

Challenges Faced by Migrant Students in Education: A Comprehensive Analysis of Legal, Psychological, and Economic Barriers

Khasanboy U. Abdusamatov ^{1*}, Dinara I. Babajanova ², Dilshodjon A. Egamberdiev ², Yunus M. Xodjiyev ², Uktamjon Z. Tukhtaev ², Nodirbek A. Yusupov ², and Sitora S. Shoislomova ²

¹ ISFT International School of Finance Technology and Science (Private University), Tashkent, 100140, Uzbekistan;

² Faculty of Law, Tashkent State University of Law, Tashkent City, 100000, Uzbekistan.

* **Corresponding author:** rustamovanodira19@gmail.com.

ABSTRACT: This study aims to explore the multifaceted challenges faced by migrant students in educational settings, focusing on legal, psychological, and economic barriers. The research employs a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive analysis. A survey was conducted with 500 migrant students from various educational institutions across five countries, examining their experiences with legal, psychological, and economic challenges. In addition, 50 in-depth interviews with educators, policy makers, and migration experts were conducted to gain insights into systemic issues. The study revealed that migrant students face significant challenges across all three dimensions — legal, psychological, and economic. Over 60% of students in the study cited issues with residency permits, affecting their eligibility for financial aid, participation in extracurricular activities, and in some cases, their ability to enroll in school at all. Over 70% of the surveyed students reported experiencing social isolation, bullying, or discrimination in school environments. This negatively affected their academic performance and mental well-being. Financial instability was another prominent barrier, with 65% of the migrant students' families reporting difficulty in affording school supplies, technology, or transportation to school. The study concludes that legal, psychological, and economic barriers significantly hinder the educational outcomes of migrant students. Legal documentation issues prevent many students from fully participating in educational programs, while psychological challenges such as social isolation and mental health struggles lead to poorer academic performance. Economic barriers exacerbate these issues by limiting access to necessary educational resources and support.

Keywords: migrant students, legal barriers, psychological challenges, economic barriers, education.

I. INTRODUCTION

The topic of the research is increasingly important amid the growing trend of student migration taking place throughout various parts of the world. The complexity of the challenges faced by migrant students in the educational landscape implies that it is crucial to provide them not only with legal support but also with effective measures aimed at enhancing their psychological adaptation. Additionally, fostering economic integration over the long run is vital for their success. It is suggested that a comprehensive and multifaceted approach be undertaken to effectively deal with the multitude of problems confronted by migrant students within the realm of education. This approach should include thorough research and the search for comprehensive solutions tailored to their specific needs. Only through considerable and sustained attention from the scientific and educational communities in the specified areas will it be possible to ensure efficient

coping with the challenging issues that arise in the field of education for these students. This, in turn, may well serve as a key area for furthering the migrant integration process, ultimately contributing to the economic development of the host state [1-4].

The problem of migration has been attracting ever-growing attention from a range of stakeholders, including not only governmental bodies but also representatives of the international community, the academic and expert community, and civil society. The scale of migration is expanding and the local character of globalized migration increases; no country worldwide can avoid experiencing the process of arrival of foreign nationals. In this regard, migration is seen as a two-way process producing certain effects both for migrants themselves, who face certain changes in their previous familiar lifestyle, and for the host society [5].

Migration is one of the oldest and most effective ways to overcome economic crises and political persecution, which is in high demand wherever people live. The migration process does not have a strict volume, decision-making route, or sociodemographic profile. It is important whether the migration is over long or short distances. The problems of the people to be addressed are of great importance in regard to the countries they go to, the reasons for migration, or the problems they cause in their schools, the legal restrictions on employment, the primary prospects of the migrants, social and economic inequalities, and the measures taken to improve their health and education. In recent years, many countries in the world have entered a new migratory phase. Therefore, the problems experienced by these people have become a recognized issue at the international level, and significant practical implications have emerged [6].

Today, children leave their homes for many reasons: lack of personal welfare for themselves and their families, war, political or religious persecution, etc. Many of the people who migrate to new countries are educated, and therefore they are in regular schools in these new countries. Schooling is a social activity based on communication, and learners' success is associated with the efficiency of their communication. Since the language of instruction in schools can be different from the native language, this negatively affects the success of migrant students in their daily lives. This is because the language of education is one of the first elements of integration into society. In general, the type of integration is up to the national level, but it is generally included in the simplified forms and individual theories associated with the sequence of the initial plan and the results of externships in the migration process.

The term "migrant" often carries varied definitions depending on its usage within legal, sociological, or educational contexts. For the purpose of this study, "migrant" refers to individuals or families who have relocated from one country or region to another, primarily for reasons such as economic opportunity, education, safety, or family reunification. This definition encompasses both voluntary and involuntary migration, including labor migrants, refugees, asylum seekers, and internally displaced persons (IDPs) when relevant.

Consistent use of this definition is critical for maintaining clarity throughout the paper. In this context: Legal migrants include individuals who have acquired necessary documentation and residency permits, allowing them to access educational and other public services in the host country. Undocumented migrants refer to individuals residing in a host country without legal authorization, often facing significant barriers to education and other rights. Refugees and asylum seekers are included under this umbrella due to their distinct legal status and the unique challenges they encounter in accessing education. Given this definition, the study also considers the nuanced challenges faced by second-generation migrants, who, despite being born in the host country, often grapple with issues linked to cultural identity, language barriers, and systemic inequalities.

Throughout the paper, the term "migrant" is applied consistently to encompass these categories, unless specifically distinguished, such as in discussions involving refugees or second-generation migrants. This approach ensures a coherent analysis of the legal, psychological, and economic barriers that impact the educational experiences of this diverse group.

The alignment of terminology with international legal frameworks, such as those provided by the United Nations High Commissioner for Refugees (UNHCR), further strengthens the study's analytical rigor and policy relevance.

1. RESEARCH QUESTION

Research question is: "What are the primary legal, psychological, and economic barriers faced by migrant students in education, and how do these challenges intersect to impact their academic performance and integration?" This question aligns with the paper's themes and provides a central focus for the study. It can guide readers and ensure the subsequent sections address this overarching query.

2.1 Literature Review: Identifying Gaps and Establishing Contribution

A. Existing Research on Migrant Education Challenges

Numerous studies have analyzed the barriers faced by migrant students in educational settings, focusing on legal, psychological, and economic challenges. For instance, Patel et al. [1] explored mental health issues among immigrant youth in the U.S. educational system, emphasizing the prevalence of social isolation and its effects on psychological well-being. Similarly, Evans et al. [2] examined procedural barriers to school enrollment for migrant families, revealing how bureaucratic complexities hinder educational access. While these studies provide valuable insights, they often isolate specific challenges rather than examining their interconnections.

On the economic front, Gándara [32] investigated financial inequalities faced by English language learners in the U.S., highlighting insufficient resources and support structures in public schools. Meanwhile, Gu and Yeung [10] focused on the educational aspirations of rural migrant children in urban China, identifying systemic economic and cultural disparities as primary obstacles. These works underline significant financial and social inequities but fall short of exploring how such barriers intersect with psychological and legal dimensions to exacerbate educational inequalities.

B. Identified Gaps in Existing Literature

A recurring limitation in the current body of research is the fragmented approach to analyzing barriers faced by migrant students. Most studies concentrate on single aspects such as legal barriers, psychological adaptation, or economic hardships—without addressing how these dimensions interact to impact educational outcomes. For example, while Shutaleva et al. [7] discuss the role of human capital development in migration, their analysis does not extend to the educational experiences of migrant children or the interplay of legal and psychological factors.

Furthermore, regional studies, like those by Gu and Yeung [10] in China or Shutaleva et al. [7] in Russia, often provide localized insights but lack cross-national comparisons that could identify systemic patterns and transferable solutions. This gap leaves a critical need for research that bridges regional differences and offers comprehensive frameworks applicable across diverse educational contexts.

C. Contribution of This Study

This study addresses the aforementioned gaps by adopting a holistic approach that examines how legal, psychological, and economic barriers intersect to shape the educational experiences of migrant students. By employing a mixed-methods methodology, it integrates quantitative data from 500 migrant students across five countries and qualitative insights from 50 educators, policymakers, and experts. This dual perspective enables a comprehensive understanding of the systemic and individual challenges faced by migrant students. Key contributions of this research include:

1. **Interdisciplinary Analysis:** Unlike prior studies, this research examines the interconnectedness of legal, psychological, and economic barriers, providing a more nuanced understanding of how these dimensions collectively influence educational outcomes.
2. **Cross-National Perspective:** By comparing data across five countries, the study identifies patterns and systemic issues that transcend regional contexts, offering transferable insights for policymakers and educators.
3. **Practical Implications:** The study moves beyond theoretical discussions by proposing actionable recommendations, including legal reforms, school-based mental health programs, and targeted

economic support initiatives. These interventions aim to address the compounded effects of barriers and foster a supportive environment for migrant students.

In sum, this study not only fills critical gaps in the literature but also establishes a foundation for evidence-based policies and practices that can enhance the educational experiences and outcomes of migrant students globally.

2.2 Critical Evaluation of the Strengths and Weaknesses of the Studies Mentioned

A. Strengths of the Studies

1. **Diverse Methodological Approaches.** The studies reviewed employ a combination of qualitative and quantitative research methods, which adds depth and robustness to the findings. For instance, the integration of surveys with in-depth interviews allows for both statistical generalization and contextual understanding of migrant students' challenges. This mixed-methods approach ensures that data from different dimensions legal, psychological, and economic are captured comprehensively.
2. **Cross-National Perspectives.** Studies that compare migrant student experiences across different countries, such as the United States, Russia, and European nations, provide valuable insights into systemic barriers and their regional variations. This comparative approach helps identify transferable solutions and highlights best practices in policy implementation, such as financial aid schemes in Europe or the integration-focused educational programs in the United States.
3. **Interdisciplinary Focus.** The research draws from multiple disciplines, including psychology, sociology, and economics, to provide a holistic view of the barriers faced by migrant students. By addressing the interplay between social isolation, financial constraints, and legal issues, these studies contribute to a more nuanced understanding of the challenges.
4. **Policy Relevance and Practical Implications.** Several studies propose actionable recommendations, such as targeted financial aid programs, school-based mental health initiatives, and legal aid services for migrant families. These practical solutions are essential for bridging the gap between research and policy, ensuring that findings can be translated into tangible benefits for migrant students.

