UNIVERSITY OF GHANA

CENTER FOR MIGRATION STUDIES

AN ASSESSMENT OF THE EDUCATIONAL OUTCOMES OF LEFT-BEHIND CHILDREN OF GHANA POLICE SERVICE OFFICERS ON UN PEACEKEEPING MISSIONS

BY

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THIS DISSERTATION IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MA MIGRATION STUDIES DEGREE

JULY, 2018
DECLARATION

I, Gifty Osei Akrasi hereby declare that except for references to other people’s work which have been duly acknowledged, this thesis is the result of my independent research conducted at the Centre for Migration Studies, University of Ghana, Legon, under the supervision of Dr. Leander Kandilige. I also declare that as far as I know, this thesis has neither in part nor in whole been published to any other institution for an academic award.

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(STUDENT)

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DR. LEANDER KANDILIGE DATE
(SUPERVISOR)
DEDICATION

This work is dedicated to my husband, Mr. Kofi Adu Poku and to my children, Maame Akosua Pinaman Poku, Ohemaa Yaa Nyantakyiwaa Poku and Naana Akosua Adu Pokuaa Poku for their support.
ACKNOWLEDGEMENT

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<td>IDP</td>
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ABSTRACT

The major aim of this study was to assess the educational outcomes of left-behind children of the Ghana Police Service Officers on UN Peacekeeping Missions.

Particularly, the study sought to examine: the demographic characteristics of migrant police officers on UN peacekeeping missions; how police officers on peacekeeping negotiate their family relations during their temporary absence; how the absence of police officers on peacekeeping missions affects the educational outcomes of their children.

The study used both quantitative and qualitative data in the analysis. Purposive sampling and snowball methods were used in selecting samples from the target population to participate in the study. A total of fifty (50) participants were selected comprising of 30 left-behind and 20 migrant parents.

It was revealed by the study findings that some of the left-behind children would prefer their fathers leaving rather than their mothers. This is because few of the respondents indicated that there is a negative effect on their educational outcomes. These few people cited that when their fathers are away the effect on them is rather positive through remittances sent to them but mothers leaving were indicated to have negative effects on some of the left-behind children.

Also, their parents keep in touch through various communication media whilst they were away. Generally, there was no significant effect of the absence of parents on left-behind children’s education because the academic positions of the left behind children indicated that
before and after parents embarked on UN missions there have been no significant difference in children’s performances.

The study recommended counselling sessions and educational support for left-behind children. The study finally made future recommendations by stating that further research should be extended to what happens to families and not just the child when parents who go on peacekeeping do not return.
CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

Migration has become a common phenomenon. Migration refers to movement across different boundaries of territories which mostly involves a change in a place of temporarily or permanent residence. Migration according to Golscheider (1974) can also be described as the separation from the organized activities of one area and the total shift or movement of a whole round of activities to another area. Over the years, there has been a phenomenal increase in the volume as well as the magnitude of migration accounting for the diverse spread of humans across every corner of the globe. Scholars of the various literature on transnationalism indicates that the improvement in the level of ICT, easier and affordable means of air travels as well as the modern capitalist production relating to the past half century have bring about a new and increased flows of ideas, money, goods and people, which seem to bring together disparate communities to locations of places all over the world (Vertovec, 1999; Portes, 1998 Glick Schiller et al, 1995; Awumbilla, 2011). The escalation tends to be attributed to current trends of globalization, civil wars, uneven distribution of economic resources and porous borders that makes it easy for people to travel beyond borders in the quest for lucrative jobs and higher living standards.

The concept of international migration can be defined as the geographical or territorial exit due to the inability of an economy and its institutions to provide well-being and human security for its inhabitants (Hirschman 1970). The universal count of international migrants continues to increase rapidly in recent times. The number of international migrants stood at 173 million people in the year 2000. This number had increased to 220 million in 2010 and a further increase to 258 million in 2017. (UNDESA Population Division, International
The bulk of international migrants tend to be nationals of developing countries who try to reach the developed countries. Martin and Zurcher (2008) argue that an estimated number of 62 million people migrated from the developing countries to the developed countries in 2005. In 2017, high-income countries hosted 64 per cent, or nearly 165 million, of the total number of international migrants worldwide (UNDESA, The International Migration Report, 2017).

However, population control arising from tightening of migration laws such as border control in some countries tend to reduce the flow of people (Beneria et al., 2012). As a result, people migrate and leave their families behind mostly children (Parrenas, 2010). Parents’ decision to leave their children behind means the transfer of their roles as best care givers to others. The absence of parents may have implications on the wellbeing of left-behind children (Maruja, 2006). The situation becomes deemed when mothers’ instead of fathers’ migrate because the former play active role in child care (Asis et al., 2004). Coe (2012) argues that the lives of these children become difficult because of the transfer of the role of child rearing from parents to other people as caregivers. Consequently, life becomes unbearable for these children and studies have shown the plight of children left-behind by migrants (Sanaratna, 2012).

The main focus of this study, however, is on Ghana police service personnel on UN peacekeeping missions engaged in offering security, protection and prevention of involuntary or forced migration caused by violent conflict, extremists groups, organized crime, armed political, and religious conflicts and how their absence whilst on peace keeping duties tend to affect their left-behind families particularly children.
1.2 Problem Statement.

Generally, migration is highly considered as a means to provide economic support for families. In spite of the economic relief that migration offers to the family through remittances, migration also present a hindrance to the social development of children left behind and impact the social structure of the family. Thus, migration is not completely advantageous for the left-behind family. The role of wives change when their husbands migrate (Manuh, 1999). In a study done by Khalaf (2009), 77.6 per cent wife respondents interviewed admitted that in addition to the increased responsibilities, they also faced various challenges in their new role as family heads in their husbands’ absence.

