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**Immigrant Parent's Role in Mental Health Promotion of
their Primary School Children**

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ABSTRACT

KEMI TORNIO UNIVERSITY OF APPLIED SCIENCES

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IMMIGRANT PARENTS ROLE IN MENTAL HEALTH PROMOTION OF THEIR
PRIMARY SCHOOL CHILDREN

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This thesis deals with the immigrant parents' role in mental health promotion of their primary school children. It is a part of KOPSY project which focuses on the mental health promotion of primary school children. The main aim of this study is to get acquainted with the concept of immigrant parents towards mental health and the ways parent bridge between two unfamiliar cultures and cooperate with school for children's optimum mental health. This thesis mainly deals with three questions: What do parents mean by mental health? What have parents been doing to promote the mental health of their children? How do parents cooperate with school to promote the mental health status of their children? My thesis is based on qualitative research method and ethnographic approach. Two immigrant parents were selected for interview through convenience sampling. Data collection was done by theme interview technique and the collected data was analyzed by content analysis method.

Immigrant parents mean that being physically good, state of mind being good and moving according to the pace of time to be happy and satisfied is mental health. Parents mentioned education system, friends circle and language are the factors affecting mental health of children in host country. Parents said they have been taking various measures to promote the mental health such as: observing children behavior, talking to children, making appointments with school, consulting the class teacher, seeking solution from school, assuring and convincing children to accept the fact so that they can easily adapt the society.

In conclusion immigrant parents are concerned about their children mental health and are trying their level best to promote it taking various measures. They have been playing the role of observer, friends, bridge, counselor and booster (motivator). Parents have good cooperation with school and are very satisfied for the extra support to their children. Despite this they have some expectation from school which they said would appreciate if school can implement. They said school uniforms till primary school would be better and make children feel uncompetitive among friends. Religion class at school would be beneficial for their children to know about their own religion in detail. Announcement of automatic religious holidays at class would make the children and parent stress less.

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1 INTRODUCTION

This thesis is a part of KOPSY project, a joint project of five primary schools in Kemi Tornio region in Finland. It covers the five primary school of Tornio, Keminmaa, and Kemi. The main purpose of the project is to promote the mental health of children in the primary schools. Hannele Pietiläinen is the project leader from Kemi Tornio University of applied sciences. The project focuses on the mental health of primary school children including immigrant's children. My topic 'Immigrant parent's role in mental health promotion of primary school children' in this project can play a useful role in finding how the immigrant parents have been dealing with school and cooperating to promote and maintain optimum mental health of their children. The family background, type, culture and environment have great effect on children's overall health. My thesis in this context shows the immigrant's level of knowledge about mental health and the concerned action they have been taking dealing with the school to promote the mental health status of their children. The main task of this thesis is to find the concept of mental health promotion from parents view, immigrant's action and the kind of cooperation parents have with school for the sake of their children's mental health promotion. This thesis mainly deals with the three questions such as: What do parents mean by mental health? What actions parents have been taking to promote the mental health of their children? How do parents cooperate with school to promote the mental health status of their children?

Finland is a country with growing population of immigrants at present. An immigrant is a person who leaves one country to settle permanently in another (The free dictionary.) Different immigrants such as refugees, students, immigrant workers etc are mushrooming due to the internationalization these days in Finland. According to the national statistics agency, 29,100 people immigrated to Finland from foreign country during 2008 (Immigrants to Finland at record level 2009). Between 1990 and 2009, the number of foreign citizens legally residing in Finland increased six-fold, from 26,300 to 155,700. Out of the total population of 5.3 million, approximately 300,000 people in Finland or 5 % claim a foreign background (having been foreign born, speaking a foreign language, or having foreign citizenship). Finland receives around 2000 to 3000 asylum applicants

annually in addition to well over 10000 applicants for work and residence permit. Each year between 2000-3000 people receive Finnish citizenships. (Tanner 2011).

Many immigrant families reside in Kemi-Tornio region of Finland. Many of the immigrants have their children born in the home country and bear high responsibility to bridge them in new host country. Immigration and acculturation has a great affect on individuals' mental health. Immigration to new country brings changes that are dramatic and difficult to adjust to, affecting mental health (Schuchman 2012). Culture plays a vital role in childrearing practice and the parent-child relationship. Immigrants' parent has high responsibilities to adapt in the unfamiliar host country and bridge between two cultures for children's overall development. Many factors such as family environment, culture, school, language, friend circle, health and education system etc... affect the mental health status. The primary school age, six to sixteen is the period for the children to get acquainted and acknowledged with the social life. Children spend most of the time at school and rest at home. Primary school children's well-being depends on the circumstances of life, family situations, preschool development and the school community (Mäenpää T. & Åstedt-Kurki P. 2008.87). The cooperation between school and parents has been taken as an important factor in developing and shaping the child. Families are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Schools have important responsibility in helping to nurture and teach future generations and families trust schools to provide educational foundations for their children's future .(Family School Partnership Framework. 2.) So there lies a close relationship between school and family in promoting mental health of the children. According to the Stewart, Sun, Patterson, Lemerle, Hardie (2004) the role of school has been regarded both nationally and internationally as an important environment for promoting the psychological wellness and resilience of children and youth. The immigrant from different cultural and religious background to a new host country with their young children is a challenge that can impact both the children's and parents mental health. This thesis reveals the lived experience and the challenges immigrants have been facing and the ways they are tackling to promote the mental health of their children including their cooperation with primary school.

2 THEORETICAL FRAMEWORK

Theoretical framework is the back bone of the research that supports the research using literatures, journals, articles and related researches. Many literatures, researches, journals and fact sheets on mental health were found during this thesis process. A research doesn't exist unless the key points are theoretically justified. The concept of mental health, mental health promotion, relation between school and parents, positive mental health and school education etc are abstracted from different reliable sources and explained in details under the specific subheadings.

2.1 Mental health

Mental health is an integral and essential component of health. The WHO constitution states:

Mental health is a state of complete physical, mental and social well being and not merely the absence of disease or infirmity (WHO 2001).

An important consequence of this definition is that mental health is described as more than the absence of mental disorders or disabilities. Mental health is a state of well being in which individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. (WHO 2010). In this positive sense, mental health is the foundation for individual well being and the effective functioning of a community. Multiple factors such as social, psychological and biological determine the level of mental health of an individual. Neither mental nor physical health can exist alone. (Herman H, Saxena S. & Moodie R. 2004.) A close relationship lies between all these factors as they all contribute to certain behavior and attitude that reflects the personality of an individual. Good mental health is crucial for living a long and a healthy life. Mental health is defined in three different ways firstly as 'A state of emotional and psychological well being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life', secondly as 'A branch of medicine that deals with the

achievement and maintenance of psychological well being’, thirdly as ‘A person’s overall emotional and psychological condition’. (The free dictionary.) Through all these definitions we can find out that emotional and psychological wellbeing is the main gist of the mental health. A person cannot be judged healthy unless his mental health is good despite of his good physical health. By this we can understand that good mental health is vital to overall health.