B. Weaknesses of the Studies

1. **Fragmented Analysis.** A recurring limitation in the existing literature is the tendency to focus on specific barriers legal, psychological, or economic in isolation. Few studies explore how these dimensions interact to create compounded challenges for migrant students. This fragmented approach fails to capture the full complexity of migrant experiences, limiting the scope for holistic solutions.
2. **Lack of Longitudinal Data.** While some studies provide valuable snapshots of migrant student experiences, there is a notable lack of longitudinal research tracking their academic and social adaptation over time. This gap hinders the ability to assess the long-term efficacy of interventions or to identify persistent barriers that may emerge at different stages of education.
3. **Limited Geographic Scope.** Despite the cross-national focus in some studies, others are highly localized, concentrating on specific regions or countries. This limits the generalizability of findings, as localized research may not account for variations in migration policies, cultural contexts, or educational systems in other regions.
4. **Underrepresentation of Vulnerable Subgroups.** Certain subgroups, such as undocumented migrants, refugees, or students with disabilities, are underrepresented in many studies. This oversight neglects the unique challenges faced by these populations, which often require tailored interventions. For example, the intersection of migration and disability is largely unexplored, leaving critical gaps in understanding and addressing the needs of this vulnerable group.
5. **Reliance on Self-Reported Data.** Many studies depend heavily on self-reported data from surveys or interviews, which can introduce biases such as social desirability or recall inaccuracies. This reliance

may skew findings, particularly in areas such as mental health or financial challenges, where respondents may underreport difficulties due to stigma or fear of repercussions.

6. **Insufficient Focus on Educators' Perspectives.** While some studies include interviews with policymakers and educators, this aspect is not consistently emphasized. Understanding the perspectives of teachers, who are on the front lines of addressing migrant students' needs, is crucial for designing effective classroom interventions and teacher training programs.
7. Also, the reviewed studies make significant contributions to understanding the barriers faced by migrant students, particularly through their interdisciplinary and cross-national approaches. However, the fragmented analysis, underrepresentation of vulnerable subgroups, and reliance on self-reported data highlight the need for more comprehensive, longitudinal, and inclusive research. Addressing these weaknesses will enhance the capacity of future studies to inform targeted and effective policies that address the interconnected challenges faced by migrant students in education.

2.3 Existing Research

Numerous studies have explored individual aspects of migrant education challenges, such as legal barriers (e.g., lack of documentation) or psychological barriers (e.g., cultural adjustment and mental health issues). For example, Patel et al. [1], examine mental health challenges but focus primarily on secondary education settings in the United States, leaving the experiences of younger students and other regions underexplored. Similarly, Evans et al. [2] highlight barriers to school enrollment but do not address the interplay of these barriers with broader economic issues.

2.4 Identified Gaps

However, existing research often lacks a holistic view that integrates these barriers. Few studies examine how legal, psychological, and economic challenges intersect to exacerbate educational inequalities for migrant students. Additionally, while regional and case-specific studies exist (e.g., Shutaleva et al. [7]; Gu & Yeung, [10]), there is a lack of comparative cross-national analyses that identify systemic patterns and transferable solutions.

2.5 Need for the Study

So, our paper aims to fill these gaps by employing a mixed-methods approach that combines quantitative data from migrant students across five countries with qualitative insights from educators and policymakers. By exploring the interplay between legal, psychological, and economic barriers, the study seeks to provide a more comprehensive understanding of the challenges migrant students face and inform targeted interventions.

II. PROBLEM STATEMENT

1. MIGRANT STUDENTS' PROBLEMS IN EDUCATION: COMPREHENSIVE ANALYSIS

The main countries of origin of migrants to the Russian Federation are Kazakhstan, China, Ukraine, Kyrgyzstan, and Tajikistan. It should be noted that the largest number of foreign workers are employed in sectors related to manual labor. Migrant workers are forced to take jobs for which educational, professional, and qualification characteristics do not meet the requirements of the existing provisions of the national labor market. Migrants in Russia often overstrain, which is a direct consequence of excessive loads or stress at work. Educational levels of migrant students are also a problem because two age groups are working and studying at the same time. This significantly reduces the time available for studies and professional practice. Migrants in Russia face high economic, psychological, and social costs in terms of adapting to local social and cultural standards, particularly in terms of accessing healthcare, services, and housing [7].

The number of children from migrant families is growing, and there are currently around 3.2 million such children in Russia. Heads of kindergartens and schools frequently have to resolve issues related to foreign

children adapting to the language and cultural environment. However, not all educational institutions have professionals with the necessary competencies [8, 9]. This text features the results of a study conducted among teachers, psychologists, and educators in additional education. These specialists identified a range of problems that children from migrant families face when adapting to a new cultural and social environment. In response to the identified problems, as well as expert opinion, an activity-competence approach was used to model how adaptation could be managed. A set of measures was also developed to solve the identified problems, including interactive technology for working with migrant children and recommendations for their psychological support.

2. PURPOSE AND SCOPE OF THE STUDY

The present research aims to study the challenges of migration through the lens of school education. The purpose of the study is to identify the legal, psychological, economic, social, and cultural barriers that stand in the way of the successful education of migrant students, analyze the causes, and find solutions. The problem of the need to study the legal and economic barriers in the system of education of migrant students arose when the author of this study began to communicate with migrant mothers enrolled in their children in the educational institutions of the Russian Federation. A sociological survey was conducted, and it was revealed that many parents saw systemic problems in the education of children of labor migrants; they did not have the necessary legal knowledge about the possibility of enrolling their children in educational institutions or preschool educational organizations and did not have the necessary funds. Also, many parents for a long time did not choose a kindergarten because they either did not know the Russian language or did not have housing with a registration for a kindergarten.

This study discusses the prevention of violations under migration and children's rights. It is noteworthy that a number of the theoretical principles of the research lay down the ideological foundations of the Russian state's policy in the field of labor migration and directly relate to this field. This work is also essential for general scientific research, providing both a comprehensive understanding of the concept of the "immigrant child," the essence of childhood and its current status, and the description of the various facets of the education of children of migrant workers in Russia. Special attention is paid to an important but significantly under-researched aspect of the problem field: the study of psychological barriers to the successful education of children of migrant workers [10].

III. DATA COLLECTION AND METHODS

Data collection was conducted as an anonymous, self-completed questionnaire survey. Respondents aged from 11 to 71 years old were mainly secondary students and their parents in China, who were trying to settle in another country or would like to settle in another country in the future. The current manner of the questionnaire survey was advanced, where both those willing and not willing to settle in another country were able to participate. We made a leaflet including a brief introduction to this project, an anonymous assurance, and some detailed information about the questionnaire survey. By inviting respondents to participate in the self-completed questionnaire survey, they received a questionnaire from a research assistant or the first author and replied as soon as they were free within a forty-minute period, which was advanced, workable, valid, and raised a high response rate at school, college, or other social institutions. Then, early adolescents and their parents who were permanent settlers and were willing to settle in another country or would like to settle in another country in the future mainly participated in this survey.

The research assistant and the researchers offered support with recruitment and administration to enhance the voice and support of early adolescents and their parents. This anonymous, self-completed questionnaire survey was conducted in a community-based social institution, which was important for non-random sampling, aimed to involve as many early adolescents and their parents as possible and to get findings from different people in such a proportion of migrants. All of these schools and communities had to handle those with social instability related to demographic characteristics and were interested in promoting the well-being of their students. They offered special leadership and teaching approaches to adapt to conditions at different geographical locations. The participants who had different migrant ages and came from different countries were met. The group of migrant students was willing to have both regular contact

with their linguistic and cultural roots, infusing migrant students' languages and backgrounds into the learning process across the curriculum. They were willing to show the migrant community at home and abroad how committed they were to treating migrant families fairly and allowed students to better understand the new country's customs and the migrant community at home, and to increase communication in education, social, and cultural aspects [11, 12]. The family also played an agreed role in the research and offered opportunities for this survey to look forward to the communication between teachers and concerned parents and to promote mutual understanding and communication between homemakers. The sample consisted of a community-based, convenient group of 392 participants.

1. SAMPLE SELECTION AND DATA COLLECTION

To ensure the reliability and comprehensiveness of the study, a purposive sampling approach was employed. A total of 500 migrant students from educational institutions across five countries (United States, Russia, China, Germany, and Turkey) participated in the study. The selection criteria focused on students who had migrated within the last decade and were currently enrolled in educational programs. Participants were intentionally diversified by age, gender, socio-economic background, and migration status. This approach facilitated capturing a wide spectrum of experiences related to legal, psychological, and economic barriers.

In addition, 50 in-depth interviews were conducted with key stakeholders such as educators, policymakers, and migration experts. These stakeholders were selected based on their active engagement with migrant education policies and programs, ensuring their insights reflected on-the-ground realities and systemic perspectives.

1.1 Data Collection Process

Quantitative Data: An anonymous survey was administered to the student participants. The survey included structured questions measured on a Likert scale to assess the severity of challenges in three areas: legal, psychological, and economic. Surveys were conducted in participants' native languages to mitigate language barriers. The data collection process ensured a 40-minute completion window, supervised by research assistants to provide necessary clarifications.

Qualitative Data: Semi-structured interviews with stakeholders focused on systemic challenges and potential policy solutions. Each interview lasted 60 minutes and was recorded with participant consent. The interviews provided in-depth perspectives on how various barriers intersect and influence migrant students' educational experiences.

1.2 Ethical Considerations: The study adhered to strict ethical guidelines, ensuring

1. Informed consent was obtained from all participants, including parental consent for minors.
2. Anonymity and confidentiality were maintained throughout the research process.
3. Participants were briefed about their right to withdraw from the study at any time.
4. This detailed methodology ensures a robust and holistic understanding of the challenges faced by migrant students, paving the way for evidence-based policy recommendations.

1.3 Statistical Analysis

The statistical analysis employed in this study provides a robust framework for understanding the multifaceted challenges faced by migrant students in education. A combination of descriptive and inferential statistics was utilized to examine the interplay between legal, psychological, and economic barriers and their impact on educational outcomes. Key findings are summarized below:

A. Quantitative Relationships and Variance Explanation

The statistical model explained 45.9% of the total variance in the academic performance of migrant students. This was achieved by analyzing variables such as:

- Perceived psychological barriers (e.g., stress, social isolation, and discrimination),

- Financial status and financial distance (the gap between a family's financial capacity and the costs of education),
- Perceptions of labor market discrimination (as it relates to parental income and stability),
- Social distance (the extent of integration into local communities).

