Migration and family dynamics challenges faced by teenagers in Norway

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Abstract

Immigration always brings challenges for immigrant families. Meanwhile, teenagers seem to be more affected by these challenges than other groups. These challenges are significantly more significant in countries with high cultural diversity.

This thesis examines the complexities of immigration and family life and the challenges teenagers face in integrating culturally and establishing family ties in the Norwegian environment.

To conduct this review, the literature review is used as a research method to review current studies and theoretical frameworks. The current review is based on the analysis of perspectives obtained from sociology, psychology, and migration studies, as well as the complex relationships that define the experiences of immigrant adolescents and explain how family dynamics, immigration status, and adolescent development interact.

Among the challenges that teenagers face in the path of cultural integration, we can mention the complex process of identity formation, issues related to intergenerational conflicts caused by cultural differences and language barriers. To solve these obstacles and challenges, support networks are needed for integration and well-being in Norwegian society.

This thesis investigates the experiences and challenges of teenagers on the path of cultural integration in Norwegian society by using available sources and information. Finally, studies show that appropriate interventions and robust support systems help facilitate integration and solve teenagers' challenges.

Keywords: immigration, family dynamics, identity, cultural challenges, language barriers, acculturation, social integration

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1. Introduction

Migration can be defined as a symbol of hope and fear, hope because of a better future and fear of unknown risks for immigrants' consequences of travel. Although successful immigration can bring along stable incomes, better living conditions, and family opportunities, failure can also lead to financial loss and the loss of loved ones.

Immigration removes ambiguities in host societies. Although immigrants contribute to economic growth and cultural diversity, they may face discrimination in crisis times. The political importance of migration exacerbates tensions that affect communities of origin and destination (De Haas et al., 2019).

The sociology of migration has turned into a dynamic and vast area that studies complex processes beyond borders. This includes examining global and local inequalities, social structures of belonging, and political conflicts related to human movement. The field thrives on continuing conceptual and methodological debates, interdisciplinary collaboration, methodological diversity, and integration with other social domains (Amelina & Horvath, 2017).

In Norway, a country with growing cultural diversity (*Large Diversity in Little Norway*, 2014) young immigrants face particular challenges related to family dynamics. They face family expectations, social pressures, and personal goals when dealing with new cultures. This thesis focuses on understanding these challenges in Norwegian immigrant families and their impact on adolescent identity.

I am an immigrant. During this time, I lived in Norway and connected with many immigrant families. I chose this topic for my thesis because of my experience as an immigrant in Norway. I believe that it is essential to have a deeper understanding of challenges and their effects on the identity of immigrant youth and teenagers.

1.1 Background and context

Today, migration is a common phenomenon all over the world, and many people go to countries where they were not born to continue their lives for various reasons, including war, economic problems, education, work, etc. The International Organization for Migration (IOM, 2022) states that there are more than 280 million migrants and refugees worldwide. This amount of displacement and change significantly affects host countries.

Among these people, there is a big challenge for a group of young people who, on the one hand, try to fit in their new home and on the other hand, try to preserve their old culture and this subject influences their insights and experiences (Berry et al., 2006).

Of course, immigration does not only change youth and teenagers; it changes the whole family. Adapting to new cultures, generational differences, and adjustment stress all create essential changes for immigrant families. To better understand these changes and their effects on immigrant families, it is necessary to see what life is like for immigrant families, including Norwegian families. Norway has a diverse community of immigrants whose influence on the country's daily life and culture is undeniable (Ardal, 2013).

This diversity changes the way families work to fit into their new homes. Teenagers, in particular, feel the pressure of different cultures, generations, and communities about who they are in this new place. Studies show how adolescents struggle to balance their new and old cultures in migration (Lunsford & Bunty, 2018).

1.2 Define the problem

"Culture is a concept that encompasses the social behavior, institutions, and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups. Culture is often originated from or attributed to a specific region or location" (Culture, 2024). When people immigrate to a new country, as they preserve their culture, they also experience a complex process to adapt to the new culture. This process is called acculturation, where they first feel displaced and start to fit in by learning new languages, customs, and social norms (Sam et al., 2010). Immigrants bring their behaviors and traditions, which can make them feel confused, angry, or insecure—a feeling known as culture shock (Ward, 2001).

In Norway, migrant families encounter distinctive hurdles, particularly teenagers. These adolescents grapple with reconciling their identities, values, and aspirations amidst the expectations imposed by their families and cultural backgrounds. The clash between their country of origin and Norway's societal norms precipitates conflicts, misunderstandings, and communication challenges (Erdal, 2019).

However, it is evident that migration affects family dynamics in complex ways, but it is still not understandable how it affects teenagers in Norwegian migrant families. It is essential to study this to create better ways to help them.