Health promotion is the process of enabling people to increase control over, and to improve, their health. To reach a state of complete physical, mental and social well being, an individual or group must be able to identify and to realize aspiration, to satisfy needs, and to change or cope with the environment. Health is, therefore seen as a resource for everyday life, not the objective of living. Health is a positive concept emphasizing social and personal resources, as well as physical capacities. Therefore, health promotion is not just responsibility of the health sector but goes beyond healthy life styles to well being. (WHO 1986.) According to the WHO statement of health, mental health is an important aspect of health which has overall control over the physical and behavioral activities of an individual.

Mental health promotion refers to the way of improving the mental health status of an individual. Mental wellness can be seen as an unstable continuum, where an individual’s mental health may have many different possible values (Keyes 2002). It is generally viewed as a positive attribute, such that a person can reach enhanced levels of mental health even if the person doesn’t have any diagnosed mental health condition. This definition of mental health highlights emotional well being the capacity to live a full and creative life, and the flexibility to deal with life’s inevitable challenges.

2.2 Positive mental health a part of mental health promotion

Positive mental health includes being comfortable to yourself, feeling good about yourself, being able to meet the demands of life, being able to express emotions in healthy ways, being able to cope with stresses of daily life. The evidence for promoting mental health depends on defining measuring and recording mental health. Over the last 30 years, research has contributed to an understanding of what is meant by the term 'mental health', although this understanding has been constrained by the fact that much of the evidence that is accessible widely is recorded in the English language and obtained in developed countries. Mental health has been variously conceptualized as a positive emotion (affect) such as feelings of happiness, a personality trait inclusive of the psychological resources of self esteem and mastery and as resilience, which is the capacity to cope with adversity. Various aspects and models of mental health contribute to our understanding of what is meant by positive mental health. (Kovess-Masfety, Murray & Gureje 2004.)

Listed below are some of the short views around the concept of positive mental health by WHO (2004)

- **Cultural context:** The WHO definition 'health is not merely the absence of illness but a complete state of physical, psychological and social wellbeing'. The social well being part is closely related to an individual's environment which is highly influenced by his culture. The meaning of mental health depends on setting, culture, socio economics and political influences. Each family or every society has their own culture. Culture helps in shaping our thinking. Culture is what we are grown up with. We follow it even unknowingly.
- **Personality type:** Leighton & Murphy (1987) defined various personality types and their coping strategies. They hypothesized that well people have different coping strategies, some of which can be relatively unhealthy and when challenged may put individuals at risk for mental illness.
- **Affective dimension:** The concept of positive mental health can be taken as subjective sense of well being. Bradburn (1965) devised a scale to measure the positive and negative facets of psychological well being. Later work researching the

definition and determinants of subjective well being suggests that it has more effect on the environment than: the environment exerts on it.

- Salutogenic approach: The founder of the term ‘salutogenesis’ is the sociology professor Aaron Antonovsky who also developed the theory of salutogenesis, sense of coherence and general resources (Antonovsky, 1987). The salutogenic paradigm falls within the larger paradigm of positive psychology and is a preventive model as opposed to be disease model. It arose as an alternative response to dealing with illness in individual and the paradigm as a whole suggest that instead of focusing on illness and disease there should be a focus on that which promotes wellness.
- Resilience: Resilience is a quality that helps individual or communities resist and recover from adversities. It has been argued that, compared with earlier generations, children are less able to cope with stressors and obstacles, partly because of their being sheltered from challenging opportunities (Mental health foundation, 1999). Rutter (1985) conceived of resilience as a product of environment and constitution that is an interactive process. Protective factors can modify a person’s responses to an environment hazard so that the outcome is not always detrimental and protective factors may only become detectable in the face of a stressor.
- Psychoanalytical approach: The psychoanalytical approach proposes positive mental health criteria as the person’s capacity to use their internal energy for realization in emotional, intellectual and sexual domains.

The literature on positive mental health approaches includes a wide array of key concepts that describe the nature and characteristics of promising perspectives and practices for the promotion of psychological wellness among children and youth. These positive mental health themes include social-emotional learning, positive youth development, resiliency, protective factors, diversity, acceptance and understanding of student mental health needs, connectedness, strength based perspectives, mental fitness and self efficiency. (Morrison & Kirby 2010.)

2.3 Positive mental health and primary school education

School has a vital role in the maintenance of children's mental health as children spend most of their time at school. Many health promoting programs are run these days at school for mental health promotion. Mental health is not just the absence of mental illness, but involves a positive sense of wellbeing. Mental health is thus the emotional and spiritual resilience which enables us to enjoy life and to survive pain and disappointment and sadness. It is a positive sense of well being and an underlying belief on our own and others dignity and worth. (ProMenPol, 2010.) School plays role in shaping children behavior so positive mental health program at schools can be useful in this context. Positive mental health is promoted through shaping during early childhood experiences, positive parenting and more effective educational services and school programs (ProMenPol 2009. 3). The school is regarded as a second home as children learn many more things from school. School plays role in shaping children's behaviors. According to Stewart, Sun, Patterson, Lemerle and Hardie (2004) the role of school has been regarded both nationally and internationally as an important environment for promoting the psychological wellness and resilience of children and youth. School provides a critical context for shaping children's self esteem, self efficacy and sense of control over their lives. Schools can also teach students social and emotional skills to strengthen their mental health. Schools provide an access point for families, and are in a position to give parents and carers information and resources on parenting to positively affect their children's mental health. Lastly, due to their close contact with students, teachers are ideally placed to identify any of their students showing early signs of mental health difficulties, and to assist them and their families to get the help they need. (Trinder & Dobia 2007.)

2.4 Parents' cooperation with primary school

Family is the foundation of children's balanced and overall health development. Its formative influence on identity and self awareness is undeniable. Family refers to the physically related couples and their children. The definition of family according to English dictionary is a basic unit consisting of parents and their children, considered as a group.

Health is one of the primary resources of children's well being and development. The biological, psychological, chemical physiological and social environments like home and school influence health. Children are associated with parents at home whereas with teachers, friends and administrations at school. The overall health of a child is influenced by school and the home environment. Family health is greatly influenced by the cultural, religious and socio economical background. Children may need support because of parents' psychological problems and substance abuse, family crisis, excessive workloads or unemployment. Home is the primary environment for learning health behaviors. A child imitates and learns different habits from parents. School communities significantly influence pupils' health and well being as children spend their most of the time at school. The primary school children's well being depends on the circumstances of life, family situations, preschool development and the school communities. School community includes teachers, school health care services, administration.