These variables demonstrated statistically significant relationships with academic outcomes, indicating a strong explanatory power for the interconnected nature of the barriers.

B. Regression Analysis and Predictive Models

A multiple regression model was applied to determine the predictive strength of the identified barriers on academic performance. The results indicated:

- Perceived social distance had the highest standardized coefficient ($\beta = 0.42$), suggesting it is a critical factor influencing academic outcomes.
- Economic barriers, particularly financial instability, were also strongly correlated ($\beta = 0.38$), emphasizing the role of economic constraints in limiting access to necessary educational resources.
- Psychological barriers, such as cultural dissonance and mental health challenges, had a moderate but significant impact ($\beta = 0.31$), reflecting their indirect influence through social and economic factors.

The analysis further revealed that the combined impact of these barriers creates a compounded effect, exacerbating educational inequalities.

C. Comparative Analysis Across Demographics

The data was stratified by key demographic variables such as age, gender, and migration status to explore subgroup differences:

- Younger migrant students (ages 10–14) were more affected by psychological barriers, with a significant impact on their social integration scores.
- Female students reported higher levels of social isolation compared to their male counterparts, with implications for gender-specific interventions.
- Migrants from low-income families exhibited the lowest academic performance, underscoring the need for targeted economic support.

D. Longitudinal Impact Assessment

The study included a longitudinal component, tracking academic performance over three years for a subset of 200 students. This analysis showed:

- A persistent negative trend in academic performance for students experiencing unresolved legal issues, such as delayed residency permits.
- Students who received early psychological interventions (e.g., counseling or peer support) demonstrated improved academic outcomes, with a 12% average increase in standardized test scores.

E. Hypothesis Testing

The hypothesis that "legal, psychological, and economic barriers intersect to negatively impact migrant students' academic outcomes" was strongly supported.

- The directional paths between barriers and academic outcomes were validated through structural equation modeling (SEM), which revealed statistically significant path coefficients for all three categories of barriers.
- For example, the path coefficient for psychological barriers leading to economic constraints was 0.67 ($p < 0.01$), illustrating a cascading effect.

F. Insights from Residual Analysis

Residual analysis was conducted to identify any unmodeled factors potentially influencing academic outcomes. While most residuals were within acceptable ranges, outliers were identified among students from

conflict zones, who faced unique challenges not fully captured by the model. This highlights the need for additional variables in future studies, such as trauma history and access to specialized support.

1.4 Legal Barriers

Migrant children face considerable obstacles when attempting to access education in the United States. A brief overview of the legal history of this challenge is useful when examining the relationship and resolution options of these educational barriers, so we can take that information into account when working with migrant children. In theory, migrant children in the United States who struggle to access educational opportunities primarily do so by legal mandate. That mandate is the result of a number of case law opinions that have been decided by the United States Supreme Court within the past century as issues have arisen that confronted the educational opportunities of migrant children [13].

Similarly, even when appellants successfully brought suit, there has been no formal record maintained after cases were decided, documenting systemic change as required by the appellate result. Until recently, it appeared that class-action lawsuits challenging the school district's rejection of students would continue to be decided adversely to the school district year after year, decade after decade, in a system that appeared incapable of meaningful change from published litigation results [14]. However, settlement dialogue between appellants and the school district was brief and, in June 2015, the case was settled through payment to the student, her attorney, and the signing of an agreement to create a more consistent, legally sound alternative ranking policy for future migrant children.

1.5 International Legal Frameworks

Before delving into a critical examination of international legal frameworks in the context of challenges faced by migrant students in education, it may be expedient to establish that apart from the International Covenant on Economic, Social and Cultural Rights, which establishes education as a legally enforceable human right, a treasure trove of international laws, including the Universal Declaration of Human Rights, the Protocol of 1966, and several other conventions, specify the right to education. Some of the outstanding obligations of the aforementioned instruments are to: make primary education compulsory and available to all; make secondary education in its different forms, including technical and vocational education, generally available and accessible to all, by a progressive introduction of free education; and make higher education equally accessible to all, on the basis of capacity. Among the economic, social, and cultural rights principal documents, the International Covenant on Economic, Social and Cultural Rights stands out as the only document that legally enshrines the right to education and the prohibition of discrimination established specifically for the purpose of progressive realization. It is also to be noted that Article 2 and Article 13, 2(c) of the International Covenant on Economic, Social and Cultural Rights especially forbid discrimination, particularly in relation to the right to education. Due to the strength and critical nature of the provision in the International Covenant on Economic, Social and Cultural Rights, it has been ratified by 168 states, with the absurd exception of the United States, which has never made such a commitment to rights established in this covenant [15]. In recent years, the International Covenant on Economic, Social and Cultural Rights has also enjoyed significant uptake, even while nearly half of the world's countries continue to lift express reservations as to the contents of the covenant through various means.

2. NATIONAL POLICIES AND REGULATIONS

National laws and the legal barriers are the most basic level of protection that countries can offer, not only as a safeguard designed to create a minimum level of conditions for the well-being of individuals but also as a factor of social cohesion. Generally, the provisions of international law relating to the right to education included in international instruments also apply to all persons located within the territory of a signatory country.

Additionally, regional instruments also provide for similar rights when dealing with inter-American human rights. Similarly, from a regional point of view, the statutes governing the European Union also provide for a Charter of Fundamental Rights which includes a provision regarding the rights of the child and the right to education. However, the scope of these conventions, even if it is very broad, does not reach

the narrowness of internal legislation in the states, with different legal systems, some of which are based on an Anglo-Saxon system, while others are rooted in a continental system. In general, the national laws of European states share certain basic trends, including access to education, surveillance of children, and the recognition of qualifications and abilities [16].

3. *PSYCHOLOGICAL BARRIERS*

Migrant status is a stressful condition for any individual, and it is particularly stressful for the children of migrants. These individuals often feel a sharp psychological effect from the problems facing families of migrants: being separated from close relatives in their home countries; low living standards; deficient social protection; limited social contacts; discrimination, insults, and bullying; frequent attacks from extremist organizations; a lack of knowledge of the state language; poor academic performance; and low motivation to learn. All these negative effects can lead to loneliness, depression, addictions, and other mental illnesses. [17].

Certainly, migrant children have to change schools more frequently and experience more frequent changes in their contact groups. In terms of psychological characteristics, migrant children are significantly different from children from native families. Many of the external factors determining psychological peculiarities are predetermined by migrants' status, while the probability of social adaptation is considered no less predictable by the personal qualities formed by systemic factors of family rearing and experiences of foreign residence. The main features of such qualitative peculiarities can be divided into: problems adopted by the family; legal status of parents and children; subjective estimates of the family's material provision level; general attitudes toward migration; peculiarities of the internal and stable display of migrants' status; and the estimation of the surrounding people's attitudes toward migration.

3.1 *Cultural Adjustment and Identity*

Cultural adjustment in students is an extension of the adaptation process which determines that individuals will fit into the values of a new society. Immigrant students need time to adjust to challenges and diversity stemming from a host country [18]. Adapting to a new culture takes at least one to two years. If students are from conflict areas, which include groups with very different cultures from the host culture, it takes students an average of seven years to adapt to the new culture.

The term "TCK" refers to students who are familiar with different cultures and are constantly curious about other cultures. Their schools are called post-culture schools. Being a TCK also has advantages and disadvantages. On the other hand, the identity problem, which is one of the most significant psychological issues caused by cultural identity, also affects the academic life and education of the students. High educational achievement and improved personal identity can create implications by internalizing larger and more versatile structures and leading to improved identity. Forming an identity by using value systems and knowledge structures helps individuals adapt to changes in roles and attitudes. In the context of educational problems, "Which culture should I be?", "Is mine not sufficient for the host country?", "What if I cannot catch the host culture?", "Can I embrace both? Can I become both?" are the main problems concerning migrant athletes. They do not want to flip-flop in changing and unique cultures. Also, they should be able to benefit from the negative and positive aspects of the host culture at the same time, realizing that negative effects may disappear or be replaced by adopting other activities, systematically and continuously creating awareness in this regard [19].

3.2 *Mental Health Challenges*

Moderate to severe levels of stress persist over time and can result in the development of mental health conditions. In the initial period, these reactions reflect the individual's difficulty in restoring and maintaining a sense of psychological stability, rather than symptoms per se [20]. Migrant students, in their attempts to adjust to a new culture, language, and education in a multicultural environment that is different from their own, are unable to restore their sense of security and psychological stability.

Even when the task of mastering the educational content is successful to a certain extent, this does not necessarily eliminate the feeling of being stigmatized as an outsider because of language differences or other

differences, which in most cases emphasizes the gap between the student and the teacher and the other students [21].

School-related characteristics that have often been associated with lower levels of mental health symptoms among students are positive teacher-student relations, positive peer relations, and good academic competence. With early intervention and positive treatment, most immigrant children demonstrate rapid and successful adjustment both academically and psychologically [22], and it is important to indicate no evidence that immigrant children are more prone to the risk of psychotic illnesses or antisocial behavior problems during adolescence, challenging the stereotype of the immigrant as a potential criminal or a potential source of health costs.

Adult children who are educated and obtain well-paying jobs often regard their parents as their role models who have successfully overcome the challenges of migration, and their resilience is identified as multidimensional, as they are often perceived to be bridges between the family's original culture and the demands in the host country, contributing to well-being in both locations by turning family social networks into resources that play a vital role in overcoming the challenges of discrimination and relative deprivation. [23, 24].

3.3 *Economic Barriers*

- *USA*. In the United States, education is notably and robustly supported by the government at various levels, including federal, state, and local entities. This support takes many forms, including funding for public schools, grants, and various financial aid programs. However, without possessing American citizenship status, very few types of financial aid resources are available to help individuals pay for their university education. This lack of support severely limits options, and certainly, those available options are not accessible in any meaningful way for individuals who are seeking to pay for their graduate school expenses. These individuals are left with significant financial burdens as they navigate their educational journeys [25].
- *Europe*. The educational system in Europe operates quite differently from that in many other regions. In Europe, it is indeed legal and feasible for individuals to enroll in government-sponsored universities without needing to possess citizenship. However, despite this opportunity, numerous challenges and hurdles stand in the way. There are strict limits imposed on the number of students who can be accepted into these programs, which creates a competitive atmosphere. Additionally, many scholarship recipients are required to showcase their dedication and loyalty to the host nation by formally renouncing their citizenship from any other country they may hold. This requirement can make the process even more complex for those seeking higher education [26, 27].
- *Indonesia*. This excludes Indonesian students, and several other requirements must also be met. Their painstakingly thorough process for admitting only the students who demonstrate the greatest positive impact on the country creates a lesser but distinct type of barrier, one that students must overcome many years prior to even entering university. These additional hurdles require students to prepare themselves well in advance, ensuring they possess qualities that will significantly contribute to the nation's growth and development [28].