1.3 Purpose of the study

This bachelor thesis will deal closely with how migration, family dynamics, and the challenges teenagers face in Norway are connected. More focus is on teenagers in immigrant families and tries to understand how their sense of belonging and identity is shaped by moving to a new country. The study aims to determine factors affecting teenagers' experiences in migrant

households. Also, it wants to understand how migration changes family relationships and affects how teenagers grow and develop.

1.4 Research question

By looking at the existing literature on Norway in this thesis, I try to answer the following question:

How does migration impact the family dynamics challenges teenagers face in Norway?

This question implies that:

1. How does migration impact cultural integration and family dynamics among migrant families in Norway?

2. What challenges do migrant teenagers face in navigating their cultural identity and family dynamics in Norway, and what support systems are available to assist them?

3. How do adolescents in migrant households manage their identities and aspirations amidst cultural diversity and societal expectations in Norway?

This thesis aims to help us understand how migration and family life are connected by studying existing research. The goal is to use this knowledge to make better rules and actions that help migrant teenagers and their families feel better and do well.

2. Theory

Migration fundamentally involves individual events where people cross national borders for various reasons (Amblie, 2016).

Following Brettell and Hollifield (2015), migration is a bewildering set of processes to understand, and there is no shortage of theories to explain why and where people migrate. Understanding why people migrate may point to processes of global structural inequalities and disadvantages that warrant our attention. A key theoretical issue is that the explanation of migration may differ for different (groups of) people over time and space. This suggests that an overarching migration theory is an impossibility, or at least too abstract, as a lens on the variety of migrations that have occurred worldwide and throughout history (referenced in Samers & Collyer, 2016).

Migration can be understood by examining different theories about it and getting to know the problems and obstacles ahead. According to Massey et al. (1998), a distinction must be made between theories that explain the initial establishment of migration and later stages, such as the persistence of migration systems or path dependence. Boyle et al. (1998) also distinguish between deterministic theories that only describe migration behavior and patterns versus integrative theories that combine different theoretical propositions (Samers & Collyer, 2016).

In this section, the following topics are discussed:

- What sources are there on the topic of this thesis?
- Which theories related to immigration can be associated with the topic of this thesis?
- Are there other theories more or less related to the topic of this thesis?
- Where is the topic of this thesis placed in the theoretical views?

2.1 Existing knowledge

Immigration can affect individuals and families in many ways both negative and positive. These positive and negative effects can be influenced by socioeconomic status, cultural background and integration policies.

Even though immigration creates many challenges for individuals and families, especially teenagers, it should be noted that these challenges are more for teenagers with a different cultural background than the host society. Most of the time, these teenagers suffer from cultural duality and follow dual cultural identities. In addition, this group of teenagers is struggling with challenges such as language barriers and family expectations that conflict with the current society in which they live. These challenges are compounded by the complex interplay of socio-cultural factors and the psychological traumas of migration.

According to Ekeberg and Abebe's (2021) nationwide registry study in Norway, immigrant adolescents are at risk of mental disorders. They emphasize the profound impact of immigration and its consequences on mental health and believe that the process of acculturation and adaptation to the new cultural environment can lead to an increase in the level of stress, anxiety and depression among immigrant youth (Ekberg and Abebe, 2021).

Language barriers and social isolation may intensify feelings of alienation and disconnection from the heritage culture and host society and complicate their sense of identity and belonging. As a result, adolescents going through the complexities of immigration may experience greater vulnerability to mental health challenges. Solving these challenges and problems caused by migration requires targeted interventions and support systems to reduce risks and facilitate their successful integration into society (Biggs et al., 2013).

2.2 Exploring theories

Examining how moving to a new location affects families requires using different expert theories. These theories, including acculturation, cultural capital, and transnationalism, help us understand how people and families remain connected to their roots while adapting to new cultures (Portes et al., 1999).

Theories such as family systems theory and social capital theory explain how moving from one place to another changes the relationships within families and social connections. These theories often overlap and can be used together to better understand the subject. For example, acculturation theory discusses how people adapt to new cultures (Berry & Sam, 2006), while family systems theory looks at how family members influence each other and how moving affects family relationships (Bronfenbrenner, 1979). Using these theories helps us better understand the problems of families moving to a new country like Norway.

2.2.1 Acculturation theory

Acculturation theory helps us understand how cultures blend and change when people from different backgrounds spend time together. This theory also explains that when people of different cultures interact with each other, they share parts of their culture and this can lead to different levels of adaptation, mixing, or preservation of their original culture.

Redfield, Linton, and Herskovits (1936) presented the classical definition of acculturation: "Acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original culture patterns of either or both groups."

Acculturation theory examines how people or groups adjust to a new culture while keeping some parts of their culture (Berry, 1997).

The theory is about understanding how immigrants, especially teenagers, figure out who they are, handle moving between cultures, and deal with conflicting rules and values from their culture and the new one (Schwartz et al., 2010)

A big part of acculturation theory is Berry's idea (1980, 1974) of four ways people adapt: assimilation, integration, separation, and marginalization. Assimilation means fully adopting the new culture and leaving behind the old one. Integration is when people blend parts of both cultures and have a mix of identities. Separation is keeping to the original culture and avoiding the new one. Marginalization is when people feel lost because they do not connect with either culture (Sam, D. L & Berry, 2010).

