I have further divided into different sub-themes in accordance with the elaboration provided by Ghimire (2019). The analysis of all the seven interviews which were conducted provided me a deep understanding about the relevant topic as I relied on the themes which emerge from the experiences as were explained by the research participants in their narrations in the interview. It is interesting to note that there was no contrasting narratives and the experiences of all the immigrant Pakistani parents who participated in this research have similar experiences being an immigrant in Norway as well as with school going children in the Norwegian schools. Pseudonyms have been appointed for all the research participants who participated in the interview for this research study so that the ethical implications can be effectively followed in terms of maintaining the principle of anonymity.

This chapter is divided into three sections. Each section is representing a significant theme or an aspect that stood out in the interview material as follows:

1. The first section *Pakistani Parents as Immigrants in Norway* explores the experiences of participants as immigrants in the country in their personal capacity. It covers their journey from Pakistan to immigrants in Norway identifying main challenges faced by them.
2. The second section *Cultural Identity and Parenting Challenges* explores the way in which immigrant Pakistani parents envision cultural challenges in upbringing their school going children in Norway.
3. The third section *Educational Experiences and Integration* explores the opportunities and challenges in educational system as an immigrant from the perception of Pakistani immigrant parents of school going children in Norway.

The *acculturation process* is used for substantiating the interconnectedness between Pakistani immigrant parents and the challenges faced by them in terms of their own self as well as for their children to elaborate the challenges, adaptation and changes that comes along with being an immigrant parent with children in new country.

4.2. Pakistani Parents as Immigrants in Norway

The Pakistanis who are living as a migrant in Norway have faced a lot of challenges specifically in the initial years of their residency in Norway. These challenges were mainly in terms of getting a proper employment as well as learning the Norwegian language etcetera and also to fit in a culture which is completely new for them. Following is the main theme which is identified in regard of this header from the interviews conducted from the seven research participants as well as the sub themes which are generated keeping in view the narrative of the interviews

Over-arching theme	Sub-themes
Being an immigrant parent in Norway	Accessible parents
	Gender dynamics

4.2.1. Culture of accessible parents

This part of the thesis helps in identification of the factor that the style of work in Norway is the one which helps the people to ensure that they have a balance work in life. This structure enables them to have a work life balance by not pressurizing the people to work for overtime as well as give an opportunity to the people to fully participate in their family work which is also a factor which have interconnectedness with the factor of gender dynamics.

Julian made the statement:

“ I think that the Norwegian environment is very supportive for me to conduct a good upbringing of my children as it might not have ever been possible in Pakistani environment. according to me the reason is that it allows me to become an accessible father for my children as I get off from work around 3:00 which allows me to spend more time with my family and also to fully participate. It might not have been possible in Pakistan because over there people have to work till late evening and also have to exert overtime to make both ends meet as well as

because of the injustice demands of the employer which might cause the people to suffer from burnt out which not only lead to depression but also restrict people to become accessible to their children”

This part of the study which is developed in the form of themes clearly identify that there is a complete distinction between the work style in Pakistan and in Norway. Norway is considered to be one of those countries where the happiness index of the people is among the top five. It means that the people who are living in Norway are not suffering from burnt out of work as well as depression and anxiety etc. which is because of the efficient workplace policies adopted by it according to which the employees are not required to work overtime and are provided off at a good reasonable time so that they can fully participate in their family activities and can give more time to their children. This is not the situation in Pakistan because first of all Pakistan is a developing country which means that the inflation and political instability is very high over there because of which people might have to work two to three jobs. Moreover in Pakistan people are required to work till late evening as is also indicated by the participant in their interview which means that people get off from their work around 6:00 PM. An individual who is working more than one job will have to work till midnight which means that they have no time for their family and not for their children. This comparison is of the view that the experience of Pakistani immigrant parent with school going children in Norway states that Norway is providing them with an environment in which they can fully participate in the bringing up of their children and being more supportive and accessible to them when they need them the most.

4.2.2. Gender dynamics among Pakistani immigrant parents in Norway

All the participants acknowledge in their interview responses that Norway is a country where the gender dynamics are totally different as compared to Pakistan as both the parents are required and are supposed to be working however contrasting responses were obtained. Norwegian society supports the participation of both parents in workforce and therefore this can lead to sometimes strict remarks from people who are very strict and serious about working of both parents and women empowerment. this is also because of the parental leave policies because they encourage both parents to take an active role in childcare therefore it is also expected reciprocal and the duty that both parents are also working towards the economic stability of the family to keep themselves busy. William shared:

“When people ask me what does your wife do and I tell them that she is a housewife most of the people do not give bad expressions however there are some people who are very strict about working of both parents so I have faced some challenges from these people.”

One of the response provided a perception that although the gender dynamics are different however they continued to follow the gender dynamic structure and family structure that they practiced in Pakistan which in words of Julian is as follow:

“Our family has always been our preference. After my marriage when we had children, my wife never worked during this entire period and now while the children are grown up and are independent to some extent, I started pushing my wife by encouraging her that she should also try working. As our family is our preference therefore my wife only works

in the days when the children's goes to school and when the children's are at home she prefers to stay at home and give her all time to the children. I have never faced any challenge because of my wife not working and practicing the family structure as was present in Pakistan even in Norway. Financially I was not challenged because of this thing because it is a well-known practice that you cannot go beyond your means so we have to fulfill our needs and develop our needs in accordance with the resources that we have so I will say that because of my wife not working me and my family did not face any type of financial or otherwise challenges.”