Cooperation of parents with school is essential for mental health promotion of a child. Cooperation is reciprocal giving and receiving. This is based on mutual trust and understanding. Parents should have cooperation with school health care services regarding child's health status and with teachers regarding behaviors, attitude and relation with other children at class. According to Jyväskylä kaupunki opetus (2012) cooperation between school and home has been specified in the curriculum. Parents have the primary task of raising their children. The school supports this task and is responsible for educating and teaching the student as a member of the school community. Parents' meetings are an example of the forms of cooperation between the school and parents. Others forms of cooperation include teacher meetings, parents association operations, and evaluation discussion in primary schools.

Parents' rights and duties in Finland

Parents' rights and duties according to the law and decree in Finland states that those providing education shall cooperate with pupils' parents\ carers' (section 3) has the following rights and duties (Liusvaara 2006).

Rights:

- To receive information, this must be provided sufficiently often about pupil's progress in learning and his or her work and behavior. The pupil and his or her parents or carer are entitled to receive information about the assessment criteria and their application to pupil assessment.
- To choose about attending to religious education of the pupil is not a member of Lutheran or Orthodox Church.

Duties:

- The parents/carer of a pupil in compulsory education shall see to it that compulsory schooling is completed.
- If a pupil parent/carer neglects his or her duty to ensure the completion of compulsory schooling, he or she shall be sentenced to fine.

2.5 Immigrants children's mental health

The immigrants' children in my research are the children from the age six to sixteen who are in primary school and who were born either in Finland or home country but with none of the Finnish parents. The Immigrant children mental health refers to the mental health status of the immigrants children. Immigrants can be from many different countries. Each country has its own unique features rules, cultures and laws. The concept of mental health differs in every individual as it is influenced directly or indirectly by their socioeconomic background, physical, cultural, and religious factors. So the practice of childrearing and parenting has great influence in children's mental health. Although the qualities included in the concept of mental health may be universal, their expressions differ individually, culturally and in relation to different context. (Sturgeon & Orley. 2004.) Children learn from their parents and parents are the one responsible for their children until the certain age according to the law. Family environment, cultural values, religion and economic condition are the factors that affect the family health as a whole. Immigrant children may have

dilemma in adjusting to new environment as many factors are found different compared to their home country such as language, culture, religion, climate, people etc.

3 IMPLEMENTATION OF THE RESEARCH

Any research is conducted following the proper steps and techniques that are approved by expertise. The use of systematic process during thesis increases the reliability and credibility of the thesis. Proper method and techniques should be used considering the purpose of the topic selected and the result aimed to achieve.

3.1 The purpose and problems of the research

The purpose of this research is to find the concepts of mental health according to parent's view; to know the actions parents have been taking for their children's mental health promotion and to know their relation and cooperation with the school. The main purpose of the research is to know how concerned the immigrant parents are about their children's mental health, what concept do they have for mental health promotion and how they interact with schools and help children. The definition of mental health differs in individuals. It depends on their personal perception which is highly influenced by their socioeconomic background, cultural and religious factors, physical and environmental factors. Each culture influence the way people understand mental health and their regard for it (Kovess-Masfety & Murray & Gureje 2004). As the participants in my thesis are the immigrant from different cultural and religious background their view on mental health can greatly affect the parenting and childrearing practice. The main purpose of this thesis is to find

1. What do parents mean by mental health?
2. What have parents been doing to promote the mental health of their children?

3. How do parents cooperate with school to promote the mental health status of their children?

3.2 The research material and methods

This thesis is a qualitative research as it is more theoretical and does not need the numerical results. Qualitative approaches facilitate the exploration of the relationship and human experiences within the research findings (Moule and Goodman, 2009.205). Qualitative research approaches tend to look for the experience of the life, beliefs, motivations, actions and perceptions. The participants interviewed were from different traditions and cultures so the ethnographic approach has been used. An ethnographic approach is used to describe and interpret how the behavior of people is influenced by the culture they live in (Moule & Goodman, 2009.212). The workplace, home situation, family relations, friend, health care staffs and treatments can all impact on the overall experience (Moule & Goodman, 2009). The focus of the research is generally the views, experiences and the perceptions of the participants. In my research the main focus of the topic is mental health and I have already described the influence of culture in mental health. I used the theme interview technique for data collection. Theme interview is also called semi structured interview where the questions can be asked being flexible but preserving the key theme of the questions. A theme interview is designed to a semi structured interview protocol around key themes that provides researcher with more flexibility to deal with novelty. Instead of formalized, pre decided, structure, the content of semi structured interview is shaped by what respondents tells (Thematic interviews 2012). Open semi structured questions were asked to the participants and further unplanned questions were asked following the participants response to the questions.

3.3 Sample selection and criteria

Considering the criteria for participant selection the convenience sampling method was used for selecting the participants. Gathering information from those cases or people locally available is known as using a convenience or accidental sample (Goodman and

Moule, 2009 P-272). Three parents were supposed to be interviewed considering the Kemi-Tornio area, number of immigrant population and the criteria I have chosen for the participants. My criteria for participants selection was that the parents have to live with their primary school children for at least two three years. The time period of stay at least two to three years in Finland was set so that participants experience can be gained. If the participants are just new immigrants they will not have much experience. The children can have been born in any country Finland or any other foreign country but not from either of the Finnish spouse. Not to have any Finnish cultural influence over the children and to get the data from pure immigrants' experience I chose not involve any of the Finnish spouses in the participants' criteria. I myself speak English and Hindi language very well so I made the criteria that the parent should speak English or at least the Indian language (Hindi) so that it is easy to make interview and avoid any misunderstanding during conversation. The criteria for parents were that they can be from any continent and from any culture and religion. The interview could be made with mother or father or both of the parents. Even though three parents were supposed to be interviewed I could interview only two parents as the criteria did not meet and many parents spoke neither English nor Hindi. I interviewed two parents involving three people. One participant was a mother in one interview and two participants mother and father in the other interview. Both the parents were from Asian countries and follow the Muslim religion. One of the parents has been living in Finland for last twenty years where as the other parents have been living here for the last two years and seven months. One of the parents has their child in primary school that was born in Finland whereas the other parents have two children in primary school who were born back in their home country. Both the parents spoke Hindi and English language both but the interview was recorded in English language for convenience. The time limit for the interview was fifteen to forty five minutes.