There have been various research undertaken on some areas of predicaments of the left-behind children. For example, effects on left-behind children was undertaken by Appiah (2003) but the focus was on children of international migrant mothers. The effect of parental absence on left-behind children have also been examine by Rattray & Crawford-Brown 1994; Jones et al 2004, Smith et al 2004; as cited in Jokhan, 2007 but the focus was on when children are are left-behind in vulnerable stages lacking effective alternative care (nannies and caretakers) as well as guidance. They tend to look at the physical, social, emotional and psychological effect on the left-behind child. (Brodber 1974; Senior 1991 as cited in Goulbourne et al).

An identified research gab in existing literature on the effect of parental migration on left-behind children is the emphasis laid on the effect on the physical development, social development, emotional development and health risk on the left behind child. However, there is a dearth of studies in parental migration and its impact on the educational outcomes of left-behind children particularly, in the Ghana Police Service. The migration of Ghanaian Police personnel may bring about some challenges especially concerns for their safety. However, the children left behind face more challenges to adjust and cope in the absence of their
parents. In most cases, there is a major increase and disruption in the regular routine of the child left behind. This can be more challenging when they are still in school. Significant focus has been placed on remittances, property acquisition of the migrant on return and changing roles of wives left behind, however, little attention has been devoted to the consequences of voluntary migration on left-behind children’s educational outcomes of UN Peacekeeping Officers in Ghana. Few literature have been dedicated to examining the effect of migration on the educational outcomes of left-behind children by their parents. This research is therefore aimed at bridging the identified gap by providing vivid findings on the extent to which the academic performance of the left-behind child is affected by parental migration, thus, adding to the knowledge base of the existing literature on the migration debate.

1.3 Objectives of the Study

Generally, the objective of the research is to assess the educational outcomes of left-behind children as a result of the temporary migration of their parent who are with the Ghana Police Service on UN Peacekeeping missions.

The specific objectives are:

1. To describe the socio-demographic characteristics of migrant parents of left-behind children.
2. To examine how police officers on peacekeeping negotiate their family relations during their temporary absence.
3. To examine how the absence of police officers on peacekeeping missions affect the educational outcomes of their left-behind children.
4. To identify the coping strategies left-behind children use in meeting their emotional needs to study.
To examine how temporary migrant parent communicate with their left-behind children

1.4 Research Questions

The research questions set to guide the objectives of the study are:

1. What are the socio-demographic characteristics of migrant parents of left-behind children?
2. How does police officers on peacekeeping negotiate their family relations during their temporary absence?
3. What are the effects of the temporary migration on the migrants’ children academic performance?
4. What are the coping strategies left-behind children use in meeting their emotional needs to study?
5. How does temporary migrant parent communicate with their left-behind children?

1.4 Significance of the Study

The findings from this research will go a long way to inform the governments, policymakers, the Ghana Police Service and other related institutions on the plight of children left behind and to generate possible policies as appropriate interventions for left-behind children and their migrant parents on UN peacekeeping.

The study examines the experiences of left-behind children which would serve as a reference document for policy recommendation for the Ministry of Foreign Affairs and Regional Integration.

Lastly, it will add up to existing literature to help advance the cause of knowledge on left-behind children in Ghana, West Africa and beyond and to be used as a reference material for other researchers on similar topic.
1.5 Organization of study.

The study is organized into seven chapters. The first chapter provides an introduction and further describes the phenomenon at hand under the subheading “Problem statement”. Other sub-heading under the chapter one of this work includes the study objectives, research questions, justification and significance of the study, organization of the study, and chapter conclusion. The second chapter describes the review of relevant literature on the subject under. This includes conceptual and theoretical frameworks under which the study was conducted. The third chapter describes the methodology employed in carrying out the research. This includes the research design, study setting, sampling techniques, data sources, and the data analysis and presentation mechanism. The fourth chapter of the work treats the first objective of the work by analysing the socio-demographic characteristics of the respondents selected for the study. The fifth chapter tackles the second research objective by identifying the various way through which migrant parents communicates with their left-behind children. The sixth chapter of the work examines the effect of the absence of police officers on peace keeping missions on the educational outcomes of their left-behind children. The final chapter summarizes and concludes the study findings.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on migration. It also reviews existing literature on effects of migration on families left behind. The chapter further covers literature on the United Nations Peacekeeping and its relevance in maintaining world peace and Ghanaian police participation in UN peacekeeping.

2.2 International Migration

Migration, according to Kwankye et al (2009) is defined as the movement of people from one place to another that are space and time bound. The change in geographical area could occur within the boundaries of a country (internal) or from one country to another (international). Migration is said to be international when people move from one country to another country. The concept of people moving from one place to another is not new and was seen as a natural phenomenon but until recently, the issue has gained much attention globally owing to the situation evolving to become a global canker.

According to the International Migration Report in 2017, a hundred and seventy three million were counted as migrants in the year 2000 which grew to two hundred and twenty (220) million in a decade. According to the IOM World Migration Report (2018), migration involves a wide variety of movements of people of different backgrounds from all parts of the globe. In the present era of increasing globalization, migration touches people from different parts of the world. Niebuhr (2017), states that international migration, has been on the increase in both scale and complexity around the world. The IOM World Migration Report (2018) reports that in 2015, about 244 million international migrants constituting about 3.3%
of the world’s population, an indication of the increasing volume of international migrants across the world.