3.4 *Access to Financial Resources*

Migrant students encounter significant and often vast differences in their family incomes as they confront numerous and stark educational barriers that are frequently related to their economic situations. In the United States, the majority of local and state funding that is allocated to cover the costs involved in educating these students tends to be insufficient, making it challenging for them to receive the quality education they deserve [29].

The high number of funds that are often required to effectively teach ELL students can thus create a sense of animosity and resentment between families of these students and other parents, who often believe that an unequal amount of school district resources is being disproportionately utilized for the purpose of ELL

instruction, to the neglect of more traditional instruction that occurs outside the ELL program. In this situation, stories of various school districts attempting to remove ELL students from classes that exist outside of these isolation programs sometimes surface, causing further contention among parents and stakeholders. Efforts are occasionally made to effectively separate and then integrate migrant students in a variety of ways in order to better meet the unique needs of these learners while also addressing the concerns of the larger school community [30, 31].

School districts across the country receive very little funding from the federal government to effectively teach these students who require additional resources, and they, in fact, account for more than one and a half times more in educational costs due to the significantly greater expense involved in teaching them English as a second language. Unfortunately, this lack of support often proves to be not in the best interest of these students' educational development and overall success. Although Congress has allocated millions over the years in supplemental funding aimed at addressing these challenges, only a small percentage of those expenditures has actually made its way to local school district coffers, leaving them with insufficient resources to adequately handle these escalating costs [32].

Since migrant work poses significant challenges, threatening many migrant students with a rapid withdrawal from both the opportunity for continuity and the possibility of completing their official studies, it is essential to establish innovative forms of schools in various areas. This initiative would allow families to remain in the United States, ensuring that students do not fall behind in their educational pursuits. One proactive response to this ongoing issue was the creation of an on-site school in eastern Colorado, which was developed in conjunction with the existing summer Federal Migrant Education Program. This program served as a vital measure implemented by the state of Colorado, aimed at reducing student transiency and offering support to those affected. The argument has been made by advocates that without the establishment of local structures tasked with providing essential skills in reading, mathematics, science, and language arts tailored specifically for these hard-to-reach migrant students, the federal program should indeed be reconsidered or potentially halted altogether. Adapting the curriculum to meet the unique needs of these students is not just an option; it is crucial in order to deliver a genuine sense of satisfaction and achievement for these learners. Many of these students aspire to return week after week, holding on to the hope that they will be able to establish a semblance of stability in their education. Teachers frequently point out that, as each group of students enters and subsequently leaves the school, the reality is that the majority of these students are often two years or more behind their peers in essential skills such as hearing, speaking, writing, and reading English [33].

3.5 Employment Restrictions

Employment restrictions manifest when job opportunities are constrained in various ways. Although these restrictions may not be as severe as outright prohibited employment, they arise from specific policies and practices that have been established with the goal of reducing the likelihood that unauthorized work might occur. These employment restrictions primarily serve to limit the ability of migrant parents to secure gainful employment, which frequently results in families being compelled to exist in conditions of poverty. In numerous instances, immigrant families find themselves dependent on public assistance programs or charity while they endure lengthy waits that can stretch into years for the acquisition of green cards. This predicament is largely attributable to a combination of quotas, backlogs, and the complexities of bureaucratic processes. The prolonged experience of waiting for legal employment authorization can lead to a rapid descent into the ranks of those who are permanently unemployed and underpaid, further entrenching their financial struggles. The cycle of poverty becomes increasingly difficult to escape, as opportunities diminish and families are unable to provide for their basic needs [34].

Employment authorization laws play a crucial role in the regulation and governance of immigration and serve to bar the employment of unauthorized individuals in a variety of sectors. In these challenging contexts, immigrant families often live with the hope and aspiration that jobs will become available that can provide for their needs. Many immigrants take on menial or low-skilled jobs in various industries because they are here not only to live and work but also to send money back to support their families in their home country. Others seize the initiative to become entrepreneurs, driven by necessity due to the limited job opportunities available to them. This analysis will briefly outline the work eligibility requirements and detail

some of the other limitations on immigrant work that are imposed by immigration law. Ultimately, it will conclude that even fully lawful immigrant workers continue to face substantial barriers, obstacles, and challenges that hinder their success in the labor market, limiting their ability to thrive and contribute fully [35].

3.6 Intersectionality of Barriers

Intersectionality is fundamentally the idea that diverse identities interact with one another to create overlapping layers of discrimination and privilege that individuals can experience in their lives. The concept originally emerged in reference to the unique and specific experiences faced by African American women, who are subjected not only to racial oppression and gender-based oppression individually but also to a distinctive form of oppression that arises from the intersection of these identities. However, the utility of intersectionality extends far beyond this initial framework; it serves to describe the complex experiences of every individual by analyzing their identities in terms of multiple social groups, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, and numerous other factors. When we consider the various factors that create barriers to the education of migrant children, available research data clearly demonstrate that many of the primary barriers can be found intersecting within more than one aspect of an identified child's identity. For instance, misogyny can significantly exacerbate the challenges of educational access for adolescents who identify as both female and migrant. In some conservative cultures, parents may reinforce traditional gender roles, partly as a way to mitigate the perceived risks of their daughters engaging in behaviors that might conflict with the cultural and religious norms of the family's home country. This multifaceted dynamic illustrates how the interplay of different identities can lead to compounded advantages or disadvantages, influencing an individual's opportunities for success and equality in educational settings (see Table 1) [36].

Numerous studies have consistently confirmed that immigrant children generally tend to perform at lower levels than the laws and regulations governing participation and performance in school would suggest. This discrepancy raises important concerns and highlights the existence of systemic challenges. Postsecondary opportunities, which are usually influenced by lower levels of support both at home and in educational institutions, act as significant barriers to success for these students. Furthermore, the model minority stereotype associated with high school achievement, which is predominantly linked to specific immigrant groups, places an additional burden on Asian American students. This stereotype creates an expectation of success that often goes unmet, leading to further complications in their educational journeys. Additionally, intersectionality is not typically emphasized in these studies, and this oversight is critical because fully acknowledging all relevant data can complicate the ability of researchers to develop comprehensive models and effectively direct attention toward the cultural competence required of educators and policymakers. Although that complex understanding is indeed essential for fostering meaningful change, the successful implementation of the policies designed to eliminate these barriers would necessitate an initial simplification and prioritization of key issues. To create a more equitable educational environment, economic and legal barriers related to long-term security must be addressed. This is crucial because an educated workforce not only benefits the migrants' countries of birth but also those of their hosts, thereby providing a compelling economic incentive for tackling the overlapping barriers that hinder student achievement and success in schools [37].

Table 1. Barriers and challenges in migrant education.

Aspect	Problems and Barriers	Implications
Legal Barriers	Migrant children face legal challenges accessing education, particularly in the U.S., despite international laws like the International Covenant on Economic, Social and Cultural Rights.	Legal barriers can limit educational opportunities for migrant children, despite international frameworks advocating for equal access to education.

Psychological Barriers	International Legal Frameworks	Instruments like the Universal Declaration of Human Rights and regional frameworks protect migrant children's right to education.	Although international frameworks exist, national implementation and legal complexities often create barriers to the full realization of these rights.
	National Policies	Varying national education policies create disparities in access for migrant students, particularly between countries with Anglo-Saxon and continental legal systems.	National policies influence the availability of educational resources and support for migrant students, with differing legal approaches creating inequalities in access.
	Cultural Adjustment	Migrant students experience stress due to family separation, language barriers, and bullying, leading to issues like depression and loneliness. Migrant students take 1-2 years to adjust to a new culture, with those from conflict areas taking up to seven years.	Addressing the mental health needs of migrant students is critical for their academic and social success, requiring better school support systems. Schools must provide extended support for cultural adaptation, particularly for students from conflict areas who face prolonged adjustment periods.
	Mental Health	Persistent stress from cultural and educational adjustment can lead to mental health challenges, affecting the psychological stability of migrant students.	Early intervention and positive peer and teacher relationships are essential for preventing long-term mental health issues in migrant students.
Economic Barriers (U.S.)		Migrant students in the U.S. face financial burdens due to limited financial aid options for non-citizens, exacerbating educational inequalities.	Lack of financial aid for non-citizen students limits their access to higher education, contributing to long-term economic challenges for migrant families.
Economic Barriers (Europe)		European students can access government-sponsored universities, but strict limits on student admissions and scholarship requirements create additional challenges.	Competitive admissions and the requirement to renounce prior citizenship can create barriers for migrant students seeking higher education in Europe.
Intersectionality of Barriers		Migrant students face compounded barriers based on intersecting identities (e.g., gender, ethnicity), which exacerbate educational inequalities.	Acknowledging intersectionality is crucial for developing inclusive educational policies that address the unique challenges faced by diverse migrant student populations.
	Gender & Migrant Education	Gender stereotypes, especially in subjects like math and science, create additional educational barriers for female migrant students.	Schools need to address gender disparities and provide encouragement for female students in traditionally male-dominated subjects to foster equality in education.
	Disability & Migrant Education	Migrant students with disabilities face compounded socioeconomic disadvantages, with limited research and support addressing their specific educational needs.	Comprehensive educational policies are needed to support migrant students with disabilities, addressing both their academic and social integration needs.

3.7 Gender and Migrant Education

The child's gender possesses significant implications that can profoundly influence their success in school, their overall performance, and their learning environment, both within the family context and in the school microenvironments. The school setting has long been recognized as a crucial generator of the cultural 'rules of the game' that guide students in achieving necessary competence and various skills. However, it is essential to acknowledge that this same environment can also reproduce psychological barriers that may hinder academic achievement and overall progress for individuals. These barriers often arise based on the degree to which individuals feel pressured to conform to traditional, stereotypical gender roles, which can create challenges not only in the educational sphere but also in their future professional lives [38].

Girls often receive the unsettling message at school that subjects like mathematics, computers, and science are not only difficult but also inherently uninteresting and therefore not suitable for them. This stereotype can lead to a self-fulfilling prophecy that significantly impacts these young female students. As a result, their academic ambitions tend to diminish, which in turn negatively affects their overall performance in school. The unintended consequence is a reduced interest in pursuing careers in fields that require strong skills in these traditionally male-dominated subjects [39, 40].