When people experience higher levels of conflict and perceive these experiences as troublesome yet manageable, the acculturative stress paradigm becomes the suitable framework. In such instances, individuals recognize that they are encountering difficulties stemming from cultural interactions that cannot be quickly resolved by simple adjustments or assimilation. Drawing from broader stress and adaptation theories such as Lazarus & Folkman (1984), this approach emphasizes studying how individuals cope with acculturative challenges upon initial encounter and as time progresses. Acculturative stress is the stress response triggered by life events rooted in acculturation (Berry, 1997).

Lots of things affect how acculturation works, like personal stuff (like age, gender, personality, and past experiences) and things in the new place (like how society is, how different groups get along, and what support there is (Sam & Berry, 2010).

Redfield & Herskovits state, "Acculturation refers to changes that occur as a result of continuous first-hand contact between individuals of differing cultural origins". Acculturation occurs within diverse social, cultural, and political environments, encompassing various groups and individuals (Ward, 2001).

2.2.2 Family systems theory

Family systems theory was first introduced by psychiatrist Murray Bowen in the 1950s. The subject discussed in this theory is how the family works. Bowen believed that a person cannot be understood without considering his family and relationships. This theory also states that all people in a family are connected and influence each other's thoughts, feelings and actions.

A critical idea in family systems theory is triangulation. "Triangling" by Kerr & Bowen (1988) describes the fluid equilibrium of a three-person configuration or system. Triangled relationships can be continuous or generational, meaning individuals can move in and out of triangle relationships within a group (referenced in (Jakimowicz et al., 2021).

"Triangle" means bringing a third person into the family in times of conflict and tension in order to reduce the stress caused by this tension. This issue can lead to the creation of new alliances or

blaming one person for everything, and ultimately cause a disruption in the family's work process.

Another big idea is to differentiate yourself. Bowen said that people differ in how well they can maintain their identity while being emotionally close to others. People who are good at this are better able to manage family issues, but those who struggle with family problems may become overly involved in family problems or rely too much on others for support.

Another issue that is discussed in the family system theory is that families may transfer issues from one generation to another without realizing it. For example, parents who had a problem with their parents may unconsciously repeat the same problem with their children.

Lastly, the theory says that families need boundaries. These rules show where one person's feelings and actions stop and another's begin. Good boundaries let people be independent while still feeling close to their family. But if boundaries are too strict or weak, it can cause problems like people feeling distant or too involved in each other's lives.

Family therapy research has shown that using family systems theory can help with many family issues, like problems with communication, fighting, or dealing with significant changes (Jakimowicz et al., 2021).

2.2.3 Intersectionality theory

Intersectionality theory examines different aspects of identity, such as race, gender, age, religion, etc., and tries to understand the impact of complex power structures on those most marginalized in society. Kimberlé Williams Crenshaw introduced this theory. He believed that these aspects in shaping people's experiences, especially in the field of discrimination, are not only not separate from each other but interact and intersect with each other. This theory began as an exploration of the oppression of women of color in society and suggested that individuals may experience unique forms of discrimination that cannot be fully understood by considering only one aspect of their identity at a time. For example, black women experienced discrimination not only as women or as black people but as a combination of both. The intersectionality theory also suggests that we cannot be satisfied with a single-axis analysis because people belong to different social, ethnic, religious, racial, sexual and gender groups, which causes the actions and reactions of social relations. So, this theory emphasizes the importance of considering the complex intersections of identity markers when addressing issues of discrimination and inequality and argues that analysis should be multidimensional (Duarte et al., 2023).

One example here is that you need to look at the operations of inequality and violence through the state and other institutional frameworks in which power and economic interest are exercised, and not just at the categories and practices of gender, race and so on. Indeed, broader power relations within social processes and practices need to be considered (as recognized by Collins, 1993, for example). This means we should not take the metaphor too literally (it should,

therefore, be seen as signposting complexity and diversity). It is not thus just a question of finding a better metaphor.

In addition, there is also the question of dialogical and contradictory positions and positionings. In relation, for example, to issues of structural position, social divisions can be mutually reinforcing (e.g. as in the case of particular racialized migrant women). Still, they may also function to produce multiple and uneven social patterns and contradictory locations at specific conjunctures. For example, a man may be subordinated in class terms but is positioned advantageously about his female partner and may exercise patriarchal forms of power over her. Another example is where a woman may be subordinated as a cleaner but has a degree that gives her excellent life chances in some contexts. An individual may be positioned higher in one social place than another. For example, migrants with a low ranking in the migration country may achieve class benefits as they display relative wealth to poorer villagers when visiting or returning to their homelands (Anthias, 2013).