The most dominant kind of movements have been recorded as migrants moving from third-world countries to the developed world as a greater number of the recorded migrants were taken from developed countries such as the United Kingdom, The United States of America and the Republic of Russia (Akokpari, 2000; Koc & Oman, 2004).

According to Black & King, (2004) migration was considered as nature’s natural order of moving the part of a countries unemployed labour to places where they are mostly needed and utilized, but the issue of over population of migrants in certain places, worsening it with illegal means of migrating has deemed the practise to be viewed as doing more harm than good by advocates who voice against it. It has been reviewed and described by various literature that a good management of migration situation can help both the migrant and the receiving country.

Factors that account for people moving from their home country to destination places seem to be numerous. Migration does not just happen, migration is ‘epiphenomenal’ therefore occurs as a result of several happenings such as conflicts and economic differences. (Scholten & Geddes, 2016). This narrows down to include work related reasons, access to higher/quality education, better medical facilities, access to good social amenities, union with their families and a range of other possible reasons. These reasons have been categorically enlisted by scholars such as Card (2005) as being economic reasons, educational reasons, environmental reasons and political reasons.

In Africa, one can trace the root of migration back to the days of colonial administration and beyond. Before the arrival of the colonialists, Adepoju (2006) describes the migration story of Africans to be a dynamic one deeply rooted in their history Ranging from trading activities
to tribal conflicts, major interactions between people from North Africa and West Africa have been in friendly and unfriendly relationships resulting in movement across borders (Boahen, 1966). Migration and Africa was facilitated the more upon the arrival of the colonialists. The construction of roads and introduction of easier and faster means of transport due to the slave trade immensely increased migration in Africa. (Boahen, 1966).

Migration in Ghana goes beyond the period of colonialism and has continued to grow over the course of time to travel beyond the borders of the country and even the African continent as a whole. Statistics on migration in Ghana reveal that over 18% of the people living in the country travelled over the boundaries of the Ghana and beyond the continents for economic, environmental and political reasons (Faijer, 2009). Literature reviewed by Twum-Baah (2005) reveals that the direction of migration can be greatly influenced by historical and political bonds of migrants. He further adds that, studies on previous migration trends of people moving from the country revealed that most of the migrants were moving to places like Germany, Hollands and the United Kingdom. (Twum- Baah, 2005). The recent trend has been studied to indicate that most migrants have been moving to places like the United States, Belgium and parts of the Asian continent. Additionally, Anarfi et al., (2000) in a study reveals that the migration profile of Ghanaian migrants in the 1950s and 1960s was not in the African continent alone but certain parts of Europe and America. The Ghana Migratory Profile in 2008 revealed that over 30 countries were hosting Ghanaian international migrants.

2.3 Ghana and the UN Peacekeeping Force

Migration does not only occur in positive circumstances. In recent years, the world has seen an increase in migration and displacement due to conflicts, environmental factors, persecutions and the lack of human security IOM (2018).

Founded in 1948, The United Nations Peace Keeping is a dynamic strategy and a system of military mechanism set up by member states to ensure peace in countries torn out by
conflicts. According to the UN charter, in the quest of maintaining peace, law and order thus raising the level of security in amongst countries and societies, member states of the UN are to provide to the UN Security Council armed forces and the necessary facilities towards the cause of peace keeping. The peacekeepers technically called Blue Berets consist of civilians, police officers and mostly soldiers. Close to a number of 130 member states have contributed towards the movement since its inception in 1948. Peacekeepers recruited are deployed to work in dangerous areas putting their lives on the line for vulnerable societies and countries. There have been 56 missions undertaken by the UN peacekeeping between the periods of 1948 and 2018. (UN, 2018).

UN peacekeeping missions initially used the UN Police (UNPOL) to monitor behaviours and discourage abuses of local police within the operation area. The UNPOLs role was to ensure against incidents of abuse arising from the chaos of conflicts. In 2000, the UN Brahimi Report identified the UN civilian Police mechanism as a weakness in its peace operations and decided to use the UNPOL in its program to reform the UN Peacekeeping to allow the UN better live up to its obligations to prevent conflicts. The UN required the police to take a more active and direct role in providing law & order and sometimes replaced the local civilian police who were often insufficient. As a result, the UN increased drastically the demand for UNPOL personnel (Ndulo, 2011; Levine, 2008).

Over the years, Africa has been a major contributor to both UN and non-UN peacekeeping operations. The UN therefore found it important for African nations to contribute not just soldiers but also police personnel to enable the UN establish its focus on the rule of law in conflict areas (Ndulo, 2011).

The number of police deployed by the United Nations alone has risen eightfold since 1995 to an authorized strength of over 17,500 as of March 31, 2011. Since 2003, UNPOL
contributions from African nations have increased drastically in numbers and in percentage of total UNPOL deployment worldwide from 348 (7.4%) in June 2003 to 2,406 (25.2%) in May 2007 (Levine, 2008).

Ghana as a member state of the United Nations has been making remarkable commitments and appreciable efforts in providing military forces, police officers and civilians to join the peacekeeping. According to the UN Reports on contributions of military and police personnel in May, 2018, Ghana contributed total of 301 police personnel and 2,180 military troops to various UN missions. Ghana has been ranked as the 4th largest African contributor to the UN peace keeping force. Personnel of the Ghana Police and the Ghana Armed forces have served in the UN peacekeeping force since the 1960s. The first mission involving Ghana was the Congo (ONUC) operation which has seen more than 80,000 persons from the GAF and GPS to joining afterwards and serving in over thirty (30) UN Missions since then.