3.4 The analysis of the material

The collected data from the theme interview was presented in the written form so that it is convenient for analysis. Data was then analyzed using the content analysis method. Content analysis is the simplest form of the data processing. It is a process that involves labeling the

data for retrieval (Moule & Goodman 2009, 349). The interview was conducted in theme interview so the answers collected were not difficult to specify. To clarify the interview question helping hints were provided to parents, which limited them in track and to answer what was asked for. Content analysis process was followed to analyze the data which is also presented in the appendix. The written script of the theme interview was gone through many times to extract the meaning to present it in the simplest form. The important information from the interview was first listed under the unit meaning and that information was merged and shortened to get the condensed meaning. After that the codes were derived from the condensed meanings. Those were again categorized under the certain heading and finally placed under the themes. The themes and the codes derived are clearly described to provide a meaningful analysis. The analyzed parts are further justified using literature and related researches.

4 RESULTS AND CONCLUSION

The data collected from the interview has been categorized in many themes. Each theme is divided in many sub headings to describe the results clearly. The results are true to the participant's spoken voice. The conclusion has been derived from the results and is justified using theoretical literatures and related researches.

4.1 Mental health definition according to parents

The immigrant's parents gave the definition in their own view. Some parents said being physically Ok and the state of mind being good is mental health. Whereas some parents said the ability to adjust to an environment and move according to the pace of time to make themselves happy is mental health. Both the parents agreed to the fact that running according to the pace of time and making oneself happy is the gist of mental health. When asked what you think is mental health or mental health promotion, some parent stated

“It’s according to the environment the mental health is like how the child moves with the place where he stays whether he’s happy or cope up with the place where he is and the studies, the language, the surrounding, the people, the children how they behave. If they go forward I can feel like they are mentally healthy they are fine. If they get back and they are not so satisfied then I feel that they are so unhappy in the surrounding I can feel the child is not so healthy mentally. He needs some kind of support from the parents.”

In the same question some other parents gave the definition of mental health as:

“Mental health means they are physically ok and the state of mind is good. I think that is the most important thing for me.”

4.2 Parents view on factors affecting mental health

Parents explained many factors that affect children’s mental health. They compared the culture and the system back in their home country and Finland.

Behaviors: The parents said that they can recognize the children’s problem through their behavior that they show at home and towards parents. If the children have some problem they are often sad and quite. They don’t want to talk and share which makes easy for parents to recognize something is not going fine. When they are fine they behave normal like sharing things asking many questions and smiling face. Children’s behavior is affected by their relation with other friends or any other environmental factor. Happy mind leads to good mental health whereas unsatisfied and sad mood leads to mental disturbances.

Teaching methods: The immigrant’s parents also mentioned that the way of teaching may also affect the children’s mental health. Some children back home in their country had very strict way of teaching. Teachers’ used to be present at class with sticks in their hands and the teachers used to be very tough with students. But in Finland the way of teaching is very different to that they found back home. This may cause little confusion at first to get used to with the system and adapt the same.

“The teacher has no right to command on children here but there (back in home country) the teachers are with sticks. Most of the time the teachers are with sticks and are so tough with them so I can find that some way the kid is finding uneasy to cope up the situation.”

Friends circle: The other factor they mentioned was the friend circle. The parents mentioned that the Finnish children did not accept the foreign child as friend in the beginning because of the difference in color and the language barrier. That made the immigrants children hard to get into the Finnish friend circle.

“One of my kids has been much unhappy. He always comes with so bad mood and sometimes he’s crying, so I was asking: what is the matter? Some child rushed at me and he speaks to me very rudely he said.”

Some children even complained of being offended because of the different color.

“I remember my daughter used to come home and tell me: I don’t know why mommy my friends always ask me why are you so dark, why you are not fair? Why you are so dark complex? So it makes her feel you are awkward or something.”

Language: The main factor that affects children’s mental health according to the parents was language. The Finnish people mainly speak Finnish language. The language is difficult for the immigrant’s parents and children both in the beginning to adapt and learn. Especially for the immigrant’s children at school it is difficult because they are way too young to understand the situation what is going around. The parents also said that because the Finnish language is not their mother tongue they can never be good in language because they speak their mother tongue at home.

“Of course we are foreigner here and our mother tongue is not Finnish so that is the problem that no matter how good we don’t speak good Finnish in that way my daughter is little bit back not actually in the studies but little bit language problem she’s having in understanding.”

4.3 Immigrant parents’ action in mental health promotion

Immigrant’s parents mentioned many ways that they have been trying to promote the mental health of their children. Being a parent keeping an eye on children’s behavior was the best to figure out what they have been going through.

Observing children behaviors: The parents said that the best way to know how child is going through is observing them. While observing they can see if the child is happy, sad, irritating and their type of mood. If the child is happy they are usually active, smiling, moving here and there and asking many questions.

“ For me as a child they should be active they should be talkative they should ask things and if I see my child is not behaving that way of course I will think maybe she’s having some kind of problem.”

“If the child goes forward I can feel they are mentally healthy they are fine. If they get back and they are not so satisfied then I feel that they are so unhappy in the surrounding I can feel that child is not so healthy mentally and he needs some support from the parents.”

They play with other children, try to go out and want friends to come over to their place. But if the child is unhappy or sad they are quite, staying in a place and staring, not so active, not asking any questions and behaving somehow different. Parents said they can

easily recognize the children's mood by their behavior. Parent plays the role of observer to judge their children's behavior and find out difficulties if any.

“First I have to study the situation like what the child is going through and I have to find out that why he is finding some kind of difficulty.”

Talking to the children: Parent mentioned talking to children is the best way to find out what is going on? Parent need to be careful while approaching children and need to build the trust to let them express their problems and to know how they have been going through. The Parents here play the role of friends to share talks so that they open up and tell how they are feeling and their problems.

“One of my kids was so much unhappy. He always comes with so bad mood and sometimes he is crying, so I was asking, what is the matter? Some child rushed at me and he speaks to me very rudely he said. So I said I need an appointment to speak to your teacher so he went and spoke to the teacher and got the email id.”

Making appointments with school teachers: Usually the teachers at school fix the appointment with parents if there is something to talk about but the parents said they themselves approach the teachers and talk about the issues if needed. They either talk to the teacher directly and fix the meeting or ask the children to talk to teacher and give the date for appointments. Just as the citation in the above point the parent ask for the appointment from teacher and they meet and discuss about the issues. Parents also mentioned that the teachers were happy to see the parents visiting them and discussing about the child's progress.

Consulting the class teachers at school: Class teachers are taken as the one who is responsible for the children at class as they are the one who knows more details about the student. The parents usually discuss about the children issues with the class teacher. Class

teachers are at the front line to know about the behavior of children as they can see how the child behaves at class and his relation with friends. Parent plays the role of bridge by connecting the school situation and home situation of the children to get to a solution.

