

BETWEEN LONGING AND DUTY: FEMALE MIGRANT WORKERS AND THE CHALLENGES OF EDUCATING CHILDREN FROM AFAR

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ABSTRACT This paper explores the complex experiences of female migrant workers who face the dual challenges of fulfilling their economic duties abroad while managing the emotional and educational needs of their children left behind. It examines the emotional toll of separation, the longing for family, and the efforts to maintain a meaningful relationship with children despite physical distance. The study also highlights the difficulties in providing effective education and guidance from afar, considering the limited access to resources and cultural differences. By focusing on the experiences of these women, the paper aims to shed light on the intersection of migration, gender, and parenting, offering insights into the resilience and adaptability required to navigate this demanding role. Ultimately, it calls for greater support systems for migrant mothers to strengthen both their well-being and their children's development in an increasingly globalized world. o be carried out in community service activities with other innovation

KEYWORDS: *Female Migrant Workers, Parenting From Afar, Emotional Challenges, Educational Challenges.*

1. INTRODUCTION

Female migrant workers play a crucial role in the global economy, contributing significantly to the labor force in various sectors, including domestic work, hospitality, and healthcare. According to the International Labour Organization (ILO), millions of women migrate for work every year, driven by the need to provide better economic opportunities for themselves and their families (ILO, 2022). However, despite their substantial economic contributions, female migrant workers face numerous challenges, particularly in their roles as mothers.

One of the most significant challenges migrant mothers face is the emotional and psychological toll of being separated from their children. The decision to migrate often means

leaving children behind in their home countries, creating a deep sense of guilt and longing (Sadiq & Pappas, 2022). As a result, migrant mothers often struggle to balance their economic responsibilities with the emotional and social needs of their children. They frequently worry about their ability to provide adequate care, emotional support, and education from a distance (Gupta & Hossain, 2023).

In many cases, migrant mothers rely on technology to stay connected with their children. Video calls, messaging apps, and other digital tools have become essential for maintaining familial ties, allowing mothers to engage in their children's lives and educational activities even from afar. However, despite advances in communication technology, the challenge of educating children from a distance remains significant. Research shows that children in migrant families often experience emotional distress, anxiety, and developmental setbacks due to the absence of a parental figure in their daily lives (Nguyen & Kim, 2023; Lee & Choi, 2021).

This community service program aims to address the challenges faced by female migrant workers by providing support in two main areas: enhancing their involvement in their children's education and offering psychosocial support. Through educational workshops, training on effective communication, and the creation of support networks, the program seeks to empower migrant mothers to overcome feelings of isolation and guilt while ensuring that their children continue to receive adequate emotional and educational support (Baker & Tan, 2021).

In addition, the program emphasizes the role of technology in bridging the gap between migrant mothers and their children. By equipping migrant workers with the tools and knowledge to use digital platforms for learning, this initiative aims to strengthen mothers' educational engagement in their children's lives, even while separated. Research indicates that the use of technology can help foster closer relationships between mothers and children and support migrant mothers in their involvement in their children's education from a distance (Hernandez & Lopez, 2021).

By understanding the struggles faced by female migrant workers and providing practical support, this program hopes to improve the well-being of both the migrant workers and their children. The long-term goal of this program is to create a sustainable support model that can be replicated in other migrant communities around the world (Ramos et al., 2022).

2. METHOD

This community service program aims to provide support to female migrant workers, particularly in the aspects of child-rearing and education from a distance. The methodology used in this program combines education, training, and empowerment through the following steps:

- a. Need Assessment:

The program begins with an initial survey to identify the challenges faced by female migrant workers, especially in educating their children from a distance. This survey is conducted through structured interviews with migrant workers abroad and with their families living in their home countries. The data gathered helps to understand the primary issues, such as difficulties in maintaining communication with children and the strategies they use to educate their children from afar (Chavez & Valencia, 2022).

b. Outreach and Education:

Based on the survey results, the program conducts outreach activities to educate migrant workers on the importance of parental involvement in their children's education, despite the physical separation. This outreach takes place through webinars, workshops, or online training that cover topics such as effective communication techniques with children using technology, such as video calls, voice messages, and online learning applications (Baker & Tan, 2021). The program also provides tips on creative ways to educate children, even while abroad (Smith & Garcia, 2020).

c. Psychosocial Support and Counseling:

To address the anxiety and guilt often experienced by female migrant workers, the program offers psychosocial support through online or in-person counseling sessions. These sessions aim to help them cope with the emotional stress of being separated from their children (Nguyen & Kim, 2023). Additionally, support groups are created, allowing migrant workers to share their experiences and coping strategies in dealing with these challenges. Studies show that such support systems can significantly reduce emotional distress and improve coping mechanisms for migrant families (Ramos et al., 2022).

d. Technology Empowerment:

The program also focuses on empowering female migrant workers to make better use of technology as a tool for their children's education. As part of the training, migrant workers will be equipped with skills to facilitate access to education for their children, such as teaching them how to use online learning platforms and applications that support child development (Hernandez & Lopez, 2021). The program seeks to enable migrant workers to be more involved in supporting their children's education, despite the physical distance. Research indicates that when migrant workers use technology effectively, it can foster closer emotional bonds and enhance their involvement in their children's education (Pappas & Sadiq, 2022).

e. Evaluation and Follow-up:

After the implementation of the activities, an evaluation is conducted to measure the impact of the program on the well-being of the migrant workers and their children. This evaluation is carried out through follow-up interviews and questionnaires distributed to the participants to assess changes in anxiety levels, communication, and their involvement in their children's education. Follow-up actions will also be taken to ensure that participants continue to receive ongoing support and can implement what they have learned in their daily lives. Evaluation of similar programs has shown that follow-up interventions and continuous support are crucial for long-term positive outcomes for both migrant workers and their families (Gupta & Hossain, 2023).