The most recent contribution made to the peace keeping force by Ghana is the deployment of persons, provision of an engineering company, and the only military aviation Unit towards the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSAM)

Ghana’s contribution to the UN Peace keeping forces is commendable and worthy of emulation as the country was ranked 8th in top ten contributors deploying 3,247 peace keepers in September 2015. These comprised 353 police personnel, with the remainder 2,894 being troops and military experts. Currently the country is ranked 4th on the top ten UN contributor list. (Aubyn & Aning, 2017)

The immense contribution of Ghana towards the UN peacekeeping does not come without its downsides. It raises the issue of international migrants and the concept of left behind families. The deployed persons move temporarily to the countries where they are to ensure peace and return home after some periods of time. Some stay for longer years, whilst others stay for just
a short time. Sadly, some of these personnel do not return at all. The dedication and commitment of these security personnel, although towards a good cause, give rise to situations which cannot be underemphasized. They leave behind family’s which depended on them and at worse, communication and other means of contacting gets broken due to poor network conditions at their stations of deployment (Newby et al, 2005).

2.4 The Concept of Left-Behind Children

“My dad went on peace keeping mission when I was 8 years old, it has been such a long time since he left and I am beginning to loose memory of how he looks like” - left-behind child in China. The statement above was uttered by an adult in China whose father had been deployed on a mission for ten years. The statement contains a lot of principles on the issue of children left-behind by their parents. The emotional and psychological effects, for example can be deduced straightaway from the statement of the boy (Meng, 2014).

The increasing nature of conflicts and chaos globally in most countries has resulted in a rise in the demand for more of personnel working in the various security services of countries to volunteer as peacekeepers to ensure that peace, law and order are maintained in certain areas of war. The act of selflessness, bravery and dedication demonstrated by these officers, troops and civilians hugely affects the lives of these brave ones not just by endangering their lives but leaving their families behind depending on phone calls as their way of getting in touch with their families.

According to Wang (2013) the term “left-behind” refers to children who are left in the care of a single parent or caretakers while either one or both parent migrate to different parts of the world for reasons such as employment, natural disasters and other drivers of migration.
There are many difficulties in estimating the numbers of children affected by the out-migration of one or both parents correctly. National statistics use different calculation methods which makes international comparisons almost impossible. Furthermore, seasonal migrant workers are underrepresented in statistics, even if in countries such as for example the Ivory Coast, one third of the population are migrants (Whitehead & Hashim, 2005). The information available does not always allow differentiating international from internal migration. This is, for example, the case in Africa, where migration rates are particularly high in rural areas. In South Africa, 25 percent of all households have members who are migrant workers and this percentage increases to over 40 percent for households in rural areas (Whitehead & Hashim, 2005).

Bryant (2005) suggest that 3-6 million children have been left behind by Filipino parents working overseas; the equivalent figure for Indonesia is something like one million, and for Thailand half a million. These numbers imply that roughly 10-20 per cent of Filipino children, and 2-3 per cent of Indonesian and Thai children, have a parent overseas. A 2005 UNICEF-UNDP study in Philippines estimated the numbers of children left behind by one or both parents. Using data from the Population Census, Coronel & Untermreiner (2005) estimated that one million and half mothers and one million two hundred Filipino fathers lived abroad, which represented 16 percent of households; at an average family size of three children by family nearly eight (8) million children were left behind, whereas the 2003 Children and Families Survey projected that 91,790 families of deployed migrant workers have left a child in the 10 to 12 years age group behind.

2.5 Emotional Behaviours of Left-Behind Children

In the process of children’s development, their growing experience plays a major role in the development process. Examples of factors that influences the child’s growing up process are
the environment, educators, and most especially parents. The advantages of a sound, healthy and excited childhood is taken away from left-behind children. Every parent owes their child a healthy, happy, and an adventurous childhood. A study by Rodolpho (2010) indicated that quite a number of children left behind often exhibit more aggressive behaviours than children who grew up with their parents. In a study by Wang, (2013) to examine the emotional effects particularly anxiety and depression of children isolated from their parents at different years of age, respondents were grouped into five; below 3 years, between 3-6years, 6-9 years, 9-13years and 13 years and above. It was revealed by the study that children below the ages of 3 whose parents left them exercised high degrees of depression. Children with the 3-6years group were the next in line with high scores of depression. Left behinds at school going age i.e. 6-9 years exhibited few symptoms as compared to the other two groups. Children aged 9-12 years exhibited score higher than the school going age group (6-9) years whilst the last group (13 years and above exhibited same scores with the 6-9years group.

Left behind children also tends to display anxiety symptoms. A definition of anxiety is to feel scared, uncomfortable or worried. According to the study by Wang (2013) children left behind at 3years had the greater percentage of anxiety exhibition. 3-6 years followed but decreases as the child grows from ages 7-13years and above to indicate that the older the child grows when they are left behind the least anxieties exhibited by them. While many children express feelings of loneliness and sadness about their parent’s migration, others also recount the material benefits enjoyed as a result of the absence of a parent (Battistella & Conaco, 1998).
2.6 Physical Developments of Left-Behind Children

One of the most important stages of growth in of human is during childhood. The child at this stage of development must be given nutritious meal to ensure proper growth and development. Under nutrition causes stunted growth and food related deficiencies such as kwashiorkor and many others. In some countries such as Thailand, Indonesia and the Philippines, left behind children are malnourished leading to poor development of the child with consequential anaemic and other nutritional deficiencies. (Alan de Braw, 2013).