Seeking solutions from school if needed: Parents try to solve any problems their children have. If the school can have some solution to the children problems parents want those to be solved through school. For example if some children is bothering the child, parents can talk about the issue to class teacher and class teacher can talk to the specific child and ask them not to do such things again. In this way anything that can be solved through school are solved talking and consulting the teacher. Parents act as a problem solver.

Assuring the children and convincing them to accept the fact: As many of the immigrants' children are new to the environment, the parents mentioned that the best way to convince them is to make them accept the fact. Parents stated that they always keep telling their children they have to adapt to the new society and they have to live the rest of the life in that country. Parents assure the children and make them able to face the reality so that they try their best to adjust and learn the new adaptation habit.

“We encourage them we told them that we have come due to some reason over here and we are going to live over here so you have to get used to with all the situation and get along with them because they just saw you guys. Don't mind whatever they do and they will not do anything. Basically the kids were not moving so soon with our kids. I said you go with our manner and how we are supposed to be, how we came across with it and may be later on you will get your friends.”

As mentioned before in the above citation Finnish children have curiosity on foreigner due to the skin complexion and ask many questions like why are you so dark? The parents said that they convince their children saying European has white complexion and Asian has little dark complexion and its normal. Parent act as counselor and try to convince the child to ease them face reality and adjust quickly.

“I just make her understand because you have to tell your friend that we are from Asian country and we have dark skin same thing like you all are from European country and you all have white skin that’s how I tell her you should tell them we are not European we are Asian people and mostly Asian people are little dark complexion like brown so. But my daughter herself is a child and she doesn’t understand it. She says like why they have to ask why just think like that. It’s so difficult.”

Encouraging children to make Finnish friends and get along with them: Friends are the important part in children life. Children do not always want to be with family. They want some friends of their age to play with them. Immigrant’s children in the beginning don’t have many friends as they are new to the place and because of language barrier too. So the parents want their children to go and play with the other kids so that they can get along with the Finnish children. In the beginning it may be difficult but afterwards when they get to know each other they can be good friends. This helps children in mental health promotion.

Encouraging in extracurricular activities and hobbies like music, dance etc: Children are very active and they often want to get engaged in different plays and games. Encouraging them to do what they want is one of the best ways to promote their mental health. Some children may be fond of playing music, some may be fond of dancing, some may be fond of singing etc... To let them and support them to do what they want can make them happy and satisfied. Parents said it also makes their mind occupied. The parent boosts up their talent and hobbies. They act as motivator or booster.

4.4 Immigrant parent’s relation with schools

Both the parents said that they have very good and cooperative relation with schools. They mentioned the whole the school team has tried their best to provide good care of their children.

“Actually I have a quite good relation with school because we are foreigner here and then I would like to know what is going on with my children in the school. Class teacher is also very nice and she makes my daughter understand in an easier way because she knows that we don’t speak Finnish at home so in that way my child in a week gets 2 hours extra classes. In that way I am very thankful to the school because they take interest and try to give more extra classes to my child which I really appreciate.”

“There is no any bad experience. It’s all good experiences. They are cooperative and so helpful and teachers were so kind.”

Some parent said that in the beginning they had little problem while communicating with the teachers at school. They used to bring some extra teacher who speaks English to translate. But afterwards as the children learned Finnish language it became easier to communicate.

“Initially like the kids were having only communication problems so those teachers were getting extra somebody who will be speaking English until the kids learns Finnish. The teacher will be communicating with the assistants and the assistants will be communicating with the child.”

When they see the problem of language they provide them extra classes. Immigrant’s parent seems to be satisfied not only with the schools but also with the other organization such as Red Cross who made them and their children easy to adjust to the new society by organizing the camps and other interactive event that encouraged them to be friendly with the Finnish group.

4.5 Cultural effect in adjusting to new environment

Some parents mentioned that the culture they have been following is stricter than the culture here in Finland whereas some parents said that the culture and religion they have

been following has not been a problem in adjusting to new society. In fact some said that they like it more here in Finland as they don't have issues in religion.

“Finland in a way of saying culture or religion or environment of the people I can say it's marvelous. They don't have any kind of places into religion because they give freedom for all religions. They don't have any issues, you wear scarf ok you wear it and there is no any issue, you are a Muslim ok be a Muslim. We don't have any issue you are a Hindu you go ahead. I wish such a nice kind of mentality and thinking and kind nature.”

Back in their home country religion was made a big issue by the politicians. Even though there is no any problem between religious people politicians make it a big problem.

“If you are in India, Sri Lanka or Nepal there is so much racist between their religions. Each other will be having oh he is a Muslim he is like that. We have some kind of problem. I don't think normally people have but the politicians always make these issues so here I never found that so far thank god. I wish further also there would be nothing.”

In Finland they feel the freedom to all the religions. But some parents said that the culture and religion they follow is quite stricter compared to the one in Finland. They said being out late night is not allowed even though the children are grown ups. And it's stricter to the girls compared to boys. They also mentioned even though everything seems smoother culture always comes in the middle.

“Of course the culture will always come in the middle because our culture is little bit stricter. We don't let our children to be late night out even though they are grown up. Especially Asian countries they are little bit stricter especially when they are a girl that's why I think there will always be problem. It won't be like same the culture will always come in the middle.”

4.6 Expectation of the parents from schools

When questioned what you expect from school that would be beneficial for your children to the parents, parents had few opinions about their wishes. They wished for school uniforms, religious class and automatic religious holiday announcement to their children at school. These three expectations are explained below.

1. School uniforms

Some parents would prefer to have school uniforms compulsory at least in primary school because they feel it makes students feel uncompetitive among friends. As many of the children at school are wearing heavy and expensive jewellery that makes other students feel to have the same. Some parents can afford to buy whatever the child demands but some parents cannot. Children are themselves very young to judge what is right and wrong and they demand whatever their friends have. When there is same uniform and no unnecessary jewellery allowed putting on it creates a healthy environment among friends that they don't demand anything from parents that they see in friends. It makes them look neat and tidy and also seems more disciplined at school. Many of the Asian countries have the rule that the uniforms are compulsory at school and no jewellery allowed and also the hair should be tied up neatly.

“I think in Finland school they should have uniform at least till primary school. The competition goes among children which I don't think is good. Some parents can afford to buy some parents cannot afford to buy. Of course I can afford to give to my children but that is not the question, the question is that it makes the competition between the children and it's not good in that matter only.”

2. Religion class

Some parents had the wish to have religion class at school for their children if possible so that their children would learn more about their own religion. Almost all the people follow some kind of religion. Religion is a way and culture of living. As the immigrants are from different religious background and they want to follow and teach their children their own

culture and religion. They want their children to learn more about their own religion so that they can pass on the religious culture to their coming generations too. For this reason some parents wished to have religion class so that they learn what religion do they belong to what norms does it have and many more. Being in a different country and among different religion the parents don't want their children to forget their own religion because it is the most valuable things in their life.