The participation of both parents in the workforce of Norway is highly valued and supported mainly because of the gender equality which is considered to be a fundamental principle in the Norwegian society. It ensures equal opportunities for both men and women regardless of the gender disparities which makes it a factor very prevalent in the community that both the parents should be working. It have additional benefits of obtaining economic stability as well as work life balance because Norway is generally considered to be expensive country to live in mainly in the metropolitan areas where the necessities such as bills, house rental are considered to be very high. Women empowerment as well as labor force participation are also other crucial sustainable development elements which adds up to the factor that woman and men should both be working namely father and mother. Brad shared:

“I do not face any financial difficulty or challenge because of my wife not working however she has taken different internship programs and is also contributing minutely to our financial budget. however most of the expense is endured by me. In my opinion both mother and father should be working in order to obtain more financial stability”

The Pakistani family structure or the way of life is that the male is responsible for earning while the women is responsible for managing the family at home which is something which is also identified in the Pakistani immigrants with school going children living in Norway. Despite of immigrating to a European country their family structure and way of life has not changed as majority of the participants have reported that their partner meaning their wives are not working nor have they ever forced them to work. Sean should :

“ Since we came to Norway I am working alone and I have never forced my wife to work. I have told her that if she want to work she can and if you want to stay home she can.”

4.3. Cultural Identity and Parenting Challenges

Cultural identity and parenting challenges are one of the most significant dominating theme of the narrative which is generated from the interview of these seven research participants and following sub themes are generated from it.

Over-arching theme	Sub-themes
Cultural identity challenges for immigrant parent	Language role
	Cultural values
	Religious clash

Because of cultural identity the narrative obtained from the interviews indicates that many Pakistani immigrant parents were unable to obtain job in their initial years in Norway because in Norwegian setting the first preference is for the local Norwegian whether they are educated or not and then second preference is given to any person who can fluently speak Norwegian language. Sean shared his experience:

“My wife is a very well educated person however she feels severe challenge in obtaining a job because first of all she was not a local Norwegian and secondly she was not fluent in the Norwegian language while on the other hand some local citizens were getting job without having any qualification so I can say that anyone in Norway who is a local can get job”

4.3.1. Parenting experience and challenges in terms of language

Norway is a country where the language spoken is Norwegian which is used not only in everyday communication but also in different organizations which means that English is not usually the medium of education or communication in the country. The responses in interview from all the participants nearly were of the view that they speak their national language at home which includes Urdu as well as other mothertongues which is their regional language at home so that the children’s athletes have a knowledge or know how of how these languages are spoken and so that they can keep in touch with their own culture as well. The narratives which is generated from the interviews of the participants indicate that they experience challenges in terms of ensuring that their children also speak their native language which is Urdu. Julian shared that:

“I ensured that my children speak Urdu at home which is a language in which I and my wife communicate with our children so that they are well versed in their native language. I did not face any challenges in terms of ensuring that my children learned Urdu because it was their mother tongue and it is the language which they learned at the home. In addition to Urdu, they’re also very fluent in Norwegian language which is the language which they are listening from the time of their birth.”

4.2.2. Parenting experience and challenges in terms of cultural values

The Pakistani immigrant with school going children in Norway ensure to keep their cultural values intact by practicing different activities. Nearly all of the participants shared that they visit Pakistan at least once or twice a year so that their children can stay in touch with their local culture and can also get an opportunity to experience their culture first hand as well as to meet their extended family members so that they can develop a deeper understanding of their heritage.

One opinion which was generated from the narratives of all the interviews conducted was the fact that the childrens learn from their parents. Julian effectively described this factor in his interview by saying that:

“If the father goes out on the night of Saturday with his friends, then how is it possible that he can stop the children from doing so? Children look up to their parents and if the

parents are following the cultural values properly then it is undoubtedly ensured that the children will also follow their cultural values properly”

Norway is a multicultural country as well as all the public institutes in this country are full of diversity including the schools however the concerns of the parents who are immigrants living in Norway with school going children are also present in terms of the cultural challenges that they are facing or that they might face in the future. The concerns regarding losing touch with culture and religion among the Pakistani immigrant parents with school going children in Norway are mainly not when their children are going to school because they know that schools have certain rules and regulations as well as the children are also in control of their parents however when the children obtain the age of teenage and passes from the high school then is the time when they might have some sort of peer pressure upon them or some sort of intergenerational gap because the younger generation is more prone to adopting the Norwegian cultural norms which can create tension and misunderstanding between them. Adam shared:

“ I myself have not faced any challenge regarding religious or cultural practices in schools of my children however I have many friends who are facing similar challenges. I know that despite I have not experienced any challenge till now because my children are young however I am aware that these challenges will arise in future when my kids will pass on from high school.”

4.3.3. Parenting experience and challenges in terms of religion

Most of the people who live in Pakistan follow the religion of Islam therefore majority of the parents of school going children in Norway are Muslims and therefore their experiences and challenges in terms of following and practicing their religion as well as making sure that their children are also learning the basic values of their religion in a Christian country can be an interesting experience to be considered. In order to describe the extent of religious tolerance in Norway, Ben stated in his interview that:

“Everyone is free in Norway because Norway supports religious freedom. They allow us to have our religious ceremonies in the way our religion says. In Norway we have mosques as well as places for prayer in our universities. We also have the permission of getting leaves and holidays on our main religious events such as Eid. I think that me and my children do not have any type of religious challenges by living in Norway because we have found everyone very tolerant and respectable for each other.”

The findings of this team which originated from the narratives of the interviews which was conducted indicates that the participants are of the view that the influence of religion and cultural values associated with the religion on the children is based upon the extent to which the parents are following them. Julian was of the view that:

“Children always follow the footstep of their parents. but the children will watch their parents doing they will always adopt those practices. So, if the parents are offering prayers five times a day, our fasting for the month of Ramzan and are also practicing their Islamic practices and teachings in their home then it is an obvious factor that the

children's will also learn from them and will also adopt the religious practices from their parents. It will help them to learn about their religion despite of living in a non-Muslim country and the example is of my own children who practices Islam properly."