Children normally grow in height and weight at age 10-13 years old. Boys obtain a height of 20cm and a weight of 20 kg whilst girls obtain 16cm height and 16kg weight. (Augustin et al 2002). However, left behind children who are malnourished do not grow in tune to this development since they lack a healthy living. The child’s chances of a better nutritious life and a healthy living are connected with the parents regardless of their living conditions. (Alan de Braw, 2013)

2.7 Social Development of Left-Behind Children

The social development of the child entails communication techniques learned by the child in the process of growing up. These techniques are employed in communicating with others. It also includes the child’s ability to learn not just how to communicate but to speak and behave well towards others which involves gaining knowledge on the values and norms as well as other cultural aspects of the child’s growing community.

Various factors may influence the behavioural development of the child at this stage. Apparently, the people closer and directly involved with the child have an upper hand in shaping the child’s attitude at the level of growth. These include parents and family, friends or peers, and the school system.
On a daily basis these group of people interact with the child. The learning process could either be conscious or unconscious at this stage. Regular interactions transmit values, rules, habits and certain manners to the child. The social development of the child can even be influenced by culture. The above mentioned factors are all avenues for the child to develop his or her social skills at different places and with different people. Other factors that influences a child’s social development include the media, income of parents, health and social services and spending time with family. Children at this stage also unravel their own personality and personal values (such as likes and dislikes) and also discovery of the social world. The presence of parents helps children build up their sense of security and relaxingly go through this phase of development. The absence of parents only disrupts the child’s mind and plunges it into a world of confusion, loneliness and chaos (Rodolfo, 2010). This is where children can get lost in their development stage. This stage is the nurturing stage of the child and thus, a very vital stage. Left behinds staying with older relatives as caretakers grow to overpower their rules and carve their own paths which may be dangerous in the end. They undertake adult related responsibilities on their own and have poor communication with caretakers which seem to affect the bond between them. Less interactions with caretaker means more interactions with peers which could either take a good route or a very bad one which eventually defines the child’s behaviour. (Rodolfo, 2010).

Rodolfo (2010) adds to it that due to parents seldom communication with their left behind wards; it may result in negative relationship between the child and the parent. This could also affect their relationship with peers as the isolation from their parent would give them enough experience in isolation and may create future problems for the child in building relationships.
2.8 Demographics of Parents and Influence on Children Left-Behind.

The demographic characteristics of migrants vary based on gender, age, ethnic and educational background. In Ghana, studies have shown that more migrants from the northern part of the country increasingly move to the southern and middle belt of the country for various reasons. This includes women and children. The ages of these migrants have been ascertained as 12-40 for men and 18-35 for women. (Kwankye et al, 2003).

Pessar (2005), asserts that, on a general scale more men in developing countries used to migrate from places to places than women. This trend is changing in the cause of time with evidence indicating that migration in recent times has seen more women moving from developing countries to the developed world more often than men. Also in some parts of America and in Europe, studies have shown that there are more female migrants than male. (UN, 2016).

The choice of parents migrating to various destinations for various reasons bring about left-behind children. According to Asis, (2006) migration of women disrupts the family circle and tends to affect the home more than migration of fathers (Asis, 2006).

2.9 Educational Impact on Left-Behind Children

When parents are separated from their children due to various reasons discussed earlier, it comes with both negative and positive influences on the child in many ways. One of such ways is the effect on the academic performance of left behind children. In the course of migrant parent(s) giving quality education to their left behind children, they send back home adequate funds from their toils to support the child’s education and other related expenses. (Kuhu, 2006). They try to do everything in their power not to make the child feel their absence in an intense way which may have many adverse effects. Migrant parents send enough remittance to caretakers to make sure that the child’s needs are adequately catered for to remove distractions and other financial burdens in their education. (Meier, 2004).
A study in the Philippines by Asis & Ruiz-Marave (2013) on school outcomes of children of migrant parents revealed that, children in migrant households with single or both parents having migrated recorded the most favourable school outcomes compared to children of non-migrant households. Contrary to this, a similar study by Battistella & Conaco (1998) revealed that school performance of children of migrant households were poor after a comparison of school grades and class ranking of the children.

Jampaklay (2006), in a study findings revealed some of the educational related effects of the absence of parents on left-behind children’s education with a longitudinal study evidence. The findings of the study revealed that, there are no significant negative impacts of parental migration on the child’s education when the migrant parent is the father. However, there are negative performance such as poor academic performance and high rate of school dropouts when mothers rather than fathers migrate. This was attributed to the fact that the role of both parents as an ultimate child-care giver is performed better by mothers when fathers are away as compared to how it is performed by fathers when mothers are away. Battistella and Conaco (1998) add to it that, comparatively, children with both parents around perform better than children whose parents are migrants. This could be attributable to many factors including, lack of support from other relatives and caretakers, emotional and psychological problems and many others.

Parrenas, in 2005 refutes this in a study by conducting interviews with left behind children. He finally came out with the findings that children who are left behind do not always exhibit negative emotional problems which affect their education as well. He further adds that migrant parents do whatever they can to keep in touch with their children whilst away making them feel the love and concern they have for them and this at least accounts for something. Additionally, concerns from parents are complemented with support from
extended family and caretakers to relinquish the feeling of abandonment and neglect from the child’s mind.

The findings deduced from various literatures conclude that there is an impact of parental migration on the education of left behind children. These literatures have found adverse and positive implications of the phenomenon on the child’s academic performance (Abutima, 2012; Giannelli & Mangiavacchi, 2010). The various literature, however, seemed to look more at the adverse effects rather than other sides of the implication. More so, the study findings could be influence by the concept of the environment. This is because whilst quite a number of research conducted in China, Indonesia and Thailand were showing adverse implications of migrant parent on children’s educational performance, studies conducted in places like Ghana were revealing favourable or no implications on the child’s educational experience. (Abutima, 2012).