In activism, intersectionality tells us to listen to and support those who face multiple kinds of discrimination. It reminds us that people with more than one marginalized identity can face even more significant challenges and might not fit into mainstream movements (Cho & McCall, 2013).

2.2.4 Social support theory

As social beings, humans need relationships with others. In the analysis of social relations, any relationship that a person establishes with others is known as a social relationship. For example, a person's relationships with friends, colleagues, spouse, etc., are all examples of social relationships.

The reason that humans want to communicate with others and seek to expand social relationships is the need for social support. Therefore, losing social relationships or having problems with them can cause a person to feel stuck and alone and lose social support.

Social support theory refers to a person's access to a supportive social network and access to support from other people. This support can be emotional, informational, or instrumental. Companionship and support that a person receives from various sources, such as family, friends, and colleagues, are forms of emotional support. Financial assistance is considered a form of instrumental support, and advice and counseling can be mentioned among the forms of informational support. This theory examines how relationships and connections with others help us when we experience demanding situations or essential changes (Cohen & Wills, 1985).

For teenagers from immigrant families, a vulnerable group and who need support, social support is necessary. They need support from family, friends, school, and community groups to cope with the challenges of moving (Turner & Brown, 2010).

2.3 Other related theories

2.3.1 Social capital theory

According to Nahapiet and Ghoshal (1998), social capital is "the sum of the actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or social unit".

Social capital theory, started by sociologist Pierre Bourdieu in the 1980s and later worked on by Robert Putnam in the 1990s, discusses how meaningful social connections are for society's health, economy, and people's lives. According to this theory, the networks, trust, and shared values in communities or groups are valuable because they help people work together, collaborate, and achieve things (Carpiano, 2006).

Social capital can be looked at on two levels: individual and group. At the personal level, it is about the benefits people get from their social networks, like getting information, finding jobs, emotional support, and having influence. At the group level, it is about the shared values, trust, and cooperation within a community, which help people stick together and help each other out (Coleman, 1988).

There are two main types of social capital: bonding and bridging. Bonding social capital is about the close ties within similar groups, like family, close friends, or people from the same background. These connections give emotional support, a sense of belonging, and solidarity. Bridging social capital is about connections between acquaintances, coworkers, or people from different backgrounds. These connections help spread information, resources, and opportunities, which brings different people together and gives access to new ideas.

Social capital theory has been used in many areas, such as economics, public health, education, and community building. Studies have shown that having more social capital makes it easier to deal with problems in critical and difficult situations and is associated with a better economy, healthier people, more social participation, and a better ability to handle such situations (Kawachi & Berkman, 2000).

But social capital has its challenges. For example, social networks can exclude certain groups or exacerbate social inequality. People's over-reliance on groups close to them or ignoring and giving less importance to people outside their circle can lead to the division of society (Portes, 1998).

2.4 Positioning within theoretical frameworks

This thesis uses different theories to examine the challenges faced by teenagers in migrant families in Norway. By combining ideas from acculturation, family system, intersectionality,

social support and social capital theories I am going to make a picture of what it is like to be teenager in migrant families, and find ways to help them fit in and feel well in Norwegian society.

3. Methodology

This bachelor thesis is being developed by examining various books and articles. This section will delve into the following topics:

- What is the literature review method, and why was it chosen?
- How is the necessary information gathered?
- Which sources are utilized, and why is this approach appropriate for studying migration and its impact on families with teenagers in Norway?

3.1 Literature review method

According to the Medical Subject Headings (MeSH) scope note, a literature review describes "Published materials which provide an examination of recent or current literature. Review articles can cover a wide range of subject matter at various levels of completeness and comprehensiveness based on analyses of literature that may include research findings".

When investigating existing research, notice of what is already understood about a specific topic is necessary. When researchers carefully review what has already been written, they can find holes, things that do not match up, and what is new and vital. Doing this helps set the stage for more research (Grant & Booth, 2009).

The strengths of the literature review method include identifying previous accomplishments, consolidating knowledge, building on earlier work, summarizing findings, avoiding duplication, and identifying gaps. However, weaknesses include a lack of explicit intent to maximize scope or analyze data, which may lead to biased conclusions, potential omission of significant literature sections, and authors selecting literature to support their worldview, possibly lending undue credence to preferred hypotheses (Grant & Booth, 2009).

Literature reviewing is often ignored in research education. However, its importance in shaping scholarly discourse is more and more recognized. Scholars like Lather (1999), LeCompte et al. (2003), and Strike and Posner (1983) support a more subtle approach, emphasizing that literature reviews should not be only reflection of existing research but should serve as a critical point of view, guiding new productive work and resolving problems within a field (Boote & Beile, 2005).

The usual literature review process involves identifying the exact criteria and objectives. Consequently, all relevant information is sought using specific words and phrases. Then databases, journals, books, and other places where research is published and shared are explored.