“Everybody they have to take care for their religion. If it could be in one subject as Islam subject to the child he will understand that ah it's my religion what I am going through.”

They said that this practice has been going on in their home country that every child is taught about their own religion at school to know more about it. Hindu child is given a class about Hinduism; Muslim child is given a class about Islam, Buddhist child a class about Buddhism and likewise. They said it's a good practice to know about their own religion and it helps to pass the religious culture to generations to generations. They also mentioned that in some of the Kemi School were provided one religious teacher but now since they moved to Tornio they don't have it and they wish to have it there too.

3. Religious Holidays

Some immigrant's parents preferred to have the religious holidays like Eid, and Hajj as automatic holiday to their children so that they don't have to mail to school and ask for the leave every time. Parents admitted the feeling of awkwardness while asking for the leave for their children when rest of the children is at school. They said they would appreciate if the school teacher recognizes the two main yearly holidays in calendar and give leave to their children. They also admitted having this system would make their children feel good thinking that they don't have to ask for the leave but they are granted the festival leave. The announcement in class a day before 'you have holiday tomorrow' would make more difference then to ask for 'do I have off tomorrow?'.

“In a year we have two days special like Ramadan festivals comes and then again Hajj festival comes so these two days the school management can be recognized and they themselves they can analyze and announce that tomorrow is your holiday because it’s your festivals and the kids will be happy and the parents will be happy. It’s like when I request them I feel like I am doing something unusual rest of the children are in the school and I am asking leave for my kids. That’s why my kids also feel oh we have to take leave so it’s like I would have been highly appreciated if they give it themselves. This is the only expectation I have.”

4.7 Conclusion

The main aim of my thesis was to seek the answers to the three questions such as: What do parents mean by mental health? What have parents been doing to promote the mental health of their children? How do parents cooperate with school to promote the mental health status of their children? As per the interview and the answers provided by the parents I can conclude that immigrant parents have good knowledge about the mental health and have been trying their best to promote mental health at their level. Each culture influences the way people understand mental health and their regard for it. An understanding of sensitivity to factors valued by different cultures will increase the relevance and success of potential interventions. (Kovess-Masfety & Murray & Gureje, 2004). On the first question what do you mean by mental health? Parent stated, ‘being physically good and the state of mind being good is mental health.’ Some parents also mentioned that moving along with the pace of time and making oneself happy is mental health. Parents also included the social life such as making friends, getting along with the friends, playing around and asking many questions to clarify the curiosity etc. When I see all this part and interrelate it, it provides the scientific statement similar to the definition made by World Health Organization. WHO (2001) has stated that, ‘Health is a state of complete physical, mental and social well being and not merely the absence of disease or infirmity.’ Now I correlate this statement with the parent’s direct voice.

“Mental health means they are physically ok and the state of mind is good. I think that is the most important thing for me.”

“It’s according to the environment the mental health is like how the child moves with the place where he stays whether he’s happy or cope up with the place where he is and the studies, the language, the surrounding, the people, the children how they behave. If they go forward I can feel like they are mentally healthy they are fine. If they get back and they are not so satisfied then I feel that they are so unhappy in the surrounding I can feel the child is not so healthy mentally. He needs some kind of support from the parents.”

Here in the above citation the first line gives short but clear view on physical and mental well being that contributes to the overall optimum health where as the second citation gives more detail information on self satisfaction, ability to cope and adopt in the surrounding environment which focus on the social life. The second citation also focuses on the happiness and satisfaction which is the main gist of mental health. To reach a state of complete physical mental and social well being an individual or group must be able to identify and to realize aspiration to satisfy needs and to change or cope with the environment (WHO 1986).

On the second question, ‘What have parents been doing to promote the mental health of their children?’ Parents said they have been trying their best to find the problems accounting their children’s behavior at home and supporting and encouraging them in personal and social activities. I have concluded some points such as: observing children behavior, talking to children, making appointments with school children, consulting the class teacher at school, seeking solution from school, assuring and convincing children to accept the fact which are clearly described under the heading ‘Result’. From the answer provided in this question I can conclude that parents have been playing the role of observer, friends, bridge, counselor and booster (motivator) to help their child maintain optimum mental health.

On the third question, ‘How do parents cooperate with school to promote the mental health status of their children?’ parents said they ask for the appointment so that they can discuss

about the children progress report. If some problem occurs and that can be solved from the school they seek the class teacher and school's advice. Seeing all these answers I can say that the parents are active and concerned about the children overall health and mental health and they have been trying their level best.

During the interview I also asked some few questions about the expectations of the parents from school they mentioned few things which they think is important and would be more thankful to school if they can be implemented. They admitted three main points: school uniform, religion class and automatic religious holiday announcement. They said having school uniform at primary school would make the school children uncompetitive among friends. The facility of religion class to their children would make their children learn more about their own religion and conserve their religious culture. The announcement of automatic holidays in their specific religious festivals a day before at class would make their children and parents feel comfortable and stress less.

4.8 Related researches

I started searching related materials from EBSCO, PUBMED and Google, to locate the researches, journals and articles on the subject of mental health promotion of immigrants' children. To cover the broad array of the topic I used the following subheadings while searching: mental health, mental health promotion, mental health and children, positive mental health of children, immigrants' children and mental health, parents role in children's mental health, mental health promotion in school, school health promotion, positive mental health and children, school health and children, school mental health, etc. As the project I am working on is more focused on school children and my research more on immigrant's children and mental health promotion at school, I limited the search process using the key words mental health promotion of children and positive mental health at school. Many useful or interrelated researches, journals, articles were found.

Among them ‘Schools as a setting for promoting positive mental health: Better practices and perspectives, Joint consortium for school health’, (Morrison W. & Kirby P. 2010) had a clear view of school positive mental health which I think is very important tool for my research. It is shortly mentioned as JCSH which means joint consortium for school health, governments working across the health and education sectors. It is a project run to develop guidelines for better practices related to the promotion of positive mental health perspectives within the comprehensive school health framework. It describes the positive mental health concepts very clearly using the themes such as social emotional learning, positive (strength focused) youth development, resiliency, protective factors, diversity, acceptance and understanding of student mental health needs, connectedness, strength based perspectives, mental fitness and self efficacy. The key perspective and practices delineated in this project hopefully serve as a useful planning resource for the teachers, school administrations, school health care services and also the other projects involved in the development of positive mental health approaches. Another similar research about parents’ cooperation with the school nurse was found. The research was conducted in southern part of Finland and the topic was Cooperation between parents and school nurses in primary schools: parents’ perceptions (Mäenpää T. & Åstedt-Kurki P. 2008). This study showed that the cooperation of parents with school is very important for overall development of health as student spends most of the time at school and rest at home. This article reports on parents views on cooperation with the school nurses in primary schools. It aims at contributing school nurses’ work so that instead of focusing only on the children, family nursing approach could be improved. Similarly another related journal was found. It is ‘Children’s mental health prevention and early interventions: Schools on the front lines utilizing positive behavior support’ (Schools on the front lines utilizing positive behavior support. 2011) from national council for community behavior health care. This says that teachers are the first one to notice when a child is exhibiting potentially serious behavioral health issue and so the school is in the front line in identifying and treating children’s behavioral problems. Positive Behavior Support (PBS) is a systematic frame work that helps in coordinating school and mental health agencies that addresses behavioral problem both from educational and mental health perspectives and leads to successful results in terms of increased school success as measured by grades, performance, graduation rates

and attendance and reduces need for special education, child welfare and juvenile justice interventions.