By talking about the policies which are difficult for them to follow being Muslims in Norway Julian stated that:

"This Ramzan my elder daughter fast during the months of Ramzan. The school in which she studies have the policy that students are not allowed to sit in the classrooms during free time however I asked my daughter to request her teacher to let her sit inside the classroom because she is fasting. Her teacher did not allow. So, I can see that it was something that they should make exceptions for so that people of all the cultures can continue to work with ease in terms of the religious practices. However, I'm also happy that this instance helped my daughter to learn how to respect law despite of whatever the situation is because it was the rules of the school and she have to follow it no matter what"

Initially the Church of Norway was a part of the state which was separated from the state in 2012 which help in emphasizing on the importance of religious freedom and diversity in the country because Norway was a country with a population which is extremely diverse in terms of their religion mainly because of the immigrant population which comprises of more than half of Muslims. The constitution of Norway grant is the right of freedom of religion and prohibits any discrimination based on religious belief. In the light of these practices it is a clear factor that interfere dialogue and cooperation is the factor which is prevalent in the Norwegian society for the purpose of coexistence of different religious communities peacefully with mutual respect. Different public institutions such as schools and workplaces not only accommodate for religious practices such as providing place for prayer but also provide halal food options and religious holidays to the people belonging from different religious groups which is also indicated by the statement made by Kevin:

"I have always communicated with the school for providing halal food options to my children and I'm have very been strict about this thing. We have never faced any difficulty in obtaining halal food thanks to the policies of the government mainly in the public institutes such as schools and workplaces."

4.4. Educational Experiences and Integration:

It is always a concern of the immigrant community to have integration in terms of educational policies in any country in which they are living because most of the countries do not provide equal opportunities of education to the immigrants as compared to their citizens however this is not the case with Norway which is also identified in the narrative generated by the interview of the research participants and following sub themes are generated.

Over-arching theme	Sub-themes
Educational challenges for immigrant parent of school going children	Integration and tolerance
	Educational support

4.4.1. Integration and tolerance policies in Norwegian education system

The interviews of all the research participants developed the narrative that Norway is a country which promotes integration and tolerance policies in every aspect of life including the educational system. The two important aspects which have been identified from the interviews in this regard indicates that Norway in the period between 1970s to 2005 was a country where racism was very high and the immigrants of Pakistan living in Norway faced a large amount of racism in different areas however nowadays Norway is a very modernized country which is considered to be a welfare state and there is a huge amount of tolerance policies as well as anti racism policies. Julian states that:

“I have faced no amount of racism in any aspect of Norway nor have my children. My cousin who came in early 1970s in Norway faced a large amount of racism not only in their educational institute but also in the area where they worked. However, I am of the view that now Norway has changed and racism is completely rooted out as I have been living in this country for more than two decades and I have not experienced any instant of racism personally. However, I have heard that there are some areas in Norway where racism is prevalent but me or my children have not faced any such issue despite of our skin color and different race as well as because of our immigrant status.”

A significant contrasting opinion is also obtained from a participant regarding the bully culture in Norwegian schools. Norwegian schools are proactive in addressing bullying and having anti bullying policies. Most of the schools aim to have open dialogue and support systems however there are significant areas in Norway where the bully culture is still prevalent and there is lack of tolerance among the local people for immigrants or foreigners.

Adam shared:

“Bully culture is very much present in the Norwegian schools especially for the foreigner students at the hand of the local Norwegian children. That is also one of the reason I moved my children from Norwegian school to a multicultural school so that they study in a multicultural environment instead of purely Norwegian culture.”

This system is a mainly worldwide concern however in the multicultural Society of Norway it still occurs despite of the commitment to equality and multiculturalism in the Norwegian society. Norway has anti Discrimination Act which prohibits any type of discrimination or racist remarks. They also have a well developed educational system which focuses on topics such as human rights, anti racist education as well as multiculturalism in order to promote tolerance among the students. however the instances of racism are still reported not from the adult people only but also from the school going children as was reported in the experience shared by William:

“My children have never faced racist remarks but I know it happens. one of my neighbors child faced a racist remark at the hand of a school going child and because of this incident they have to leave this place move to another place”

4.4.2. Educational support policies of Norwegian schools

Education is one of those qualities or attributes of the Norwegian society which may let it stand out in the global community because every type of education is completely free in Norway and is also completely different from rest of the world. This is also indicated in the responses of the interviews as the narrative of the response is clearly indicate that the educational support policies of Norwegian schools are very good.

Julian while commenting on this stated that:

“I am very impressed with the educational support policies which are provided by the Norwegian society irrespective of the fact that the same education which is available to the local Norwegian is also available to the child of an immigrant.”

Norway is a Nordic state and therefore by claiming to become a welfare state it is very important for Norway to have all the attributes of a welfare state including free health care, transportation, education facilities which it is providing successfully not only to its citizens but also to the immigrant community because Norway is one of those countries which is having the largest immigrant community in the entire world. From school level to university level all education is totally free of cost and therefore it is what makes normal stand out which is also indicated in the responses and the narratives generated by the interviews of the research participants.

Ben said in the interview that:

“The schools in Pakistan I believe have very irrelevant activities which have nothing to do with the growth of an individual. In Pakistan every other month the school is asking children to celebrate different types of competitions, days such as yellow day, red day etc. when they have to wear a specific dress. I believe that it is very difficult for the people because not all people belong to wealthy families and it is very difficult for the middle-class parents to fulfill all these irrelevant requirements of the schools. On the other hand, the schools in Norway never push the children to wear any specific dress or any other irrelevant activities. Parents have to do zero expense on the study of their child because books, stationary, uniform etcetera everything is provided by the school.”

Norway being a welfare state have taken the complete responsibility of the education by developing strong educational strategies and policies keeping in view the standard of a welfare state because of which it never fails to provide for the basic necessities of education to the parents of the children irrespective that they are citizens of the country are immigrants. Therefore, despite of the high living cost in the metropolitan areas of Norway education which is considered to be a luxury in Pakistan is free of cost from school to university level for all the people which makes it a very good experience of the Pakistani immigrant parent of school going children in Norway because they have never suffered from any challenge in terms of education of their children going to the schools. From the narratives of the interviewees identified that the educational policies of Pakistan are not very affordable for the parents because of the irrelevant demands of the schools as well as because of the distinction which is made in the private sector school and public sector school in the country.