3. RESULT AND DISCUSSION

This community service program aimed to provide support to female migrant workers, particularly in addressing the challenges of educating their children from a distance and enhancing their emotional well-being. The following presents the results of the program implementation, along with a discussion of the findings.

3.1 Program Results:

Increased Parental Involvement in Children's Education

One of the main components of this program was providing training to migrant mothers to increase their involvement in their children's education. Evaluation results showed that over 80% of the program participants felt more confident in supporting their children's educational activities despite the distance. Many mothers reported that they now engage more frequently in video calls to monitor their children's learning activities and communicate with caregivers or teachers. Women migrant workers are an important part of the global workforce who are often faced with complex challenges related to time management (Hendrowati, et.al., 2024).

Use of Technology for Communication and Education

The program also provided training on using technology to access online educational platforms and communication apps. About 75% of participants reported using technology more frequently to stay connected with their children and support their learning activities, such as following online lessons or giving assignments to aid their children's studies. Despite challenges related to limited internet access in some migrant origin areas, the majority of participants felt more connected to their children. Parents play an important role in supporting and providing learning to their children throughout their lives (Faelasofi, et.al., 2024). The pattern of interaction between children and parents will influence the formation of children's behavioral development (Hendrowati, et.al., 2023).

Psychosocial Support and Reduced Guilt

The program also included psychosocial support sessions aimed at reducing the feelings of isolation and guilt often experienced by migrant mothers. Interview results showed that many participants felt relieved after sharing their experiences with other migrant mothers and receiving emotional support. Approximately 70% of participants reported reduced levels of stress and anxiety after attending the psychosocial support sessions offered as part of the program.

The pattern of interaction between children and parents will influence the formation of children's behavioral development.

Social Support Networks

The program successfully established a social support network among migrant mothers. Participants often interacted through social media groups created as part of the program, which allowed them to share support and information. About 65% of participants felt that the network was extremely helpful in coping with the challenges of educating their children from a distance.

3.2 Discussion:

The results of this program demonstrate that while female migrant workers face significant challenges in educating their children from afar, with the right support, they can enhance their involvement in their children's education and improve their emotional well-being. The training on using technology proved to be an effective tool in overcoming the physical distance migrant mothers face. As suggested by Lee & Choi (2021), the use of technology can facilitate better communication and reduce the emotional impact of physical separation.

However, despite the benefits of technology, there remain significant challenges related to internet access and digital infrastructure, especially in the home countries of migrant workers. This highlights the importance of collaboration between governments, non-governmental organizations, and the private sector to improve access to technology and education for migrant families (Gupta & Hossain, 2023).

The psychosocial support program also proved to be crucial in reducing the stress and anxiety experienced by migrant mothers. As found by Pappas & Sadiq (2022), feelings of guilt and isolation are major issues faced by migrant mothers, and programs like this can help them feel more empowered and better able to manage their roles as mothers, even at a distance.

Nevertheless, a significant challenge remains in providing direct educational support to children. As Hernandez & Lopez (2021) explain, while technology can help bring mothers closer to their children, the physical presence of parents in their children's education remains irreplaceable. Therefore, it is important for this community service program to continue to evolve and form partnerships with educational institutions to create more sustainable solutions.

3.3 Tables

Table of data community service program regarding female migrant workers and their involvement in educating their children remotely:

Table 1: Participant Feedback on Program Impact

Category	Number of Participants (n=50)	Percentage (%)
Increased Confidence in Supporting Children's Education	40	80%
Frequent Use of Technology for Communication	37	74%
Improved Emotional Well-being (Reduced Stress/Anxiety)	35	70%
Satisfaction with Psychosocial Support	32	64%
Formation of Support Networks with Other Migrant Mothers	33	66%
Better Understanding of Children's Educational Needs	38	76%

Table 2: Participants' Challenges in Educating Children Remotely

Challenge	Number of Participants (n=50)	Percentage (%)
Limited Internet Access	30	60%
Lack of Direct Physical Presence in Education	28	56%
Difficulty in Managing Children's Online Learning	25	50%
Feelings of Guilt and Isolation	22	44%
Lack of Support from Educational Institutions	18	36%

3.4 Photos and figures



Figure 1. Community Service Collaboration International V – Thailand



Figure 2. Community Service Activities

4. CONCLUSION

This community service program successfully provided significant support for female migrant workers in enhancing their involvement in their children's education and reducing emotional stress due to separation. By providing training on technology and psychosocial support, the program helped improve the quality of life for migrant mothers and their children. However, to achieve more long-term results, greater attention must be given to improving access to technology and fostering further collaboration with various stakeholders.

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CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this article. All work was conducted with the aim of supporting the community and without any personal or financial interest that could influence the objectivity of the research or findings.

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