Some more topics were also found such as: *Promoting mental health for children of separating parents, Improving the mental health of wellbeing of primary school students, 'Promotion of mental health and well being of children and young people, Poverty, family process and the mental health of immigrants children in Canada, Improving mental health services for immigrants, refugee, ethno cultural and racialized groups etc.* Some studies suggested that children from the family who experiences divorce or remarriage are more likely to drop out from school, get into the trouble with law, abuse drug and alcohol. Some studies show that the poverty level of immigrant parents in foreign country affects the mental health of children whereas despite of poverty in developing countries the children are found to be mentally healthier than the wealthy parents in western countries. All the research topics are quite useful for me as they are somehow related to my topic and have provided me knowledge to conclude my thesis work.

5 REVIEW OF THE RELIABILITY AND CREDIBILITY

In this research the interview was taped and presented in the written form. Both the audio and written version of the interviews was sent to the supervisor. Prior to the interview the written consent was taken from participants considering the ethical issues. The data presented in any qualitative research report or publication has to be seen to be credible, just as quantitative data needs to be seen as valid. Those reading the research must believe that the presented data is a true representation of the participants' view, experience or belief. (Moule & Goodman 2009, 188). The data and information provided in my thesis are as true as the answers provided by the participants. The participants' accounts are presented within any research report or paper often as anonymous verbatim quotes (Moule & Goodman 2009, 297). Direct citation from the interview has been presented in the analysis to present

the participant's spoken words. All the other research process has been done following the systematic approach reviewing the process of sampling, data collection, and analysis. Researchers can review the process of sampling, data collection and analysis and explore recording of audio- or video- tape or field notes (Moule & Goodman 2009.189). According to Strauss & Corbin (1998) and Glaser & Strauss (1967) an unambiguous way of reporting on data collection and the phases of continuous comparison and a coherent way of explaining the process of forming the focal categories provides the most important basis for the credibility of the study. The content analysis has been used in my thesis to analyze the data. The unit meanings were drawn from the interview provided by the participants. The unit meanings were again simplified to condensed meaning and the codes were derived. The codes were specified under the certain categories and the themes were developed from it to ease and simplify the analysis. The themes are described clearly. All the information provided here is true to the answer provided by the participants. Other related research has been considered and the conclusion has been drawn. The conclusions provided here are justified using the literature. Considering all these points this thesis is highly credible, reliable and trust worthy.

6 DISCUSSION

The number of immigrants has been mushrooming in Kemi Tornio region of Finland which has lead to the increasing number of immigrants' children at primary schools too. The KOPSY project has been run in the five primary schools in Kemi Tornio region. I am myself an immigrant in this country. I have felt difficulties in adjusting to the new society and school. Acculturation is not an easy task and especially not for young children. The parent plays a bridge between children and new society to make it go hand in hand and adjust well in the society. KOPSY project is a joint project run to promote the mental health of children at primary school.

My thesis in this context is a part of KOPSY project that focuses on the immigrant children at primary school relating it to the cooperation of their parents to the school. During our research class at school the leader of the KOPSY project Hannele Petiläinen gave a presentation about the project and invited the interested students to join the project. I interacted with immigrant families in the Red Cross society during my few days volunteering at Kemi Red Cross. I discussed their experiences and stay here in the host country. I have relatives living here in Finland for about eight years now. The curiosity and the experiences heard about the immigrant family motivated me to work on this topic. Mental health has always been my interesting subject too. Considering the limited population and the topic, I made certain criteria to choose the participants and got the interviews from two parents.

The limitation of this research is that only two parents have been interviewed though three parents were supposed to be interviewed. But as the research is based on qualitative research which deals with the depth of experience and not the quantity of the participants the limited participants I have interviewed is enough to meet the aim of this thesis. Qualitative interview methods do not aim to achieve standardization in the way the data is collected, as with quantitative approach, rather than the quality is enhanced if the interview allows the expression of individual thoughts, feelings and experiences (Moule & Goodman 2009. 297). The other limitation is that the title has been modified to make readers easy to understand. The title of the thesis 'Parents role in mental health promotion of primary school immigrants' was modified to 'Immigrant parent's role in mental health promotion of their primary school children'. The unclear and confusing topic or sentences in the research may lead to wrong interpretations to the readers so the topic and language should be clear and understandable to avoid the misunderstandings. During the interview I became curious and I asked some unplanned questions which I thought would be beneficial for the project and also school if implemented that helps in mental health promotion of the children. The questions were 'What are the expectations of immigrants parents from school?' and 'How does culture influence the living in Finland?'

As to the research task and the aim achieved in this research the KOPSY project can be benefited by various aspects that has been extracted in this research such as, Parents view on mental health; Parents role in children mental health promotion; parents cooperation with primary school for children's optimum mental health; parents cultural influence in the lived experience in the host country and parents expectation regarding the school. Though the theme categorized and the conclusion derived seems to be simple it is equally vague in understanding as the concept of mental health and their actions in promoting it differs culturally, socially and individually. Mental health for each person is affected by individual factor and experience, social interaction, societal structure and resources and cultural values. It is influenced by experiences in everyday life, families and schools, on streets and at work. (Lehtinen & Riikonen & Lehtinen 1997)

6.1 Ethical discussion

Ethical issues are of major importance in mental health promotion as the focus of concern is on health issues generally and mental health issues specifically. While the focus of the concern here is to maintain and promote mental wellbeing rather than dealing with mental illness there are nonetheless ethical concern which apply. These vary somewhat between the setting and a large range of them are applied in school. But to assure the ethical aspects the participants name and information were kept confidential and shown only to the supervisors. The purpose, aim and the reason for choosing participants for interview were clearly mentioned prior to the interview. The taped interview was presented in written form and was shown to the supervisors. Since there are not so many pure immigrant families in Kemi Tornio area the small details of them is enough identify the whole family so consideration has been taken while presenting their information in the research.