4.4.3. Education system of Norwegian schools for immigrants

Education system of Norwegian school was also lauded by the immigrant Pakistani parents with school going children. The respondents were of the view that Norway provide exceptional education which not only focus on providing knowledge about different subjects to the children but also focuses on development of their personality as a whole. Norway is a country in which it is believed that it is possible that a student might not be a very good student in terms of their academic qualification however what matters most is that what type of personality they have. It means that the personality is a significant factor for identifying the potential of an individual because a person might be willing to learn and they might also be able to have the skills which might not be available in someone who is having a potentially good academic record. Julian stated in his interview that:

“I will not try to compare the educational system of Pakistan and Norway because both education system are well suited according to the environment of both these countries. However, I’m very impressed with your educational system of Norway as my daughter have a great deal of information and knowledge about not only geography and history but also about Islam, Christianity and Judaism more than me. I remembered that when I was in the same class as my daughter I did not even know that what geography or history is. Other than this I’m also very impressed that the Norwegian education system is developing the personality of my children as they are teaching them about tolerance, fundamental human rights etcetera. I have been raised in an environment were making fun of someone flawed such as disabled etc. was considered to be something hilarious however my daughter and my other children are very strict in giving equal treatment to everyone irrespective of their situation or condition which makes me very impressed by them and it is clearly the impact of the educational system on their personalities which they might never be able to have in Pakistan. However, if I have to leave and send my children to Pakistani schools it will be difficult for them to adjust their but I am sure that they can however I will never make this decision”

Norway is a country where education is of importance however more importance is laid on the personality development of an individual which is not only evident in their educational system but also add the time off getting the job because the human resource department is always looking for the personality of an individual in order to identify that whether a candidate is potentially fit for the job or not. In a broader terminology when the education system of Pakistan’s school is compared with the Norwegian school it is important to consider this factor because this study is mainly identifying the challenges and experiences of the Pakistani immigrant parent with school going children in Norway therefore it is significant to understand that what are the factors which are available to be studied between the Norwegian and Pakistani school systems.

A slightly contrasting opinion is also noted where it was stated that Norwegian school education system was not good before and have improved recently. Norway has introduced different types of education reforms such as knowledge promotion reform 2006 as well as the new teacher

education reform 2010. A significant educational reform recently introduced in Norway is the quality framework for higher education. All these reforms aim to improve the practical training component of the education as well as increased emphasis on the subject knowledge to improve the quality of the education provided to the students.

Brad shared that:

“The universities in Pakistan such as LUMS in my opinion are our very best universities and there is no university in Norway which can compete with the universities present in Pakistan. However if I talk about the school education system of Norway then it is far much better than the school system of Pakistan however the school education system in Norway was not that much good before. Recently many policies have been introduced by the government as a result of which after the coronavirus pandemic the education system at school level of Norway has drastically improved.”

Pakistani education system compared to the Norwegian school education system are considered to be totally opposite of each other however the participants were identified to be of the view that if their children were to be sent to Pakistan to continue their education over there then the children will not face any difficulty because they considered their children to be very intelligent and well versed in English language. Adam shared:

“My children are studying in the Norwegian schools and they are very relaxed as they do not have the workload of homework etc. however if I have to send them to Pakistani schools then they will face some difficulty because Pakistani school system is full of workload in the form of homework, assignments. I consider my children are very intelligent and creative so they can easily catch up the new ideas and will easily fit in the new system.”

4.5. Discussion

The findings which are concluded from the interviews which are conducted from the research participants correspond to all the three components which are addressed in the introduction section. The study successfully intersects at the experiences and the challenges faced by the Pakistani immigrants with school going children in Norway by elaborating on different ideas as well as different challenges that they or someone they know might have suffered.

The summary of the findings which is also elaborated in the preceding section indicates that the Pakistani people who have settled in Norway have faced challenges initially in terms of finding employment opportunities as in Norway the first priority is given to the local Norwegian people and then the second priority is given to anyone who is fluent in speaking the Norwegian language. Pakistani people do not fulfill both of these criteria initially therefore nearly all the participants suffered from this difficulty in their initial years in Norway. The study also indicated that all the research participants have partners who do not work and are housewives therefore indicating that they are opposite to the gender dynamics usually followed in Norway where both parents work. The narrative generated from the interview is also successful in identifying that no instances of racism has been faced by majority of the participants however

few participants indicated that there is a bully culture in the Norwegian schools because of which they have to change their location. The participants who have not experienced any instance of racism themselves were of the view that they know someone such as their neighbors etc. who have suffered racist remarks. The narrative generated from the interview also indicated that the Norwegian school system is better as compared to Pakistani school system because Norwegian school system focuses on increasing the knowledge and personality development of the children as compared to Pakistani school system where the children's are burdened with a loads of homework which is mainly to push them to achieve targets. All of the participants lauded the educational system and policies which Norway has adopted in the form of providing free education, stationary, books to the children irrespective of their background as they belong to immigrant family which is a very good feature which makes all the participants satisfied with the experiences of their children in school as well as their own experience with the staff of the school.

The narrative which is generated from all the interviews conducted was also significant in terms of understanding the challenges related to culture religious practices of the Pakistani immigrant parents because nearly all of them followed traditional Pakistani culture and belong to Islam. They were of the view that they faced no difficulty in terms of practicing their religion because they are prayer places in public universities as well as other public institutions, mosque etcetera which allow them to practice Islam easily as well as their children. The findings also indicated that the people are successfully able to incorporate their culture in the form of making their children learn about their culture as well as their language by speaking Urdu in their homes. some of the participants indicated an apprehension that after passing out from high school when the children will be in their teenage it is possible that the children might suffer from peer pressure or might have some influence of the Norwegian society which is the western society totally different from the society and culture of Pakistan where it is possible that they might face some challenges in terms of making their children understand the difference between right and wrong however currently at school level do not face any challenges with their children.