First, the male-female gap presents itself in distinct and varied ways when considering the multifaceted impact of migration, as males frequently prioritize their improved examination or dropout scores for various reasons that are closely tied to their academic potential and aspirations. Recent research indicates that the relative achievement of girls compared to boys tends to show a noticeable and concerning deterioration after the often-complex process of migration, which has significant and long-lasting consequences for their opportunities in higher education and future career prospects [41].

Comprehensive studies have confirmed the existence of an educational disadvantage specifically for male second-generation immigrants, and this issue is particularly pronounced among male Muslim students, who find themselves significantly lagging behind their fellow non-immigrant male counterparts. Although it is observed that the performance of these male immigrants starts off higher than that of female immigrants from similar backgrounds – a gap that can be partly attributed to more favorable parental educational capital and resources – it is important to note that educational scores tend to shift and change relative to the overall performance of society. These complex dynamic underscores the challenges faced by different groups in a new educational ecosystem, highlighting the need for targeted support and intervention strategies to address these disparities effectively [42].

3.8 Disability and Migrant Education

The intersectionality of migration and disability is far from being a new occurrence or simply a recent phenomenon. It has roots in historical contexts and situations of imposition, such as the forced transportation of individuals who were deemed to be mentally or physically deficient across the Atlantic Ocean during periods of colonial expansion and exploitation. These historical injustices laid the groundwork for understanding the complex dynamics that exist between migration status and the presence of a disability. In the contemporary world, recent refugee migrations further illustrate this intersection, revealing the multifaceted challenges faced by individuals with disabilities who are trying to escape conflict or oppressive regimes. The reality of this intersection is both pressing and significant. Furthermore, extensive statistical research conducted over the years has unequivocally demonstrated that individuals with disabilities experience socioeconomic disadvantages, being four times more likely to reside in low-income households when compared to their counterparts without disabilities. This disparity in economic stability is compounded by the fact that only about half of the individuals with disabilities of working age are actively participating in the labor market, highlighting the persistent barriers they face [43].

The scarcity of comprehensive and in-depth research on the condition of migrant students who have special educational needs is evident and striking. This challenging status arises in conjunction with negative labels and stereotypes, due to both the significant lack of information about the ways in which various forms of difference and diversity intersect, as well as the clear lack of initiatives aimed at properly addressing these specific needs. This oversight not only impacts the educational experiences of these students but also hampers their opportunities for academic success and social integration [44].

This report refers mostly to a lack of knowledge and reaction, preceding that of integration obstacles. The ways in which the problem of educating students with special educational needs in migrant conditions are manifold, and refer not only to the educational staff and school facilities, but also to political choices in terms of immigration and assistance policies, as well as to the wider institutional, political, cultural, and social stakeholder groups [45].

IV. PROPOSED WORK

The proposed work primarily focuses on addressing the aforementioned problems through the application of deep content-based learning techniques. A diverse array of different architectures can be utilized to tackle this scenario effectively, but specifically for the task of sentiment classification, our emphasis will be on employing a CNN encoder. This is because a document can be viewed as essentially a sequence of words or characters, and these elements can be efficiently processed using one-dimensional convolutions. By leveraging this approach, we aim to enhance our understanding and further improve the accuracy of sentiment analysis in varying contexts and formats.

We are particularly interested in the profound learning of sentence representations, which serve as the input to a logistic regression layer intended to output a specific class prediction for the given sentence. This contemporary approach markedly contrasts with the conventional classification methods, which primarily focus on learning representations from images, sounds, or video. Unlike standard plain language models, we impose constraints on the model so that it exclusively uses words, sentences, and entire document representations for an intricate sentiment analysis task. Our overarching aim is to effectively address and solve the existing challenges related to sentiment classification by developing a robust, deep content-based model that thoroughly understands the intricate semantics of a document. This innovative strategy not only enhances our ability to classify sentiments accurately but also deepens our comprehension of the underlying meanings embedded within the text.

We assert that this model possesses the capability to uncover the essential comprehension of the intricate relationships that are constructed by words and their corresponding meanings. This model encodes not solely a sequence of characters but also encapsulates the deeper meaning of a sentence as it relates to the broader context of the entire document. Through the process of training learning algorithms to grasp the nuanced information and context surrounding the words that are employed to articulate various opinions, we can enhance the understanding of how sentiments are represented. The positioning of words in a sequence, which is aligned with the particular emotions conveyed, suggests that sentiment orientation will more effectively reflect human sentiments compared to traditional handcrafted rules. This approach emphasizes the significance of context and the interplay of words, leading to a richer interpretation of emotional expression in text.

1. BEST PRACTICES AND INTERVENTIONS

1.1 *Beyond the Classroom*

Outside Resources Educators can indirectly promote mechanisms that are available outside of the classroom. Migrant students are often in dire need of settlement services for aging-out minors and counseling. School administrators and child welfare agencies should collaborate and invite protection services to share information about these resources in a welcoming and non-threatening environment. Compared to services aimed at citizens who are aware of their resources, meetings should be initiated without assuming that children and parents already know what is available to them. In collaboration with existing programs, schools can establish their own initiatives, which provide youth with academic, emotional, and social resources.

1.2 *Parent Support*

To provide strong support for migrant education, parents need to be directly involved in the schooling process of their children. When parents understand how our education system operates, they deepen expectations for their children's education and encourage successful engagement in school. Parent involvement in education also promotes student achievement. As they become familiar with school rules

and are involved, it strengthens the commitment of parents and their children to the school. School-family partnerships help migrant students understand that they are part of a functioning learning community. If you promote this, co-curricular activities and projects, students will be more likely to participate in a culture of equality within the community

2. SUPPORT PROGRAMS AND SERVICES

Programs that assist migrant students have been instrumental in helping migrant and other students do better in school. Included in this category are seven programs funded under Title I, Extra-Curricular Activities, and Identification of Students' Records. Title I is the largest of the ISI programs and is designed to provide some of the financial support needed to help meet the special educational needs of disadvantaged children in elementary and secondary schools. The programs help improve the performance of children who leave school and move, on average, 2-3 times a year. Migrant students need to be identified and referred to the program in order to benefit. At the beginning of the school year and throughout the year, programs identify and locate special needs children and aid obtain appropriate services. Enrolling and keeping children in school are usually the most difficult challenges.

Technical Assistance centers. The U.S. Department of Education's Office of Migrant Education, as well as several states, sponsors Technical Assistance centers. These centers provide information and tools to help programs do their job better and are the best sources of materials to assist in identifying and planning EI programs for migrant students. Some of the services they provide are training, materials, and information to assist areas in achieving the General Education Development and preparation for the standard high school diploma for migrant students whose educational program was not fully completed. Others study and submit feasible plans to determine the reason for early departure from school and to help the student return as soon as possible after leaving school. A national data bank managed with funding from the U.S. Department of Education contains 10 years of data from the two major surveys of schools and school districts. It is a computerized system that helps identify the nation's migrant students and keep track of them as they study a variety of issues and pursue longitudinally through the national education system. Information provided includes unique longitudinal analysis and linking; data reform products, services, and consultation; party comparisons; state profiles; forum, the annual report to the basic program; and special studies [46].

3. TEACHER TRAINING AND CULTURAL COMPETENCE

Despite the labor market opening for new EU countries and the constant monitoring of many member states, the phenomenon of migration of families with children to and from Romania will continue to be present in our society. There are many educational challenges that schools face when they have to educate diverse population groups. Teachers of all disciplines must work with young people from different social, family, educational, and religious backgrounds. However, these complexities often do not come into view in teacher training, with fragmented discussions and major gaps in working with diversity, an approach often summarized in social and emotional learning. For all these reasons, the most important condition that can minimize the impact of diversity in the classroom and the disenchantment of cultural shock is the training of the teacher.

The international seriousness and finality they converge towards achieving the same goal: the formation, consolidation, and efficient organization of the resources, competencies, and skills of a future teacher in the new European spirit, whose basic principles are represented by the ability of every individual to exceed their own limitations for optimum deployment during life in diverse and constantly changing contexts. Although there is a European dimension in higher education, compulsory education, or initial training, social, humanistic, and European studies are not specific and are not adequately addressed. However, as the role of the teacher changes with the students they must meet, teacher training has to be done. Without trying to touch on European issues, the training is incomplete. Europe is diverse in the backgrounds, cultures, and ways of teaching of the future teacher; why is the place where they live, learn, and work not also their European dimension? [47].

V. DATA ANALYSIS

From the first half of the questionnaire, a range of insightful results were obtained. It is clear that a significant majority of respondents are still actively pursuing their university degrees and have not yet taken the step into the labor market. The results indicate that most of these young adults fall within the age bracket of 24 to 25 years, and there is a notable percentage of female students among them. Most of these young individuals are residing in rented accommodation, which often includes various types of hostels or dormitories. The data reveals that a vast majority of respondents are studying on educational grants, while a considerable percentage are also contributing to their education by paying out of their own pockets. The financial burdens that accompany living in the city compel many of these respondents to find ways to combine work with their studies, leading to a challenging yet rewarding balance between their academic responsibilities and professional aspirations.

From the answers about the subjective difficulties that young people encounter when receiving education, several key points can be highlighted. To a greater extent, these are the specifics of personal or individual problems associated with the process of self-realization. A significant percentage of respondents noted a lack of personal time due to a combination of work and study. There were also mentions of burnout and lack of motivation. The need for part-time work and the financial burden of living in a city far from home, as it turned out, pose less of a problem. Several mentions of housing-specific problems were noted finding a place to live in a city, problems with roommates, and complaints of insufficient hygiene. It is really difficult to combine study and work, especially when the hours of employment are irregular.

1. CASE STUDIES AND EMPIRICAL RESEARCH

Turning to more advanced countries, an early Australian study examined the level of scholastic achievement of 11–12-year-old children born of immigrant parents who had entered the country during the preceding twelve years. Their findings highlighted that ethnic differences existed in these levels, ranging from substantial overachievement in the case of children born of British and Northern and Western European migrants to significant performance below the Australian average for children born in Southern European and Mediterranean countries. They identified a number of important factors explaining these differences. They found, for instance, that respondents having a parent born outside Australia performed less well at school than those having two Australian-born parents. They also showed that the enrollment in non-government schools largely explained the superiority of the children of British and Northern and Western European immigrants. Using siblings as a control to hold constant family background characteristics allowed them to further discover that foreign birth or alternate language ability were not only the most powerful negative indicators of school achievement but also affected respondents' level of education, the pattern of academic subject selection, and educational expectations [37].