2.10 Challenges and Dangers Left Behind Children Face.

A child growing up with a single parent or at worse, with both parents away may be endangered in many different ways. The child may be exposed to the outside world earlier than they are ready. This will lead to children indulging in sexual promiscuity at early ages, drug dealing and other irresponsible behaviours (Meng, 2014).

Children left-behind are more vulnerable to drug peddling when they lack education or when they grow with rough childhood experience. At the stage of adolescent, one most interesting characteristic of the child that needs excellent parental management is the development of the taste for adventure. In the quest of being adventurous in the adolescent stage, they may be exposed to certain dangerous habits such as wee smoking, petty theft leading to armed robbery and other dangerous adventurous acts which may end them in serious troubles (Meng, 2014)
According to Jin Meng (2014) some challenges faced by left-behind children are maltreatment by caretakers who may either be related to the child or not. There have been many instances of child abuse by caretakers in the absence of a child’s biological parents. The child may be subjected to harsh beatings and severe punishments all in the name of shaping the child’s attitude. The bitter treatment given to the child at home may cause series of ripple effect Meng (2014). The may run away from home or join the company of bad peers. In cases of extreme situations, children can be deformed both mentally and psychologically due to the severe treatments meted out to them. Child labour may also set in when the economic situation at home is bad Ankomah (2016). In cases when parents of left behind children delays or refuses to perform financial obligations to their wards, they may be forced to sell items by the roadside and engage in other activities to earn money at a minor age. This is mostly the case in developing countries and other parts of the Asian continent. (Meng 2014).

2.11 Coping Strategies

Lazarus and Folkman (1984, p. 141) defined coping as “constantly changing cognitive and behavioural efforts to manage specific external and/ or internal demands that are appraised as taxing or exceeding the resources of the person”. They believed that coping is both an effortful and process-oriented activity. As a process, Lazarus and Folkman (1994) highlighted three characteristics of coping. First, the coping strategies applied by an individual can only be assessed after they are performed. Second, they are bounded within a specific context. Third, the ways an individual deals with a particular problem might vary, depending on the situation.

Further, they stressed that the coping actions performed in dealing with a problem have different functions, namely, problem-focused and emotion-focused strategies. The problem-focused strategies are used to solve the problem, while the emotion-focused
strategies are used to regulate the emotional state in facing the situation. These two coping functions complement each other in the coping process.

• **Seeking social support from friends and relatives**

In a study by Lawuo et al (2015) it was revealed that left-behind children sometimes seek support from friends, relatives and strange persons without regard to the protective or vulnerability factors in the environments. Respondents who participated in the study argued that they could get social support provided by the classmates and teachers who befriended them and that social skills helped them to enjoy being with other people. According to Suls & Wallston, (2003), protective factors include psychological reactivity, social support and effective coping skills which help children to tolerate the situation.

• **Seeking emotional support from friends and relatives**

Left-behind children may form groups of friends and interact actively with other peers as a means of dealing with parental absence to prevent slight maladjusted behaviour such as stopping unwanted thoughts and controlling feelings such as anxiety, loneliness, and denial. Most children find it more comforting to tell their problems to their peers rather than adults and may confide in friendship and peer bonding as a way of dealing with parental migration. (Lawuo et al, 2015)

• **By engaging in petty business**

In Ghana, a study by Owusu (2013) revealed that parental migration affects everyday life of children left-behind. They go through a lot of experiences while some get support from others. In addition, gender also manifest in the work engages by left-behind children to earn a living. For instance boys are engaged in activities that require the use of physical strength while girls are involved in less physical strength work such as selling.
• **Information gathering**

Information gathering leads to problem-solving skills. Left-behind children in Tanzania, according to a study by Lawuo et al (2015) tend to seek information from peers and teachers on a number of issues. For example, they would seek information from teachers about getting support, parent chances of coming back home alive and other intriguing questions to help them deal with the suspense, anxieties and fear resulting from their parent’s absence. Studies on resilience and coping point identified that information gathering is as one of the strategies used by people in adversity. Information gathering informs or teaches skill that provides a solution to a problem. It may include advice, factual input, feedback and actions (House, 1981 cited by Leavy, 1983).

• **Joining gang groups**

A study by Wang et al (2005) revealed that in rural China, most left-behind children join gang group and are gradually exposed to drugs and other forms of social vices which overtime, tends to corrupt them and cause addiction problems. In a study in Tanzania, it was revealed that there are formal youth places where children meet at night to share ideas and play games but there were many informal places where gangs meet to play draft, game of cards and matters to be discussed were romantic, thieving and committing crime resulting in deviant behaviours such as smoking marijuana, taking drugs addiction, sex drives, etc. The children spend most of their time with this youths where copying all sorts of behaviours. It was revealed by some of these children that most boys were used to attending those sites because of persistence of maltreatment in their homes ib the absence of their parents (Lawuo et al, 2015).
• Use of social media for chatting

Left-behind children uses various social media platforms to chat with their migrant parent and also friends to help them deal with their emotional problems.

• Selecting latchkey lifestyle

Another coping strategy used by some left-behind children is the taking up of parental roles as adult persons in their parent’s absence. They take some necessary responsibilities like cooking for their younger siblings, washing their clothes, cleaning the house, buying foodstuffs at the market and staying at home most of the time looking after their younger brothers. According to Boyden & Mann (2005), children depend on their own personal abilities as a coping strategy in the absence of their parent especially mothers.