Chapter 5: Conclusion

This study was conducted to understand and investigate the experiences and challenges faced by Pakistani immigrants with school going children in Norway. For the purpose of investigating these challenges and experiences a qualitative approach was adopted in which the interview methodology was selected to investigate into this matter so that deep and detailed insights can be generated which is only possible by conducting a semi structured interview. All the interviews were analyzed during thematic analysis so there are different themes and sub themes can be generated and following were the main research questions of this research study:

- What is the experience of Pakistani parents with school going children in Norway
- What are the challenges faced by Pakistani parents with school going children in Norway

These two research questions were adopted in order to achieve the objective of exploring the experiences and challenges of Pakistani immigrant society with schooling children in Norway because they might be facing a cultural shift and might also be facing some sort of religious difficulties which is important to investigate into and was successfully covered in the form of a qualitative methodology. The overall findings of this research study successfully answer all the research question. The empirical findings from this research study has different type of valuable and significant implications related to the policy matters as well as research area which are discussed in the provided section below.

5.1. Implications

The insides of the first-hand information provided by the Pakistani immigrants with school going children living in Norway is very instrumental in development of different programs which are specifically directed at the immigrant families living in Norway. The experiences and the words of the research participants themselves is a key factor which is not present in systematic literature review which is conducted making it completely non-existent and an area which is not under study before therefore limiting the exposure of these people and their concerns with the regulatory authorities. As immigration is a factor which is rapidly increasing an in-depth and detailed investigation is required from the background of human rights so that the well-being of the immigrant communities can be ensured mainly in terms of the children and their education as well as the health of these people. Therefore, it is important to understand the challenges which these people are facing specifically in terms of education of their children as an immigrant in Norway allows straightforward recommendations and implications in area of policy practices as well as in research which are described in detail in the following sections.

5.1.1. Practical and policy recommendations

The practical implication in the light of the findings of this study include a discussion about the strategies which can be made for enhancing the experience of immigrant Pakistani parents with school going children in Norway. it can be stated that there should be development of more specific policies for accumulating all the religions for example allowing students who are fasting to stay in specifically designed rooms during fast then other children are supposed to be playing outside because during fast it is not possible for the children to play as it can have negative impact on their health and health is the topmost priority of Norway along with tolerance and

religious acceptance from diversity. Another policy is that the government authorities should work with regulatory bodies to ensure that there is no racist remark either by children or by an adult person on any immigrant as the findings have clearly indicated that the participants know at least one of the person in their friend circle who has faced racism and bully culture in Norway and therefore despite the presence of all the statutes regarding anti bully and anti racism in Norway it is still needed at local level that regulatory bodies should develop advanced activities and steps to ensure prevention of such activities.

Another recommendation in the light of the findings of this study is that as Norway is gradually becoming a country with a large number of immigrants living in it therefore it is the need of the time that the teachers mainly at school level should be trained to be able to communicate in English language because most of the time the parent who is supposed to attend the meetings as the mother and it is an immigrant factor that majority of the people belong to cultures where females are not supposed to work and are supposed to look after for their children which means that these women who are living as a migrant in Norway would also not be having any outdoor exposure and therefore will not be well in Norwegian language. As a result, it is possible to create a language barrier between parent and teacher which is not supposed to be happening in the educational system of Norway because of the welfare of the child and their educational and academic activities. Therefore, Norwegian schools should train the teachers to be able to communicate in English language at least with the parents of the children belong to immigrant communities so that this minor challenge which was faced by majority of the research participants can also be overcome and it is also a policy matter therefore the attention of the regulatory bodies and authorities is required in this area. Another recommendation for policy development in the light of the findings of the study is that as Norway is promoting tolerance in its community by helping different religious communities to practice their religion by making Islamic centers, temples object at different locations therefore it is also a good step if cultural centers are created in support with the embassies of different countries at different locations so that the children belonging to that specific culture can also practice their culture on specific dates which will allow them to stay in touch with their culture and will also help the parents to overcome their most important nightmare that the children might lose touch with their culture. It will be a very good step for example creating cultural events twice a year as well as language classes or communication sessions in national language which in this case will be Urdu et cetera so that the people have an opportunity to allow their children to also have a touch of their own local culture despite of living in Norway and without leaving the country.

5.1.2. Future implications

There are a number of future implications as well as the research possibilities which can be exercised in future regarding this field of work utilizing this study as well as in the similar context. the most significant future research possibility regarding this study is a cross cultural comparative study between the immigrant parents and non-immigrant parents in terms of identifying the challenges faced by them regarding their school going children in Norwegian schools. It can also be done in terms of comparing the immigrant parents with school going children belonging to two different countries such as Pakistan and Japan etc. therefore it will

allow a detailed study in order to compare the understanding of the challenges and the way in which challenges can vary between parent school going children in Norway despite of their immigrant status only because of the countries from which they belong. It can make use of macro level factors as well as ecological contexts which can help in generalization of wider population moreover quantitative method can also be incorporated in this study in order to identify a large research population which is also easy in terms of organization of the data. So, a similar study can be conducted in terms of investigating the challenges and experiences of the immigrant Pakistani parents at school going children in Norway or any other nationality immigrants living in Norway by utilization of a national quantitative survey which can help in discovering the needs of the immigrant communities which are living in Norway and makes large part of its population. Utilization of a quantitative methodology for undertaking a similar issue will prove to be a very useful feature because it will allow not only accumulation of data from a very large population but will also overcome the limitation because it is possible that the immigrants belong to a community which is very diverse for example Pakistani community in which the people can belong to different provinces as well as different sects of the religion and their differences can be different on the basis of these diversities therefore by accumulation of large research population for undertaking a similar study it will be very useful to get a better understanding of the experiences and challenges faced by the Pakistani immigrant parents with school going children in Norway in a cross cultural context.