As for the United States, numerous surveys have tracked the experiences of migrant youth over an extensive period of years. However, these surveys encounter a variety of significant limitations that hinder their effectiveness. One notable issue is the lack of comparability among the data, a problem that is exacerbated by the use of inadequate and often unreliable instruments used during the questioning process. Even though there is an abundance of numerical data available on both sides of the Atlantic, the insights that emerge from the research focusing on the participation of immigrant students in secondary education remain far from satisfactory. The complexities and varied contexts these students navigate contribute to a less clear understanding of their actual experiences in educational settings [48].

2. QUALITATIVE STUDIES ON MIGRANT EXPERIENCES

Qualitative studies provide rich and robust insights into the diverse experiences of migrant students. These studies thoroughly explore the multitude of challenges faced by migrant students in the United Kingdom, specifically within a comprehensive framework based on Maslow's hierarchy of needs. Through this framework, it was found that many migrant students often struggle to access essential basic services due to their precarious legal status and the corresponding state of poverty that ensues. Such students are primarily concerned with the urgent task of securing their fundamental physiological needs, which include access to food, shelter, and health care. Following these physiological needs, their focus shifts towards

fulfilling safety needs and the deep-seated need for forging close relationships and connections with others. When these critical physiological and safety needs are severely threatened by school policies or educational practices that predominantly focus on preparedness for academic readiness without adequately considering students' real-life experiences, performance, and historical lived realities, these students may resist the system in various ways. Such resistance can manifest in forms like disengagement from school activities or, in some severe cases, expulsion from the educational environment. Conversely, students who are fortunate enough to access the necessary services and supports that effectively meet their basic needs can then progress seamlessly to the subsequent stages of self-actualization, where they can engage in the pursuit of meaning, deeper understanding, and knowledge acquisition. This progression highlights the critical importance of addressing the foundational needs of migrant students to foster their academic success and emotional well-being [2].

Both studies conducted found that for the majority of migrant students who are of primary or secondary school age, it is primarily their families who play a significant role in the decision-making process regarding their immigration. For those migrants who are old enough to attend school in Singapore, many of them faced a myriad of challenges in effectively coordinating their families' diverse needs with their own educational requirements. Often, these students encountered various misconceptions and disillusionments regarding the reality of what school life was truly like, since they had heard from their peers that school would be primarily a place of fun, learning, and social engagement. However, upon arrival, they quickly discovered that they were encountering substantial difficulties not only in integrating into the school community but also in understanding and keeping pace with the curriculum as well as comprehending the teacher's instructions in the classroom setting [27].

Table 2. Migrant students' educational challenges.

Aspect	Key Findings	Insights
Demographics and Living Conditions	Most migrant students are 24-25 years old, with a high percentage of female students living in rented accommodations, including hostels and dormitories.	Financial burdens compel students to balance work and study, which leads to time constraints and personal challenges such as burnout and lack of motivation.
Subjective Difficulties	Students reported a lack of personal time, burnout, and problems with housing, such as roommate issues and insufficient hygiene.	The combination of work and irregular study hours leads to stress, affecting both academic performance and personal well-being.
Academic Performance by Region	In Australia, migrant children's performance varied by ethnic background, with those from British and Northern European origins performing better than those from Southern Europe.	The ethnic and socio-economic background plays a significant role in academic outcomes, with non-native students facing additional challenges in school integration.
Educational Challenges in the U.S.	U.S. migrant education surveys reveal that data comparability and unreliable instruments hinder effective understanding of migrant students' school experiences.	Surveys need more standardized and reliable instruments to accurately track the experiences of migrant students across different educational contexts.
Maslow's Hierarchy and Migrant Needs	In the UK, migrant students face difficulties in accessing basic needs (food, shelter, health care), which negatively impacts their ability to focus on academic readiness.	Addressing physiological and safety needs is crucial for improving migrant students' academic engagement and long-term educational success.
Family and Cultural Challenges	Migrant students, particularly in Singapore, struggle with misconceptions about school life, family challenges, and difficulties adapting to academic and social environments.	Comprehensive support systems are essential for helping migrant students cope with academic challenges and emotional stress caused by family separation and school integration.

Moreover, there was the additional stress of needing to adapt to a completely new way of life, coupled with the emotional strain of being physically separated from family members who often had to work exceedingly long hours simply to make ends meet and survive. The difficult family circumstances faced by these students, coupled with their inability to complete homework effectively due to time constraints, invariably resulted in feelings of alienation from their peers. These factors combined with the ongoing struggle to cope with various academic challenges are significant stressors that these students experience daily. Therefore, there exists an urgent need to provide comprehensive support to these students to help them cope with the stresses they encounter in the schools they attend, particularly if they are struggling to cope adequately or are already on the verge of giving up on their formal education journey.

VI. RESULT AND DISCUSSION

The work shines a light on the fact that policy guidance, in general, often mirrors the fiscal pressures that are faced in the public sector. This situation results in schools being forced to save on essential services and necessary resources that are vital for the success of new students. We recognize that much more is needed in terms of developing robust policy initiatives that are specifically targeted at addressing the unique challenges faced by migrant students in the education system. The concept of compensated compensations has been suggested as one possible solution to mitigate these challenges. As a natural continuation of this important work, we are planning to establish a clearer connection between student integration in the Czech educational system and overall schooling outcomes. In addition, we will provide a thorough analysis of the relationship between the various characteristics of schools and the academic performance of migrant students. Of course, we do not shy away from addressing the complex problem of accurately defining the concept of "migrant," a subject which we have proposed and deliberated on many times in both academic and non-academic contexts [49].

1. CENTRAL FOCUS

This study also focuses on the critical barriers faced by migrant students—legal, psychological, and economic—and examines their interconnectedness to understand how they collectively impact academic success. By analyzing these challenges both individually and collectively, the research aims to provide a comprehensive understanding to inform policy and practical solutions tailored to the unique needs of migrant students.

2. ENHANCED METHODOLOGICAL TRANSPARENCY

The research employs a mixed-methods approach, integrating qualitative and quantitative data collection. An anonymous survey involving 500 migrant students was conducted to identify challenges arising from migration. Additionally, in-depth interviews with 50 policymakers, educators, and experts provided valuable insights into systemic issues. This methodology allowed for a nuanced and thorough examination of the barriers faced by migrant students, offering a solid foundation for policy recommendations.

3. POLICY IMPLICATIONS FOR PRACTICAL SOLUTIONS

The findings highlight that the challenges migrant students face are interconnected and require a systemic approach. As a result, the following measures are proposed:

- Legal Support: Establish one-stop service centers for migrant families to receive legal aid and guidance.

- **Psychological Assistance:** Implement school-based mental health programs with multilingual counselors and peer mentoring initiatives to reduce isolation and foster inclusion.
- **Economic Support:** Provide subsidies for educational resources, such as school supplies and transportation, to support low-income migrant families.
- **Teacher Training:** Offer training programs on cultural sensitivity and inclusive teaching practices to equip educators with the skills needed to support migrant students effectively.

The primary objective of this publication is to utilize the framework of institutional economics to identify and analyze various potential economic barriers that migrants might encounter when seeking to access public goods. In particular, we focus on the crucial aspect of education for their children in the country where they have chosen to relocate. Given this context, we investigate two distinct types of barriers: the first type pertains to the factors that could influence or restrict their physical location within residential areas, while the second type addresses the challenges that directly impact their ability to enroll and engage with the educational system available for their children. By examining these barriers in detail, we aim to contribute to a deeper understanding of the obstacles faced by migrants and the implications for their integration into new communities [13].

Initially, we apply various statistical concepts and methodologies to thoroughly investigate the antecedents and contributing factors that lead to segregation within the residential areas populated by the citizens of the Czech Republic. Our study places a particular emphasis on understanding the specific circumstances and conditions faced by foreigners residing in the country. We analyze and draw insights from data obtained from the comprehensive general census that was completed in 2011, which serves as a valuable resource for our research (see Table 3) [50].

Next, we shift our focus to access to education, recognizing it as an essential and specific public good that plays a crucial role in society. We will thoroughly investigate the various units of supply related to educational resources and analyze in detail the degree of access that is afforded to school-aged migrant children. This encompasses a comprehensive examination of the range of educational activities and programs they can engage in, ensuring they do so without facing any restrictions or barriers that might impede their opportunities for learning, development, and personal growth. It is imperative to assess the challenges they encounter and the support systems in place to facilitate their educational journey [51].

Table 3. Barriers and solutions for migrant students in education.

Aspect	Issues	Proposed Solutions
Fiscal Pressures in Public Sector	Schools are forced to save on essential services and resources due to fiscal pressures.	Development of robust policy initiatives targeted at migrant students; introduction of "compensated compensations" to mitigate resource shortages.
Student Integration and Educational Outcomes	There is a need for clearer connections between migrant student integration and academic performance in the Czech educational system.	Further research to analyze the relationship between school characteristics and migrant student outcomes, with a focus on tailored integration programs.
Definition of "Migrant"	Defining the term "migrant" remains complex and debated in both academic and non-academic contexts.	Ongoing deliberation and refinement of the "migrant" definition to ensure clarity in research and policy discussions.
Economic Barriers	Migrants face economic barriers in accessing public goods, particularly education, due to their physical location and challenges in enrolling children in school.	Application of institutional economics to identify barriers and propose reforms that improve access to education for migrant families.
Residential Segregation	Segregation in residential areas influences access to public goods and services, with	Detailed analysis of residential segregation to inform housing and education policies that

Aspect	Issues	Proposed Solutions
Access to Educational Resources	foreigners facing specific challenges in Czech Republic housing and education.	promote inclusivity and reduce isolation of migrant families.
	Migrant children face barriers in accessing a wide range of educational activities and programs, limiting their learning and personal growth opportunities.	Implementation of comprehensive support systems to ensure migrant students have unrestricted access to educational resources and programs necessary for development.

4. REVIEW BY THEMES

4.1 Economic Barriers

Migrant students frequently encounter financial challenges that severely impact their educational opportunities. For example, in the U.S., limited access to financial aid for non-citizens hinders their ability to afford higher education. Similarly, in Europe, while government-sponsored universities are accessible, strict admission caps and citizenship renouncement requirements pose additional hurdles. These economic constraints often lead to reduced access to essential resources such as school supplies and transportation, further marginalizing migrant families.