In Filipino, it was identified by Parrenas (2005), that parents give out gifts to their left behind children and communicate with them as a way of helping them to deal with their absence. The mediums of communication used by parents include video and voice calls as well as text messages on a daily basis to ensure connectedness between them and their left behind children. Duan & Yan (2007), reports that other children resort to negative behaviours such as using immature behaviours to deal with the situation. This includes self blames which could lead to psychological problems to the child.

2.12 Empirical Studies on Effects of Parental Migration on Left-Behind Children

Discussion of the findings of various studies conducted by researchers on the topic under study forms this section of literature review.

Ankomah (2016), in a study to assess the experiences of left-behind children, studying the case of left-behind children of foreign service officers in Ghana came out with the findings that the absence of parents does not affect academic performance of left-behind children but
rather the health conditions of left-behind children. The findings of this study will be used to contrast the findings of Ankomah to determine the similarities and accuracy of results.

Dankyi (2011) in another study also concluded that there are no significant negative effects of parental absence on left-behind children. This is owing to the hiring of caretakers integrated into the child-care system in the country which gives children to caretakers in the absence of their parents. Also, the extended family system provides that form of support for other relatives of the family of the child to fill in; in the event of the parental absence. Migrants who leave their children behind are faced with guilty conscience and various forms of emotional torture upon leaving their children behind. (Dankyi, 2014).

Again, the effects of migration according to Parrenas (2001) in a study in Filipino include; women who leaves their wards behind and are not able to take care of them goes through agonizing moments of missing their children’s growing up process. On the other hand, when men migrate, leaving women with their children behind, it results in isolation and depression issues to both the mother and child (Hugo, 2000; Skeldon, 2003). The phenomenon of men only migrating has changed to include more women migrating than men in the twenty first century. Men are left with no choice but to take up domestic chores and child-caring responsibilities in the absence of their wives. (Assis et al, 2004; Pingol 2003). Asis (2006) also conducted a study in the Philippines and found out that, migration of mothers leaving fathers in charge seem to put fathers in a compromised position of child-care which they were seen to exercise abysmal performance at. This creates the emotional condition of the ward missing the absence of the mother in more ways than one leaving them in an emotionally depressed state. The study further compared the children of left-behind children with both parent on away duties. It was revealed that such children are left in a complete emotionally disdained state. They tend to develop a strong feeling of paranoia, insecurity and jealousy. (Asis, 2006). Studies conducted on the psychological nature of left behind children revealed
that children who happen to be left behind to a single parent faces the issue of being psychologically affected. For instance, in Thailand and Indonesia, left behind children tend to suffer from emotional disorders (Graham and Jordan, 2011).

According to Battistella & Conaco (1998), migration of fathers helps by ensuring that adequate funds are remitted back home to help in the child’s upkeep and enhance the living conditions of the whole left behind family. Arguably, Jampaklay (2006) opposes that there are possible adverse effects on the child’s education when either or both parent migrate.

Owusu (2013) in a study concludes that, in Ghana, migration of parents affects the daily lives of their left behind children. They are exposed to a lot of experiences which is mostly determined by gender of these left behind children. For examples, boys may engage in difficult activities whilst girls would go hawking. These in turn affects the academic prowess of the child who is striving to take care of his needs and giving attention to education at the same time.

2.13 Theoretical Background of the Study

Different theoretical approaches can be analysed in relation to the study to identify the effect of the absence of parents on left behind children. These theories include the children agency, family system, social protection, traditionalism and many others. For the sake of this research, the adopted study theories were Bowen Murray’s Family System Theory and The Self Differentiation Theory propounded in 1978.

2.13.1 The Family System Theory

According to Bowen in 1978, this theory considers the whole family as one emotional unit. The established emotional bond enables individuals in the family to be mutually dependent. In effect, they try to extend a helping hand to each other in various ways when one is in need. Due to the link and mutual dependency between family members, an effect on one member
causes a multiple ripple effect on the other family members indicating that individuals when separated from the family will be unable to be function effectively. Their ability and capacity to effectively function is based on the support rendered to themselves as a family.

The theory relates to the study directly in the sense that, when parents leave home to destination places, they break the link and bond which connected the family and causes several effects on the left-behind family, most especially children. The best way is for families to unite and stay connected. The break in the family bond may cause malfunctioning to some of the members of the family which may be curbed by the other members assuming the role of the “rogue” family member. The situation separates parents from their children which may result in consequences such as negative effects on the child’s emotional structure, education, health and other areas of the child’s life. The distraction can also result in psychological problems. In cases where children are left behind in their childhood, the positive or negative growing experience of the child has massive influence on the child’s future which shapes and directs his or her path and life. Children who are unfortunate enough to grow away from their parents going through tormenting and unforgettable experiences may tend to put the blame on their parents and grow some resentment towards them. Others may also find it difficult to identify their potentials and make it more difficult for them to deal with life challenges and situations that may come at them.

### 2.13.2 Self Differentiation Theory

On the contrary, this theory singles out the individual to explain the capacity to reason and function as part of a family. This helps to understand the basis of individual maturity whilst growing into adulthood. However, the most efficacious way of building up one’s individual self is to maintain connection by staying together as a family. According to Bowen (1978), the elementary and fundamental item needed to develop a family is a characteristic within each individual gained at birth but to develop oneself an individual needs strong family ties
and attachments from infancy to the stage of adolescence. The theory further states that, the most recommended way for a person to function is to remain as part of a family and uphold the bond of unity. A break in the family bond by any one member of the family, affects individual members with negative implications.