5.2. Limitations

There are certain limitations which are also associated with this research task including the qualitative nature of this study as well as the sample size which was incorporated in this research task. The sample size which was used in this research study was seven people whose interviews were conducted however this sample size was very small and is a very small representation of the overall Pakistani immigrant society which is living in Norway because Pakistani society is one of the largest immigrant communities in the overall population of Norway therefore only seven people cannot serve on behalf of the second largest immigrant population in the country. This acts as a limitation because this small sample cannot be generalized for a larger population. There are also different ethnic and demographic diversity among the Pakistani immigrants living in Norway therefore purposive sampling method which was utilized in this research study is possible to allow the selection of only those participants who belong to a similar circle and similar background which is also one of the reasons that the responses of all the participants was nearly the same because all the participants nearly belong to the same locality and same background mainly in terms of their social circle. So, the generalization for the larger population which is also full of diversity in terms of Pakistani immigrants cannot be considered as a generalized option. Another limitation in this research study was that all the research participants were male individuals and during the research process it was realized that if the females have participated then their experience might have been different from the males. Therefore there was a gender gap in this research study because all the seven research participants who participated in this study and were interviewed were males and therefore there was no representation for the females and it is possible that they might have suffered some form

of sexist or racist remarks at the hands of other people because females are more prone to be facing these issues mainly because of their cultural identity but also because of the fact that Islam is a factor which is reflected through the clothes and attire of an individual and it is possible that if these women are observing the Islamic code of dressing then it is possible it might also have faced the harassment, racism, sexism, Islamophobic remarks at some point of their lives therefore increasing their experience in terms of facing challenges in Norway and being the mother of school going children and nowhere.

The interview which was utilized was a structured interview therefore similar questions were asked from all the research participants and there was no flexibility there and also lacked in that aspect because it considered only a specific perspective mainly because of its structured format. Arrangement of narrative and producing concise empirical findings so thematic analysis was also a major challenge in addition to time limitation as well as word limitation because these were considered to be restrictive elements and I think that it limited my abilities as a researcher to analyze and explore in more detail these topics because the interviews were around 20 minutes long and I just cannot put all the information together because of the restrictions which were imposed due to the guidelines of the research thesis.

5.3. Concluding remarks

By conducting this research study, it was a very good experience to have an insight into the lives of the Pakistani immigrant communities living in Norway with their children going to schools of Norway. The struggles of the immigrant community belonging to Pakistan living in Norway is exemplary. The findings of this research study are not significant for me alone but also significant for all the immigrant communities who are living in Norway or any people who are living in other countries and are expecting to become immigrant in Norway or any other Nordic state because the study helps them to understand that what type of life they might be having. I hope that this research proved to be a significant insight not only for the scholars conducting research similar to the topic but also for the policymakers as well as the other countries who are dealing with their immigrant communities.

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APPENDIX

Appendix A.1

Interview Guide

Information of the study

The aim of this study is to explore and analyze the experiences of immigrant Pakistanis with school going children in Norway. This research is being conducted as a requirement for my master's degree at the university of Stavanger in Norway. With this research project, I am intending to reach out to Pakistani immigrant families in Norway whose children are attending Norwegian schools and explore more on the aforementioned areas. The interview guide will contain questions which are relevant to the research area only and will not account any of your direct private information. All the information collected will be confidential and will only be shared for the research project and not outside the research team. Additionally, you consented to the interview with the consent form you signed earlier.

Before we begin the interview is there anything that you would like to ask us?

Background information

No. of Children:

Languages:

Job specifications (long hour/ short hours, night shift, work over weekends, etc.):

Opening context

1. How long have you and your family been residing in Norway?
2. What brought you here in Norway? How will you describe your initial years in Norway to me?
3. What is your perception regarding Norwegian culture and society?
4. How would you describe the educational system in Pakistan related to the schoolings?
5. What is your perception about the educational system of Norway with special reference to the school which your child attends?
6. In Norway both the partners tend to do jobs as well as perform involved parenting however this is not the traditional way parents deal with each other as well as with their children in Pakistan. With the school going children in Norway, how would you describe the challenges that you faced as a parent who is responsible for working as well as for taking care of your child and their educational needs?
7. How would you compare your experience and opinion about your child going to the Norwegian school and if your child went to a Pakistani traditional school?
8. Being an immigrant parent living in Norway how is your experience with a child going to a Norwegian school? How do you find the behavior of the school staff as well as the parents of other children?

9. Being an immigrant parent in Norway, are there any concerns that you have regarding your child going to school in Norway? How do you see religious, cultural, lingual factors impacting your child in the Norwegian school? Is this diversity good according to you?
10. Did you face any challenges or difficulties being an immigrant Pakistani with school going children in Norway? How was it challenging for you and your partner?
11. Have your child ever faced racist remarks in school? How do you see racism, Islamophobia as a challenge according to your experience as an immigrant with school going children in Norway?
12. Do you think that this different environment in terms of religion, culture, language etc. is influencing your child's personality? How are you trying to incorporate your traditional culture, religion, language in your child's personality along with the new environment in which he/she studies?
13. People from different cultures living in Norway are seemed to be taking their children out of school and sending them in traditional schools due to fear that their children might forget their own culture. What are your concerns and opinions in this regard?
14. How will you define your journey as a parent with school going child in Norway? Did you come across many challenges? How according to you, have you overcome or tried to overcome these experiences and difficulties for yourself as well as for your child?
15. How would you describe your experience as a working individual with school going children in Norway? Did you face any discrimination during your work or during finding work because of your immigrant status or because of having school going children?
16. What are your future hopes and aspirations?

Before we finished this interview is there anything you want to add regarding the immigrant parent with school going children in Norway or you think that has not been covered in this interview?

Thank you so much for your time and cooperation!

Appendix A.2

Information letter and consent form

Are you interested in taking part in the research project

Experiences of Pakistani immigrant parents of school going children in Norway?

Purpose of the project

where the main purpose is to explore the experiences of Pakistani immigrant parents with school going children in Norway and to explore the challenges faced by them. This project is for my master's Thesis.