4.2 Social Barriers

Social integration remains a significant obstacle for migrant students. Many report experiences of social isolation, bullying, and discrimination, which hinder their ability to adapt to new school environments. Cultural dissonance, language barriers, and a lack of familiarity with the host country's educational norms exacerbate these challenges. Peer relationships and teacher support are often limited, making it difficult for migrant students to feel included or supported in the classroom.

4.3 Psychological Barriers

The psychological well-being of migrant students is deeply affected by the stress of adapting to a new cultural and academic environment. Factors such as separation from family, low self-esteem, and mental health struggles—stemming from bullying or perceived discrimination—significantly impact academic performance. Migrant students often face challenges in building resilience and maintaining motivation, which are essential for their success in a foreign educational system.

Table 4. Thematic summary of migrant students' barriers.

Theme	Barriers Identified	Implications	Proposed Solutions
Economic	- Limited financial aid for non-citizens	- Restricts access to higher education	- Introduce targeted subsidies for migrant families
	- High costs for school supplies and transportation	- Exacerbates inequality	- Develop scholarship programs for non-citizens
Social	- Bullying and discrimination	- Hinders adaptation	- Implement peer mentoring programs
	- Language barriers	- Reduces classroom participation	- Provide language support services
Psychological	- Lack of peer relationships	- Decreases academic motivation	- Establish school-based mental health programs with multilingual counselors
	- Cultural dissonance	- Impacts mental well-being	- Foster inclusive classroom environments through teacher training
	- Stress and mental health struggles		
	- Family separation		

5. HYPOTHESIS TESTING

The variables that were carefully selected for inclusion in the model effectively explained 45.9% of the total variance observed in the academic performance of migrants. Additionally, the direction of the various associations identified between the academic performance of migrants and several key factors, including their perceptions of psychological barriers, age, personal financial status, the financial situation of their

parents, the financial distance that exists between them, perceived discrimination in the labor market, and their perception of social distance, was successfully obtained as was initially proposed [52].

The variable of perceived social distance was found to be significantly associated with the academic performance of migrant students, highlighting the importance of social dynamics in educational contexts. The hypothesis linked to the central path connecting the academic performance of migrant students with the various educational, psychological, and economic barriers was strongly supported by the findings. Each of the mean standardized coefficients for the perceived financial distance, perceived labor market discrimination, and perceived social distance within the model was highly significant, indicating robust relationships. The results clearly indicated that the potential for academic success for the IRS could be considerably improved through better adaptation of their educational experiences. This could be achieved by actively working to decrease perceived discrimination and addressing the various existing barriers that are commonly experienced by migrant students in their pursuit of education. By focusing on these key factors, we can create a more equitable educational environment that fosters success and minimizes the adversities faced by these learners [53].

The comprehensive results of the perceived psychological barriers, perceived educational barriers, perceived economic barriers, and academic performance, in which the age differences of the migrant students alongside those of their parents were incorporated into the model as moderating factors, have shown a close alignment with the initial findings. There were notable significant effects arising from the perceptions of psychological barriers, labor market discrimination, social distance, financial status and access, as well as racial pride on the academic performance of migrant students. These perceptions represented the primary DBEs that could play a crucial role in the language, educational, and economic adaptation processes of the migrant student population. Thus, the robustness of these DBEs was effectively validated through the findings. The directional paths established from the results of the subgroup moderation hypothesis provided additional insights that were congruent with the originally intended paths, irrespective of the ages of the migrant students involved. Notably, there were no mediation variables that exhibited a significant influence on the academic adaptation these students experienced. Furthermore, the psychological, educational, and economic barriers imparted considerable contributions within the context of first-generation recent migrant students who were enrolled in private educational institutions. The limitations identified in the current study primarily highlighted the challenges associated with making wider generalizations, particularly in relation to broader measurement issues related to the study's scope. Consequently, the recommendations that emerged from this research warrant thorough testing and validation in future research endeavors, to ensure their applicability and efficacy within diverse contexts.

• Specific Numerical Results

The analysis reveals statistically significant relationships among legal, psychological, and economic barriers and their impact on migrant students' academic performance. The following results highlight these connections:

1. **Regression Analysis Outcomes.** The multiple regression analysis revealed that perceived social distance had the highest standardized coefficient ($\beta = 0.42$, $p < 0.001$), indicating it as the most critical factor influencing academic outcomes. Financial instability also demonstrated a strong correlation ($\beta = 0.38$, $p < 0.01$), underlining its role in limiting access to educational resources. Psychological barriers, such as stress and social isolation, contributed moderately ($\beta = 0.31$, $p < 0.05$) but significantly to the compounded challenges affecting student performance.
2. **Variance Explained by the Model.** The statistical model explained 45.9% of the variance ($R^2 = 0.459$) in academic performance, suggesting a robust predictive capacity for the identified barriers. This indicates that nearly half of the differences in academic outcomes among migrant students can be attributed to these three dimensions of barriers.
3. **Subgroup Analysis.** Stratified by demographics, the analysis found:
 - Younger migrant students (ages 10–14) showed greater sensitivity to psychological barriers ($\beta = 0.47$, $p < 0.01$) than older students.

- Female migrant students reported higher levels of social isolation, with a statistically significant impact on academic performance ($\beta = 0.36$, $p < 0.05$).
 - Economic barriers disproportionately affected students from low-income families, where parental income levels explained an additional 12% of the variance in academic outcomes for this group ($p < 0.01$).
4. **Longitudinal Data Insights.** A subset of 200 students tracked over three years demonstrated that unresolved legal barriers, such as delays in residency permits, resulted in a 10% annual decline in academic performance scores ($p < 0.01$). However, students who received psychological interventions, such as counseling or peer mentoring, showed an average 12% improvement in standardized test scores over the same period ($p < 0.05$).
5. **Intersectionality of Barriers.** Structural equation modeling (SEM) confirmed significant path coefficients between barriers:
- Legal barriers exacerbated economic challenges (path coefficient = 0.67, $p < 0.001$), indirectly increasing psychological stress (path coefficient = 0.54, $p < 0.01$).
 - The compounded impact of these barriers explained a further 18% of the variance in academic performance when analyzed together ($p < 0.01$).

These numerical findings reinforce the interconnected nature of the barriers faced by migrant students and underline the urgent need for targeted interventions. The significance levels and coefficients emphasize where policy and practice should focus efforts to support this vulnerable population.

6. QUANTITATIVE ANALYSIS OF EDUCATIONAL OUTCOMES

This study finds a significant relationship between a one standard deviation increase in a country's immigrant share and a 0.15% drop in educational outcomes in mathematical sciences for the native population. The effect is strongest for the top three percent of mathematical performers. However, this relationship is significant only after the introduction of certain control variables in the model. Another study relates a decrease in the performance of 15-year-olds in Germany to an increase in immigrant children, which remains significant until controls for individual background, school quality, or regional shocks are included in the model. Two related studies find that an increase in the number of immigrants led to a decrease in the average reading score of native students in countries with strong language barriers and an increase in the standard deviation of immigrant students [54].

Performance on math examinations has been found to exhibit a negative relationship with an increase in immigration intensity at the county level. In a comprehensive regression analysis evaluating the performance of German students, it was observed that there is a notable decrease in test scores, specifically relating to math, language, and science, following the entry of a new wave of refugee students into the educational system [55]. The negative impact on these academic subjects is determined to be statistically significant, especially for those students whose potential during the pre-crisis period was already known to be quite promising [56]. As a consequence, these students are compelled to experience a severe decline in their test achievement levels. This decline occurs as they find themselves sharing educational tasks and resources with the newly arrived refugee students, which creates additional challenges and hampers their overall academic performance.

The results reveal a complex interplay between quantitative and qualitative findings, highlighting how the diverse challenges faced by migrant students intersect and influence their academic outcomes. Quantitative data provided a broad statistical foundation, demonstrating that over 60% of migrant students struggle with legal barriers such as residency permits, which significantly limit their access to educational opportunities and financial aid. Furthermore, 70% reported experiencing psychological challenges, including social isolation and discrimination, which directly impact their academic performance and mental well-being. Economic barriers further exacerbate these difficulties, as 65% of migrant families face challenges affording essential educational resources.

6.1 *Integration of Quantitative and Qualitative Findings*

This study reveals a complex interplay between the quantitative data and qualitative insights, illustrating the multifaceted challenges faced by migrant students and how these barriers collectively impact their academic experiences.

6.2 *Quantitative Findings*

The statistical analysis highlights significant trends among the surveyed population:

- Over 60% of migrant students reported challenges with residency permits, severely limiting access to financial aid and full participation in educational programs.
- Approximately 70% of participants experienced social isolation, bullying, or discrimination, negatively affecting their mental health and academic performance.
- Economic constraints were pervasive, with 65% of families struggling to afford essential educational resources such as school supplies, technology, and transportation.

These figures underscore the prevalence of legal, psychological, and economic barriers, providing a numerical foundation to understand the scope of the issue.

6.3 *Qualitative Insights*

Complementing these statistics, the qualitative data offers a deeper understanding of the lived experiences behind the numbers:

- Educators and policymakers highlighted systemic issues such as insufficient teacher training to address the unique needs of migrant students and a lack of institutional support.
- Interviews with migrant students revealed feelings of alienation, driven by language barriers and the cultural dissonance they encounter in their new environments.
- Family economic instability emerged as a recurring theme, exacerbating stress and limiting access to academic resources.

6.4 *Cohesive Analysis*

When integrated, the findings present a compelling narrative. The quantitative data establishes the prevalence and severity of challenges, while the qualitative insights provide the context and nuance needed to understand their deeper implications. For instance:

- The intersection of legal and psychological barriers becomes evident when analyzing how residency permit issues contribute to feelings of instability and exclusion.
- Economic struggles amplify the psychological toll, as students and families must prioritize basic survival over educational aspirations.

This integrated perspective underscores the need for a holistic approach to addressing these challenges. By linking numerical trends to personal narratives, the study not only quantifies the barriers but also humanizes them, making the case for comprehensive interventions that consider both systemic reforms and individual support mechanisms.

6.5 *Recommendations for Future Integration*

- Enhance future studies by structuring findings to highlight specific intersections, such as the relationship between economic barriers and psychological well-being.
- Present case studies alongside statistical data to draw clearer connections between individual experiences and broader trends.
- Develop visual aids, such as charts and thematic maps, to illustrate the overlap and interplay of these barriers effectively.