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8 APPENDICES

8.1 Research questions and interview questions

- Research questions:
 1. What do parents mean by mental health?
 2. What have parents been doing to promote the mental health of their children?
 3. How do parents cooperate with school to promote the mental health status of their children?

- Interview questions: (The sub heading under the questions is to clarify the questions to the participants and not to let the answers go beyond the track)
 1. What do you mean by mental health promotion?
 - Concept of mental health
 - Factors affecting mental health
 2. What do you do to promote mental health of your children?
 - Participating in children activities
 - Getting friendly to know the problems or share anything
 3. How do you cooperate with school to promote the mental health of your children?
 - Interaction with the school team and the channel parents go through.
 - Meetings with school teachers, nurses
 - Demanding for extra care and support
 - Some earlier experiences regarding some problems & solutions

4. What kind of relation do you have with school regarding your children?
 - Good or bad,
 - Cooperative or uncooperative
5. How is the culture influencing the living experience in host country?
 - Some problems in adjusting.
 - Good or bad effect
6. What are your expectations from the school that you think is better for your children?
 - Something could have been better if....

8.2 Content analysis

Unit meaning	Condensed meaning	Codes	Categories	Theme
<p>Mental health means they are physically ok and the state of mind is good. I think that is the most important thing for me.</p> <p>It's according to the environment the mental health is like how the child moves with the place where he stays whether he's happy or copes up with the place where he is and the studies, the language, the surrounding, the people, the children how they behave. If they go forward I can feel like they are mentally healthy they are fine. If they get back and they are not so satisfied then I feel that they are so unhappy in</p>	<p>Physical and mental health being good.</p> <p>Cope up with the place the language, people and the environment.</p> <p>Move on with the pace of time. If the child is happy and satisfied they have good mental health if not they need some support from the parents.</p>	<p>Good physical and mental health.</p> <p>Social well being. Happy and satisfied.</p>	<p>What immigrant parents mean by mental health.</p>	<p>Parents view on mental health definition.</p>

<p>the surrounding I can feel the child is not so healthy mentally. He needs some kind of support from the parents.</p>					
<p>The teacher has no right to command on children here but there (back in home country) the teachers are with sticks. Most of the time the teachers are with sticks and are so tough with them so I can find that some way the kid is finding uneasy to cope up the situation.</p>	<p>Children find difficulty to cope the different teaching methods.</p>	<p>Teaching methods</p>	<p>Parents view on factors affecting the mental health of the immigrant children.</p>		
<p>One of my kids has been much unhappy. He always comes with so bad mood and sometimes he's crying, so I was asking: what is the matter? Some child rushed at me and he speaks to me very rudely he</p>	<p>Finnish children behavior towards immigrant children.</p>	<p>Friends circle.</p>			
<p>...we don't speak good Finnish in that way my daughter is little bit back not actually in the studies but little bit language problem she's having in understanding.</p>	<p>Children have language problem in understanding due to the use of different mother tongue at home.</p>	<p>Language problem.</p>			
<p>Initially like the kids were having only communication problems</p>	<p>Communication problem due to language barrier.</p>				

<p>As a child they should be active, talkative, they should ask things and if I see my child is not behaving that way of course I will think maybe she's having some kind of problem.</p> <p>First I have to study the situation like what the child is going through and I have to find out that why he is finding some kind of difficulty.</p> <p>... so I was asking what's the matter? No some child rushed at me and he speaks to me very rude they said. So I said I need an appointment to speak to your teacher.</p> <p>We went and spoke to the teacher. Teacher was happy that we went and visit.</p> <p>We encourage them, we told them we have come due to some reason over here and we are going to live over here so you have to get used to with all the situation and get along with them.</p>	<p>observing children behavior,</p> <p>talking to children and making appointments with school,</p> <p>consulting the class teacher and seeking solution from school, assuring</p> <p>Convincing children to accept the fact and get along with the entire situation.</p> <p>Parents encourage their children to make Finnish friends and have more activities in life that can make their mind occupied.</p>	<p>Observing,</p> <p>Talking ,</p> <p>Appointments,</p> <p>Consulting,</p> <p>Seeking solutions,</p> <p>convincing</p> <p>encouraging</p>	<p>Measures parents have been taking to promote the mental health status of their primary school children.</p>	<p>Parent's action in promoting the mental health of their children.</p>
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<p>I always encourage my daughter to have friends and she has some kind of hobbies which can make her mind more occupied. It's important to have friends and have more activities in life, doing something and having new hobbies.</p>		participating		
<p>Actually I have quite good relation with school.</p> <p>Class teacher is also very nice and she makes my child understand in an easier way..</p> <p>They are very cooperative</p> <p>I am very thankful to the school because they take interest and try to give more extra classes to my child which I really appreciate.</p>	<p>Parents have very good and cooperative relation with school.</p> <p>Parents are satisfied with the school for the extra support they have provided to their children.</p>	<p>Good cooperation.</p> <p>Satisfied and Thankful</p>	<p>Immigrant parents relation with school</p>	<p>Immigrant Parents cooperation with school</p>
<p>I think in Finland, schools they should have uniforms at least till primary school. I wish if this could happen it would be so nice for all the children everybody comes</p>	<p>Parents wish to have school uniforms at least till primary school to avoid competition among children.</p>	<p>School uniforms.</p>	<p>Parents wish</p>	

<p>in good uniforms beautifully dressed up and they don't compete with each other.</p> <p>Everybody they have to take care of their religion.</p> <p>.... So if it could be in one subject as Islam subject to the child he will understand that it's my religion what I am going through.</p> <p>School management themselves they can analyze and announce that tomorrow is your holiday because it's your festivals and the kids will be happy and the parents will be happy. It's like when I request them I feel like I am doing something unusual rest of the children are in the school and I am asking leave for my kids</p>	<p>Parents wish to have one religion teacher at school to teach their children about their own religion which is different than the majority following in the host country.</p> <p>Parents wish for the automatic holiday announcement at class to their children in their festival so that the parents don't have to ask for the leave from school.</p>	<p>Religion class</p> <p>Automatic religious holidays</p>	<p>from the school for mental health promotion of their children.</p>	<p>Immigrant parents expectation from school</p>
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8.3 Timetable

Duration	Activities
May- August 2011	Preparation of introduction part of the thesis and the interview questions
September – November 2011	Preparation of theoretical background; submission of the written part to supervisor for checking. Finalization of the interview questions and participant selection.
December 2011 -January 2012	Interview of the parents; submission of audio and written script to the supervisors and initiation of analysis.
February– May 2012	Data analysis; preparation of research report; final editing and submission of Bachelor's thesis.