Which institution is responsible for the research project?

Muhammad Zaid Saleem student id 268283 at University of Stavanger is responsible for the project.

Why are you being asked to participate?

The inclusion criteria for the selection of the research population for this research thesis will include around 6 to 8 individuals who are Pakistani nationals and have children who are school going in Norway.

What does participation involve for you?

Your Participation will be Required for, and interview taken by Muhammad Zaid Saleem Personally. It is semi structured interview will take around 40 to 50 minutes. In this Interview you will be asked about your experiences being a Parents of School going kids in Norway. Interview can be written, or Audio recorded but your Personal information will not be mentioned in this project.

Participation is voluntary.

Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw.

Your personal privacy – how we will store and use your personal data.

I will only use your personal data for the purpose(s) specified here and we will process your personal data in accordance with data protection legislation (the GDPR).

- Muhammad Zaid Saleem, in connection with the institution responsible for the project, will have access to the personal data
- Muhammad Zaid Saleem will replace your name and contact details with some code name. If I call you, I will not enter your name in my contact list, and I will delete your number after the phone call.
- The audio recording will be deleted after the recording has been transcribed. You can choose how and when you want me to contact you, whether it is via email, SMS, by phone or otherwise.

What will happen to your personal data at the end of the research project? The planned end date of the project is scheduled to end on 12th of June. Then all digital recordings will be deleted and only the transcribed anonymous files will be stored further for research purposes.

Your rights

So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?

Muhammad Zaid Saleem will process your personal data based on your consent.

Based on an agreement with Muhammad Zaid Saleem The Data Protection Services of Sikt – Norwegian Agency for Shared Services in Education and Research has assessed that the processing of personal data in this project meets requirements in data protection legislation.

Where can I find out more?

If you have questions about the project, or want to exercise your rights, contact: • The supervisor of this Thesis Project Prizma ghimire (prizma.ghimire@uis.no, tel: 51831657) or Student Muhammad Zaid Saleem (268283@uis.no, mobile no: 46235280)

- Our Data Protection Officer: personvernombud@uis.no
- If you have questions about how data protection has been assessed in this project by Sikt, contact email: (personverntjenester@sikt.no) or by telephone: +47 73 98 40 40.

Yours sincerely,

Project Leader Student (Muhammad Zaid Saleem)
(Prizma ghimire)

----- **Consent form**

I have received and understood information about the project and have been given the opportunity to ask questions. I give consent:

- to participate in an interview.
- The interview is recorded on tape and written into plain text, and anonymized. For being contacted via email, SMS, telephone, or whatever you want to be contacted for my personal data to be stored in transcribed form after the end of the project for further research purposes - if applicable

I give consent for my personal data to be processed until the end date of the project, 12t June 2023.

I give consent for my personal data to be processed until the end of the project.

----- (Signed by participant, date)

Appendix A.4

Approval from Data Protection Official for Research, NSD



[Notification form](#) / [Experiences of Pakistani immigrant parents of school going child...](#) / Assessment

Assessment of processing of personal data

Reference number	Assessment type	Date
137190	Standard	30.03.2023

Project title **Data controller (institution responsible for the project)** Project leader **Student** Project period **Legal basis** **Comment**
Experiences of Pakistani immigrant parents of school going children in Norway

University of Stavanger / Faculty of Social Sciences / Department of Media and Social Sciences

Prizma Ghimire

Muhammad Zaid Saleem

01.04.2023 - 15.06.2023

Categories of personal data

General

Special

Consent (General Data Protection Regulation art. 6 no. 1 a)

Explicit consent (General Data Protection Regulation art. 9 no. 2 a)

The processing of personal data is lawful, so long as it is carried out as stated in the notification form. The legal basis is valid until 15.06.2023.

[Notification Form](#)

[Notification Form](#)

ABOUT OUR ASSESSMENT

Data Protection Services has an agreement with the institution where you are a student or a researcher. As part of this agreement, we provide guidance so that the processing of personal data in your project is lawful and complies with data protection legislation.

TYPE OF DATA

The project will process special categories of personal data about religion and ethnic origin.

FOLLOW YOUR INSTITUTION'S GUIDELINES

We have assessed that you have legal grounds to process the personal data, but remember that you must store, send and secure the collected data in accordance with your institution's guidelines. This means that you must use data processors (and the like) that your institution has an agreement with (i.e. cloud storage, online survey, and video conferencing providers).

Our assessment presupposes that the project will meet the requirements of accuracy (art. 5.1 d), integrity and confidentiality (art. 5.1 f) and security (art. 32) when processing personal data.

NOTIFY CHANGES

If you intend to make changes to the processing of personal data in this project, it may be necessary to notify us. This is done by updating the information registered in the Notification Form. On our website we explain which changes must be notified. Wait until you receive an answer from us before you carry out the changes. <https://sikt.no/en/notify-changes-notification-form>

FOLLOW-UP OF THE PROJECT

We will follow up the progress of the project at the planned end date in order to determine whether the processing of personal data has been concluded.

Good luck with the project!