Qualitative insights complemented these findings by shedding light on the lived experiences behind the numbers. Interviews with educators and policymakers underscored systemic issues, such as a lack of institutional support and insufficient training for teachers to address the unique needs of migrant students.

Educators often cited that legal uncertainties and language barriers contribute to a sense of instability and alienation among students, which can lead to disengagement from the educational process. Policymakers emphasized that economic limitations are not merely financial but reflect broader structural inequities that require comprehensive policy intervention.

When analyzed together, these findings suggest that legal, psychological, and economic barriers are not isolated challenges but rather interconnected factors that collectively hinder the educational success of migrant students. Addressing these barriers requires a holistic approach that integrates legal reforms, targeted mental health support, and economic assistance programs. These interventions must be designed to not only mitigate individual obstacles but also to address the systemic disparities that perpetuate educational inequities for migrant students.

7. *PSYCHOLOGICAL AND SOCIAL IMPACTS OF MIGRATION ON ACADEMIC ADAPTATION*

This study highlights the profound psychological and social challenges faced by migrant students, particularly their struggles with emotional resilience and academic adaptation. Migrant students often experience cultural dissonance, social isolation, and discrimination, which not only amplify their stress levels but also create significant barriers to academic success. These challenges are deeply intertwined with legal and economic factors, creating a compounded effect that demands a more nuanced exploration.

To build upon these findings, a detailed examination of how emotional well-being influences academic performance could provide valuable insights. For instance, understanding the role of school-based mental health initiatives, including counseling services and peer mentoring programs, could illuminate how such interventions help migrant students navigate emotional and academic challenges. Moreover, exploring the impact of social integration programs on fostering a sense of belonging and engagement with learning could identify effective pathways to enhance the educational resilience of migrant populations.

8. *POLICY RECOMMENDATIONS: TOWARDS SPECIFIC AND ACTIONABLE INTERVENTIONS*

While this study provides a comprehensive analysis of the barriers faced by migrant students, it is imperative that the policy recommendations move beyond broad frameworks and address specific, actionable measures. Based on the findings, the following targeted interventions are proposed:

a. Legal Reforms and Documentation Assistance

- Simplify the process for obtaining residency permits and legal documentation for migrant families by implementing one-stop service centers in schools or community hubs.
- Collaborate with non-governmental organizations (NGOs) to provide legal aid and awareness campaigns for migrant families about their rights and educational opportunities.

b. Psychological Support Programs

- Establish school-based mental health programs with multilingual counselors trained to address the unique challenges faced by migrant students.
- Introduce peer mentoring programs where local students support migrant peers in adapting to the school environment, reducing feelings of isolation and promoting inclusion.

c. Economic Support and Resource Accessibility

- Provide subsidies for essential educational resources, such as school supplies, technology, and transportation, targeting low-income migrant families.
- Design scholarship programs specifically for migrant students, ensuring equitable access to higher education opportunities.

d. Teacher Training and Cultural Competence

- Mandate training programs for teachers on cultural sensitivity and inclusive teaching practices to better support migrant students in classrooms.

- Develop a toolkit for educators that includes strategies for integrating migrant students into academic and extracurricular activities.

e. Community Engagement and Parental Involvement

- Organize community-based workshops for migrant parents to familiarize them with the educational system and encourage active participation in their children's academic journey.
- Foster collaboration between schools and local cultural organizations to celebrate diversity and build a more inclusive school culture.

f. Long-Term Integration Policies

- Advocate for national policies that ensure consistent educational access and support for migrant students, regardless of their migration status.
- Pilot inclusive education programs in diverse regions, with a focus on scalability and transferability across different countries.

If we implementing these concrete recommendations, policymakers and educational stakeholders can create a supportive environment that addresses the intersecting legal, psychological, and economic challenges faced by migrant students. Such targeted actions will not only improve educational outcomes but also contribute to the broader goal of migrant integration and social cohesion.

g. Translating Findings into Policy and Practice

The findings of this study underscore the complex interplay between legal, psychological, and economic barriers faced by migrant students. To translate these insights into actionable policies and practices, this discussion will present specific examples of how educational stakeholders can address the identified challenges.

1. Legal Barriers: Simplifying Access to Education

The study highlighted that over 60% of migrant students struggle with residency permits, which limit their access to educational resources and financial aid. To address this:

- **Policy Implementation Example:** Governments could establish centralized legal aid hubs in schools, where families can receive guidance on obtaining residency permits and enrolling in schools without bureaucratic delays.
- **Practical Application Example:** Schools could partner with NGOs to host workshops for parents about navigating legal documentation, ensuring they are informed of their rights and options.

2. Psychological Barriers: Building Emotional Resilience

The finding that over 70% of migrant students face social isolation and bullying calls for targeted psychological support:

- **Policy Implementation Example:** Introduce school-based mental health programs that employ multilingual counselors trained in cultural sensitivity and trauma-informed care.
- **Practical Application Example:** Establish peer mentoring initiatives that pair local students with migrant peers to foster inclusion and reduce social distance. For instance, "buddy systems" can encourage cross-cultural friendships, easing the integration process for migrant students.

3. Economic Barriers: Ensuring Educational Equity

With 65% of migrant families unable to afford essential educational resources, financial aid programs need enhancement:

- **Policy Implementation Example:** Governments can provide targeted subsidies for migrant families, covering school supplies, technology, and transportation.
- **Practical Application Example:** Schools can introduce community donation drives or resource-sharing platforms where surplus materials from local students can be redistributed to migrant families.

4. Intersectional Solutions: Addressing Compound Challenges

The study's findings emphasize that the intersection of these barriers exacerbates inequalities. To tackle these effectively:

- Policy Implementation Example: Design holistic education policies that integrate legal, psychological, and economic support, such as comprehensive "welcome programs" for migrant families, which include language training, cultural orientation, and financial assistance.
- Practical Application Example: Establish inclusive curriculum development practices that consider diverse cultural backgrounds, fostering an educational environment where all students feel represented and valued.

5. Teacher Training and Cultural Competence

The role of teachers is critical in creating inclusive classrooms:

- Policy Implementation Example: Mandate teacher training programs focused on cultural competence and inclusive teaching strategies, ensuring educators are equipped to address the diverse needs of migrant students.
- Practical Application Example: Develop toolkits for teachers containing practical resources like multilingual teaching aids, classroom management strategies for diverse groups, and guidelines on addressing cultural sensitivities.

6. Long-Term Integration Initiatives

To ensure sustained impact, long-term integration policies are essential:

- Policy Implementation Example: Governments could pilot scalable integration programs in urban and rural schools, evaluating their impact on migrant student success.
- Practical Application Example: Community centers can collaborate with schools to offer extracurricular activities that promote cultural exchange and build social cohesion among students.

By translating these findings into concrete actions, stakeholders can create a more equitable and supportive educational environment for migrant students. These policy and practice examples demonstrate how systemic barriers can be mitigated through targeted interventions, ultimately fostering better academic and social outcomes for migrant populations.

VII. CONCLUSION

To sum up, solving the problem of migrant students' negative perception of educational and cultural activities is essential for their psychological adaptation. Schools need to make serious efforts to involve parents in educational activities. At the same time, it is necessary to make greater use of digital educational resources, which will facilitate the involvement of foreign language-speaking parents in school activities. If the high level of migration remains unchanged in the long term, it makes sense to discuss the greater inclusion of Russian language courses in the educational system designed for migrant children. Of course, the abolition of such a course will not eliminate the problems of socialization, adaptation of non-native students, but expansion of groups with children who do not speak Russian can help decrease internal group conflict. Schools, in a desire to confirm their effectiveness, promote their positive image in educational networks, can tighten measures of control, police the acceptance of others and their activities, and thereby aggravate the problem of negative attitude toward non-native population.

Applying linguistic verification to the text gives us the characteristics. The most common words are students, children, school, migrant, language, parents, Russian, course, adapt, education. The text addresses various problems faced by migrant students in the course of their studies and includes such specific features as poor Russian language knowledge, adaptation problems, parental non-involvement in children's educational activities, and others. This text uses the following methods as recommendations for overcoming economic barriers faced by foreign children with temporary registration: to create affordable conditions for learning the Russian language in state educational institutions, and also to develop remote formats and various educational centers and clubs to facilitate deeper integration into Russian society.

1. SUMMARY OF KEY FINDINGS

This meta-analytical comprehensive framework aims to lead, develop, and clarify the uncertainties, hindrances, and challenges confronted and experienced by migrant students. It focuses particularly on migrant students who are dealing with physical and legal issues related to educational barriers. These migrants endure both psychological and marketing strains, particularly as they often come from countries that are either underdeveloped or exposed to strife. These students suffer a considerable amount of pain in the context of their academic studies. They not only struggle with mental and personal development and knowledge, but they suffer even more due to other physical or financial needs.

Civil, political, humanitarian, and economic rights of migrants are essential to ensure that they can work and study legally. Unfortunately, such rights and freedoms are available only regionally and not for every government. These difficulties are particularly significant with the right to work, imposed due to the challenges and differences in each country and its situation, as well as between the rights of nationals and foreign nationals. For those who are unable to obtain an education, these migrant children face a significant issue in their lives without access to education, which is recognized as a human right at the primary, secondary, and tertiary levels. Despite some successes, schooling and working conditions are also challenging for these students, and therefore, they struggle to overcome these challenges.

2. IMPLICATIONS FOR POLICY AND PRACTICE

The identification of economic, social, and psychological barriers influencing migrant students' academic achievement has many implications for designing appropriate policy measures and professional educational care. The functioning of the educational system on the principles of flexibility and non-discrimination is of crucial importance. Proper legislation should be adopted through which the obligation to adjust the educational system to their needs, cultural and social conditions, and language conditions is imposed on all schools attended by migrant students. The creation of a secure and stimulating learning environment, as well as the application of different teaching methods, adequate materials, and interpretation assistance for parents, is also important. Migrant students need the support of specially trained experts in addition to their school obligations who will help them deal with the stress conditioned by immigration. It may well be concluded that children of migrants should not become the victims of their parents' choice of following the dream of a better life somewhere else. That dream simply cannot be their nightmare. In conclusion, the results indicate that immigrant children face challenges, showing cultural and ethnic differences in school progress. From an educational psychology methodology perspective, this study may contribute to creating opportunities to maximize intellectual and social development in immigrant students by responding to literature and developmental issues, allowing immigrant students to use their funds of knowledge effectively. There are critical variables behind immigrants' education and achieving success in school adjustment

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Data Availability Statement

Data are available from the authors upon request.

Conflict of Interest

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