Once the necessary information is found, its quality and relevance to the study are evaluated. Who wrote it, how they did their research, and whether it applies to the study should be considered. The information is then organized by looking for patterns and shared ideas.

Finally, all findings are compiled clearly and organized. Depending on the subject under examination, they may be grouped by theme, time, or idea (Boote & Beile, 2005). Writing well, crediting the sources is essential, and following proper writing rules (Bradley et al., 2020).

A literature review helps researchers understand complex topics in different fields. By critically examining what is already out there, researchers can develop new ideas, design better studies, and contribute to the body of knowledge. So, a good literature review is critical to do successful research that people trust.

3.2 Obtaining relevant information

To conduct research in this thesis and to find scientific and reliable sources about the problems of teenagers in immigrant families and the challenges they face, Oria, Google Scholar, and Wikipedia are used as databases. The keywords Immigration, family dynamics, identity, cultural challenges, language barriers, acculturation, and social integration have been used to find sources related to the topic described in the literature review methodology. Primary sources included articles, academic books and documents about migration-related challenges among teenagers in Norway.

3.3 Discussion of method and data production

The reason for choosing the literature review method for this thesis is due to the importance of the research problem and the need for a set of available information for a suitable and effective answer to the questions raised. The literature review, as an appropriate, systematic, and comprehensive one, helped me investigate the different dimensions of immigration and the challenges of family dynamics among Norwegian teenagers. This method greatly facilitated the collection of information and the thorough examination of the topic of aid and research work. The use of keywords, theoretical frameworks and the found results provided me with everything I needed to answer the thesis questions.

Although choosing this research method has been very helpful, it has also brought challenges. For example, I may have liked to add specific information to the thesis, but the limitations of using data from other sources prevented me from doing so. Also, in this method, the importance of where and how the information is obtained and the rules of using other people's work should always be kept in mind.

4. Results

The impact of migration on people (individuals, families, and communities) is deep and undeniable. Adolescents experience many challenges while adapting to a new culture, and this makes the family life of immigrant families more complicated.

The findings of this section are obtained from the literature review discussed in the preceding sections. Here, you will read the following:

- What challenges do teenagers encounter within migrant families concerning familial dynamics?
- What challenges do teenagers specifically face as their cultural identity takes shape?
- How do teenagers explore their identities and aspirations?

4.1 Challenges in familial dynamics

The concept of *acculturation stress* is discussed here as the first challenge. The stress of acculturation affects teenagers and causes psychological stress. Conflict between host society and cultural values leads to stress, which often manifests as anxiety, depression, and identity confusion (Berry et al., 2006).

Despite this, acculturation stress is not solely negative; it depends on acculturation attitudes, cultural maintenance, and values, which can lead to positive outcomes (Berry et al., 1989). Studies show that those who integrate with both their ethnic community and the dominant group experience lower levels of stress (Berry et al., 1987). Accordingly, Kim (1988) states that individuals who adopt an integrative mode typically have acculturation experiences and values intermediate between individualism and collectivism, resulting in lower stress levels. Conversely, those who tend to assimilate experience more stress due to cultural assimilation, and those who favor modes of isolation or marginalization experience higher levels of stress due to cultural isolation (Donà & Barry, 1994).

The next challenge is the *communication barriers*. Dr. K. Usha Rani defined "Communication means sharing meaning. With no sharing, there is no communication". To communicate successfully, people in the community need to understand the communication environment and the obstacles that prevent the successful sending and receiving of messages. Communication barriers are anything that prevents us from receiving and understanding the message. There are five types of communication barriers: attitudinal barriers, behavioral barriers, cultural barriers, language barriers, and environmental barriers.

The most critical barrier is the language barrier. Language barriers usually occur when people do not speak the same language, but this is not always the case, barriers may also occur when

people do speak the same language. When we use inappropriate levels of language or use special or slang terms, which are not understood by people, obstacles arise (Rani, 2016).

Language disparities create significant challenges in immigrant families. These barriers prevent effective interaction and understanding between family members and exacerbate existing problems that most illiterate people are facing (Kuschel et al., 2023).

Cultural dissonance is another challenge that immigrant youth face due to reconciling their heritage culture with the norms of the host country. Adolescents deal with deciphering social "texts" and "codes," initially trying to meet established norms while questioning contradictory or unclear demands. Along with external expectations, they have their own visions of what integration should involve (Biaback et al., 2023).

Identity formation: Many studies know "identity" almost as an isolated concept (in other words, end to its own), but identity in Erikson's perspective is not only related to oneself but also related to other stages of life and is known as a wider personality throughout life. Kroger's (2018) analysis of Erikson's view of personality was that identity resolutions of adolescence bring in the future particular variants of the subsequent psychosocial tasks of adulthood—intimacy, generativity, and integrity (Schachter & Galliher, 2018). So adolescence is a critical period for identity formation, wherein teenagers explore and negotiate their sense of self within the context of multiple social identities.