Appendix A.5

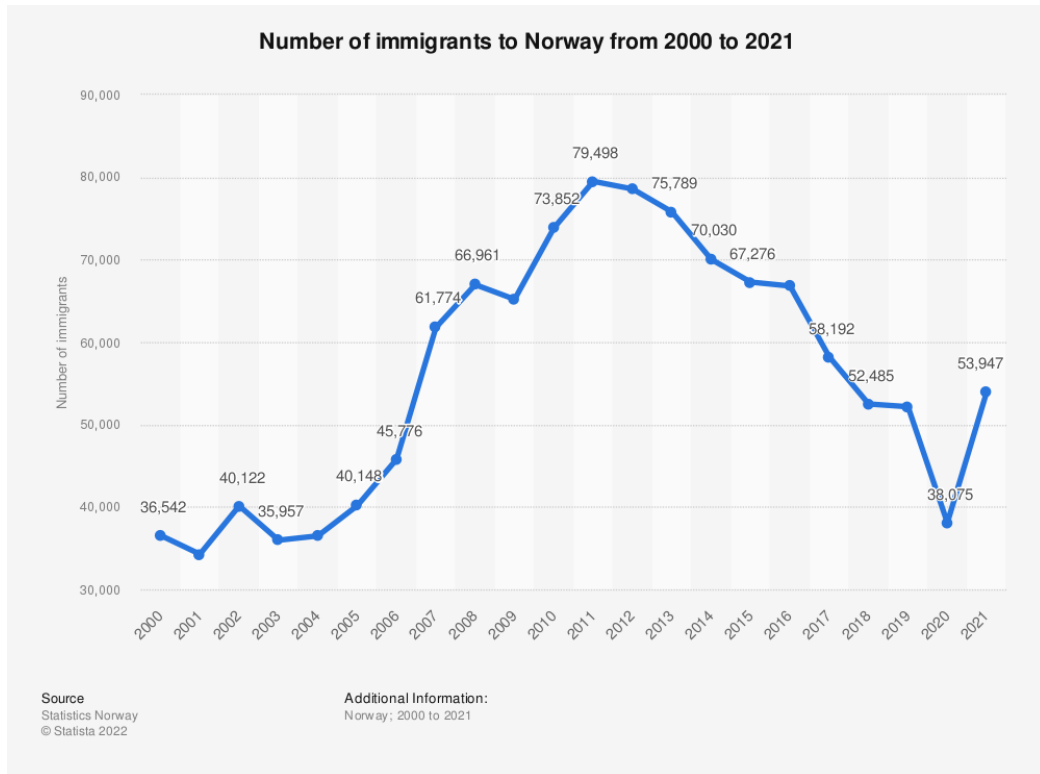


Figure 1. Cited from Statistics Norway (2021)

Appendix A.6

Figure 3. Immigrants and Norwegian-born to immigrant parents, in per cent of total population in municipality. 1 January 2018

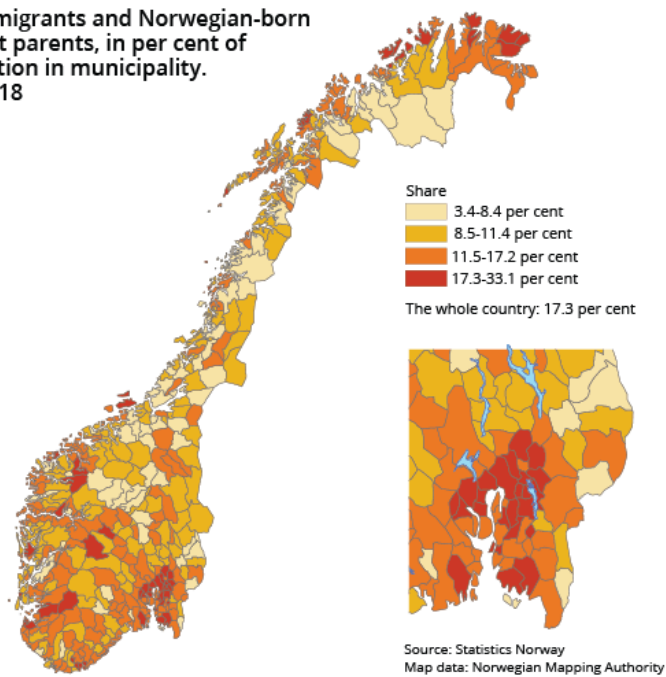


Figure 2 Cited from Statistics Norway (2018)

Appendix A.7

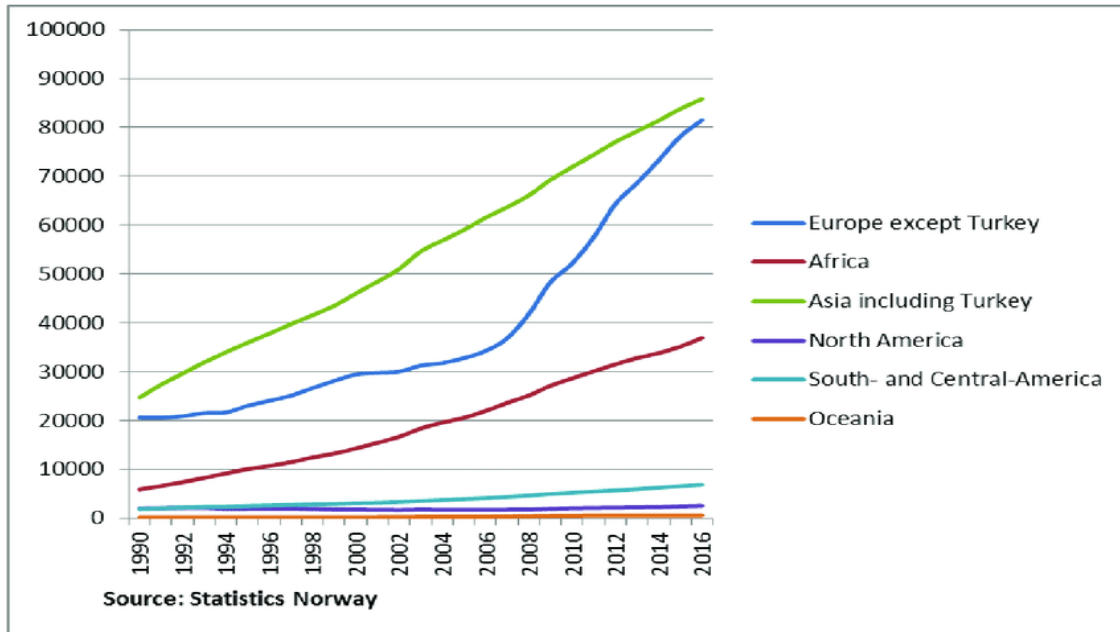


Figure 3 Cited from Statistics Norway (2021)