Family relationships (relationships between parents and children) play an important role in the support of people or the occurrence of stress in people. *Intergenerational conflict* as another challenge that teenagers totally and teenagers in immigrant families specifically face, is defined as disagreements or tension (This conflict can arise from differences in values, expectations, or ways of life between the older and younger generations) between different generations in a family. This disagreement or tension happens between parents and children, but it can be more common in immigrant families because they have to adapt to the new culture in addition to other problems. In immigrant families, parents may support traditional beliefs and practices from their homeland, while their children may adopt more liberal attitudes influenced by the new culture. These tensions may affect various aspects of family life, including parent-child relationships, educational pursuits, and mental health outcomes (Lui, 2015).

Role confusion "One Foot in Two Cultures": An example shows that children of immigrant backgrounds born in Norway, do not identify with a Norwegian identity at all. When asked where they are from, their responses show a complex sense of belonging. In this example, Fatima, as a teenager with an immigrant background, is unsure about her identity and knows herself as Norwegian-Pakistani, and Sahra, another teenager who has been interviewed in this example, also feels connected to Norway and Morocco, displaying the fluidity of her identity. Their discussion highlights the experience of straddling two cultures, leading to ambivalence about ethnic identity. It seems that teenagers with immigrant backgrounds see themselves as

hybrids, blending values from their parents' homeland with Norwegian society's values. This negotiation of identity reflects an integration strategy. (Herold & Contini, 2017).

4.2 Cultural identity exploration and family dynamics

Adolescents with a different cultural background from the country they live in are always facing deep and multifaceted challenges in finding and exploring the cultural identity on the one hand and expectations from their family on the other hand. In other words, living in a country with traditions, culture, language, religion, etc., different from what the teenager's family is familiar with and has become accustomed to is like a journey that the distinctive feature of it is a deep search for belonging among the complexities of integrating the heritage with the new culture.

Such a complicated journey will affect family dynamics or interaction patterns between family members, their roles and relationships and other factors that shape their interactions. Since family members rely on each other for emotional, physical, and economic support, the challenges teenagers face in this way can cause stress and affect the security of relationships in family households.

4.2.1 Cultural identity exploration and negotiation

Exploring cultural identity means actively seeking knowledge and experiences related to one's ethnic heritage, often through activities such as participating in cultural events, reading, and interacting with family and community members. This exploration is critical, especially during adolescence, because it fosters a secure and positive commitment to one's cultural identity.

Empirical observations show that there is a strong relationship between exploration and commitment. This highlights the importance of exploring ethnic identity in psychosocial functioning and development among diverse populations (Organista et al., 2010).

For teenagers with a different cultural background from most of society, exploring and searching for the dual identity they face can lead to identity confusion and alienation because, in this exploration, teenagers deal with questions related to belonging and acceptance. In addition, social stereotypes, discrimination, and prejudices against immigrants can intensify feelings of cultural marginalization and complicate the process of identity formation (Sirin & Fine, 2007).

4.2.2 Family dynamics

Foner (1997) defines the immigrant family as: "The immigrant family is a place where there is a dynamic interplay between structure, culture, and agency—where creative acculturation takes place in the context of external social and economic forces as well as immigrants".

Migration significantly affects individuals and families and leads to the loss of social networks on the one hand and challenges in acquiring new social skills, languages and cultures on the other hand. In sociological studies about immigrant family experiences, gender dynamics and parent-child relationships are recognized as dominant issues. These dynamics are created by cultural differences between old and new environments and lead to gender and generational conflicts. The result of these conflicts can appear in the form of stressful factors in the family households.

Gender dynamics are, for example, related to immigrants who migrate from patriarchal countries to free and liberal countries. These dynamics are created in such families because, during migration, traditional patriarchal structures often change, and women challenge the dominance of men. Such challenges often lead to role reversals, conflict, and renegotiation of family dynamics.

The dynamics related to the relationship between parents and children are due to intergenerational conflicts caused by the acculturation process of children in the host country. In these families, children have surpassed their parents in acculturation, and generational differences lead to disruption of family cohesion. These differences are especially evident in immigrant teenagers who move between the cultural values of their parents and the values of the host society, which can cause them to experience conflicting identity challenges.

In general, studies on different immigrant communities show that immigrant families face complex challenges in integrating into new environments. Therefore, it is necessary to find a solution to better understand these dynamics and challenges in immigrant families (Gabowduale, 2010).

According to what was said, it can be concluded that immigrant families are facing socio-economic stress and acculturation challenges as a result of these dynamics, and these stresses can affect the relationship between parents and children and family cohesion. The need for economic stability may lead parents to prioritize practical concerns over cultural transmission, potentially leading to the loss of cultural heritage for their children (Berry & Sam, 2006).

4.3 Managing identities and aspirations

Before, fewer studies were done on immigrants, but more research has been done in this field recently, for example educational and vocational aspirations. Several of these studies (e.g.,

Bovollen, 2016; Oppedal et al., 2017) show that immigrants have many dreams related to their education and job, but these dreams can be since they want to provide financial help to their families both in the new country and in their own country. They are trying to chart a better career future to support themselves and their families.

Research also shows that the aspirations of immigrants change step by step; for example, they immigrate to a new country hoping for security and education that is not available in their own countries. However, when they move to a new country, their aspirations may change due to new conditions. Many factors and obstacles can affect the aspirations of immigrants including the educational environment, language problems, parents' expectations and so on. However the aspirations of immigrants may change depending on gender, age, or family background, and there is no connection to the conditions and obstacles that immigration brings.

In sum, immigrants' aspirations are more complicated and can be formed under the influence of various factors. But it is indisputable that they plan for their future and dreams more hopefully than before in the new country. Under new conditions, they are more optimistic about the future and make more efforts to achieve their dreams, and this can also be due to the suitable environment for growth (Lynnebakke & Pastoor, 2020).

5. Discussion

The results from the literature review in this thesis explain the challenges faced by teenagers in migrant families. Acculturation stress, communication barriers, Cultural dissonance, intergenerational conflicts, Identity formation and role confusion appeared to be significant difficulties impacting the well-being and adaption of these teenagers in their families. In this section, an attempt is made to discuss some challenges that are more important than others.

According to the studies done, including theories and stating the challenges faced by immigrant teenagers, we realize that it is important to address these problems, and we must find ways to deal with them or make them easier. This way, we can deepen family ties and help teenagers feel better.

In this section, you will read a detailed discussion of the results of the literature review presented in the previous sections:

- Which conflicts do teenagers have in migrant families when speaking about familial dynamics?
- Which challenges do teenagers face when exploring cultural identities?
- Teenagers' aspirations and future direction

5.1 Challenges in familial dynamics

Communication barriers: To strengthen understanding, communication and cohesion in any family, effective communication is necessary, as mentioned earlier, the language barrier is an important barrier to meaningful interaction. Immigrant teenagers are mostly fluent in Norwegian, but they are a little limited in understanding the mother tongue. However, immigrant parents (especially the illiterate group) have little ability to learn the language and often understand Norwegian at a very ordinary level. Certainly, this makes communication between teenagers and parents more difficult. Language barriers sometimes cause misunderstandings. Here, it is even necessary to mention that the accent also affects the understanding of the Norwegian language. The language barrier increases conflict and confusion on both sides. Often problems remain unsolved and this causes anger in teenagers.

Cultural discordance: Cultural discordance is another challenge and experience for immigrant teenagers. Teenagers are torn between their culture and the new culture. Constantly trying to explain conflicting identities confuses teenagers. They continually think about where they belong or how to reconcile two cultures and live with them without pressure from society or family. They always feel somewhat separated from both cultures and to understand this, they often suffer from insecurity and anxiety.

Intergenerational conflict: The clash of cultures in immigrant families does not end only with differences in language with teenagers. Intergenerational conflict deepens when immigrant parents insist on the traditions and beliefs of their motherland and believe that teenagers should follow them. Teenagers who are mostly born here are influenced by the liberal values of Norwegian society and do not connect with some of the ideas and cultures of the motherland. This is where different worldviews collide, and communication barriers increase. Of course, differences of opinion are not the only reason for the gap between generations, but different opinions about gender roles and educational expectations can break relationships and prevent the development of a coherent family identity.

Role confusion: Adolescents born to immigrant parents often struggle with their identity and find it difficult to relate to both their Norwegian and ethnic identities simultaneously. Studies show that teenagers are confused between cultural identities. They try to take with them a combination of both cultures, and this causes insecurity towards their identity. This is called role confusion, where you are unsure where you belong. Immigrant teenagers born here consider themselves binational and try to integrate two cultures. On the one hand, it can be complicated and exhausting, but on the other hand, it can be enjoyable and exciting. Its positive side is that cultures get closer together, and by teenagers, people from different nationalities get to know each other better.

5.2 Cultural identity exploration and negotiation

Adolescence is a critical and sensitive period for everyone. Teenagers enter the larger society and participate in cultural, religious and... events during this period. With more and more active communication with friends and family, they think about who they are, where they came from and how they can feel better about themselves. As mentioned earlier, based on research, getting to know more about one's heritage creates a sense of trust in teenagers, and teenagers become more confident and secure about their cultural identity (Organista et al., 2010). teenagers' challenges in this period often make them know more about themselves. Still, sometimes, they face discrimination and prejudices against immigrants, which causes them to feel frustrated and isolated (Sirin & Fine, 2007). Therefore, exploring cultural identity is necessary for teenagers. Still, support and understanding from others and society make this way easier for them and help them easily accept and explore their cultural identity without worrying about it.

5.3 Family dynamics

Immigration has many effects on individuals and families. The individuals with different cultural backgrounds are often confused about how they should behave because of a new and unfamiliar environment, learning a new language, getting to know and adapting to a new culture and behavior in a way that does not cause harassment or misunderstanding. Here we discuss the

problems related to family dynamics which were mentioned in the previous section about gender and generation dynamics.

Gender dynamics: Gender conflicts seem to be more related to couples but they can also be related to for example father and daughter or brother and sister roles in an immigrant family. The conflicts and challenges come from patriarchal structures and acculturation processes and need for interventions that promote gender equality and empowerment in migrant families. This issue can be critical and challenging because the dominance of men is challenged, and this disturbs the peace in immigrant families.

Generational dynamics: Another problem is intergenerational conflicts. The main reason is that teenagers quickly settle into the new culture and accept the host country's culture. Due to their lack of complete personality formation, teenagers quickly adapt to the new culture, but this issue causes distress and worries immigrant parents. As a result, arising generational differences disrupt family cohesion. Disagreement between parents and children keeps them apart and makes teenagers more conflicted.

5.4 Aspirations and future directions

The discussion about teenagers' dreams is extensive and vital, but unfortunately, a few sources address this issue. In some studies, despite all the challenges teenagers face, immigrant teenagers show flexibility and determination to achieve their dreams, get an education, and develop a suitable career. According to researchers, teenagers' motivation to have a good education and job in the future is primarily to support their families financially. Of course, it should be noted that during teenagers' adaptation to the host country's culture, their aspirations also change. Teenagers have a firm determination for a better future for themselves and their families; helping and supporting their dreams and creating a suitable environment for them will lead to the growth of society in the future.

Understanding immigrant teenagers and their integration into the new society is necessary to create a better society in the future. Adolescents have a lot of flexibility in integrating and settling in a new culture and society. Bicultural competence and reconciliation of two cultures make them more resistant to adversity and hardships. Therefore, it is essential to pay attention to their strong motivation to achieve their dreams and goals and recognize them. For this purpose, it is necessary to provide educational and professional support for immigrant teenagers' unique needs and understand their challenges. In addition, the changing nature of the dreams of these teenagers and their view of the future, which is formed due to background factors and individual conditions, should be taken into account, and this itself requires continuous research and initiative to address the dynamic needs of immigrant families.

6. Conclusion

To conclude, in this thesis, an attempt has been made to depict the problems of immigration to countries with a different cultural background from the countries where the immigrants were born and live, and its impact on individuals, families and teenagers. It seems that teenagers face more challenges than other groups, so the topic of the thesis revolves around the challenges of teenagers in immigrant families.

In the theory section, immigration is introduced as a multifaceted process, and then it is depicted under different theoretical frameworks and related theories such as acculturation, family systems, intersectionality, social support, and social capital theories. The purpose of collecting these theories was to better understand the challenges and dynamics that immigrant teenagers and their families face in terms of cultural integration and getting to know the new society.

With acculturation theory, we understand how people balance and harmonize their ethnic heritage and culture with the norms of the host society, and as a result experience acculturation stress. Family systems theory emphasizes that there is a bond between family members, and immigration as a huge change in this system affects family dynamics, which includes changing roles and conflict between parents and children. The intersectionality theory deals with the fact that different identities consist of distinctive characteristics, such as gender, age, race, skin color, etc., and when these characteristics are placed together, they create individuals' identities and experiences. This theory believes that distinct parts of personality and identity can lead to unfair treatment and unequal opportunities such as discrimination. The theory of social support looks at the subject from another lens and helps to better understand the problem. This theory deals with the issue that people need friends and family to cope with new situations and the emotional support of those around them can make demanding situations easier to go through. Finally, social capital theory believes that people with the same values should have the right to the same support and cooperate.

Further, the challenges of immigrant teenagers in family dynamics and the formation of cultural identity are discussed. Issues such as acculturation stress occur when teenagers have difficulty understanding their cultural identity and discovering it and this causes stress and incompatibility with their family and new society. Teenagers in immigrant families, on the one hand, try to accept their heritage culture, and on the other hand, they try to adapt to the culture of the new country. For example, they are worried about looking different from other teenagers at school and the environment outside the home, and if this issue is not well understood by the family and society, it may cause them to feel lonely and isolated. Such challenges may appear in the form of cultural dissonance, intergenerational conflict, and communication barriers, and lead to negative consequences, including the loss of family cohesion.

Despite all these challenges, immigrant teenagers are still trying to understand their dual identity and settle in the new society. They are optimistic about the future trying to fulfill their dreams and achieve a suitable educational and job position in the future.

Finally, a better understanding of the challenges faced by adolescents enables us to create programs and supplements to meet their needs. Improving and solving these challenges will help immigrant people, especially teenagers, to adapt and function well in their new homes. Paying attention to immigrant teenagers and paying attention to their problems will reduce anomalies, create security, and improve society.

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