Linking self-differentiation theory to this study implies that, the presence of parents being around the growing up of the child is most likely to ensure that the ‘self’ concept is built in a less differentiated way. Otherwise, when children grow up in isolation whilst parents are away, the process is distorted and the likelihood of the left behind child not being able to function well grows very high. The absence of parents has a negative influence on the development of their children. One of the many factors that account for disrupted family relationships is migration. Parents migrate on peacekeeping missions leaving their wards behind. This tends to affect the child’s well-being for instance their education, social and health. This becomes a challenge for the growing up left behind child to deal with.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter three of the study explains into details the methodology employed in carrying out the research. The various techniques adopted in choosing participants to answer the research questions have been identified in this chapter. It further discusses the geographical location of the study (study setting/area), the research design, the study population, study sample and sampling approaches used, the data sources, instruments used in the collection of data, data collection procedure, data analysis and presentation, and finally ethical related issues to the study.

3.2 Study Setting

The geographical setting of the study was in Accra, the capital of the Greater Accra Region and the nation’s capital located in the southern part of the country. However, the town is the smallest amongst the ten regional capitals in Ghana, yet, it employs the greater percentage of the country’s labour in the formal sector. It has a total population of an estimated 2.30 million according to the GSS census in 2012, with just an area of 226 kilometres square which is about 1.4% of the total land area of Ghana. The town being the national capital and perhaps the busiest urban centre in the country for both formal and informal commercial activities was selected for the study owing to the fact that most of the headquarters of governmental and private organizations are centred in the region. More so, the Central Administration of the Ghana Police Unit is situated at Accra which makes it more easier and convenient in selecting respondents for the study and to examine some of the institutional dimensions of the topic under study.
Situated in Accra is the Ghana Police Headquarters, located within the La-Dadekotopon Municipal Area in the Accra Metropolis of the Greater Accra. The Ghana Police Headquarters, houses the central administrative command of the Ghana Police Service. Within the locality of the study area are accommodation facilities at the Cantonment Police barracks that houses Police Officers of different ranks and their families. Furthermore, the town also has quality educational facilities which are assumed to be patronized by children of police officers on peace keeping in the quest of giving their wards better education in their (parents) absence.

3.3 Research Design

The study was guided by using the mixed approach. Mix approach refers to the integration of quantitative and qualitative data within a single investigation or program of inquiry according to Creswell (2014). Creswell adds to it that the adoption of a mixed approach offers the researcher flexibility and information-rich data and permits a more synergistic utilization of data than to separate qualitative and quantitative data collection analysis. The type of research design employed will enable the researcher to gather systematic relevant information from different samples selected for the study and at dissimilar times. In this way, qualitative data can be used to explore quantitative findings, qualitative data can be used to augment quantitative outcomes, and also findings can be better validated using both quantitative and qualitative data. (Creswell, 2014).

3.4 Sources of Data

The major sources of data analysed to arrive at the research findings were primary sources of data. Questionnaire, interviews and field observations were used in gathering primary data for the researcher. Structured questionnaire were administered to respondents and semi-structured interviews were conducted with respondents sampled for the study. It was however
complemented with secondary sources such as related articles on the topic under study from libraries and internet sources and other relevant publications.

3.5 Target Population and Sampling Technique

The target population considered for the study were officers in the Ghana Police Service who have either been on UN peace-keeping missions before or are still on UN peace keeping missions and their left-behind children. The limitation of time was considered and as such, purposive and snowball sampling techniques were used to select fifty (50) respondents to answer the qualitative and quantitative instruments designed to collect primary data for the study. Twenty (20) of the selected samples were migrant parent officers in the Ghana Police Service with peacekeeping experience of which twelve (12) were males and eight (8) were females. The remaining thirty (30) were children whose parent has either served in the UN Peacekeeping unit or are still away on missions. The Snowball method was employed due to the difficulty in locating police officers who have been on UN peacekeeping missions and their families. The snowball sampling method is deployed by asking each individual respondent to identify any known police with peacekeeping experience. With the snowball sampling method, an interviewee was asked if he/she knows another family of migrant UN peacekeepers and through this means, respondents were identified. Purposive sampling technique was then employed to select left behind children to participate in the study. Babbie (2003) states that the purposive sampling technique enables the researcher to choose participants based on the insight gained into the characteristics of the target population and the primary focus of the study.

3.6 Data Collection Procedure

Interviews, questionnaires and field observations were adopted for the collection of primary data for this research. The instruments used for data collection were close ended
questionnaires. Semi-structured interview guides were also used as the instruments for collection of data.

Based on the research objectives, the researcher decided to conduct personal interviews and administer questionnaires to the selected respondents in order to generate satisfactory answers to satisfy the set objectives. Personal in-depth interviews were used to collect adequate information to be analysed to arrive at accurate research findings. In addition to the interviews, closed ended questionnaires were administered to collect structured information for quantitative analysis alongside the qualitative interviews.

Conduction of a pre-test was first carried out on the data collection instruments to correct and reform the interview guides and questionnaire to be used in the data collection stage. The pre-test was again conducted to enhance the success of the data collection stage by pointing out the problems associated with the design for the research, sample techniques proposed, sample sized proposed and the entire methodology to be used in carrying out the research. The pre-test better informed the researcher on the sampling technique to be used as well as sample size based on the number of people available during the pre-test. The pre-test helped the researcher to clarify the research questions and interview guides in terms of language to suit the respective audience i.e. parents and children. A more clarified version of the interview guides and research questionnaire were developed based on results from the pre-test.

The pre-test was conducted amongst 15 respondents of which 10 were left-behind children and 5 were migrant parents.

Interview sessions were conducted at various convenient places and times selected by participants. This was normally done on weekends and after work hours. Each session of interview with a child lasted for 45 minutes to an hour.

Respondents who were having problems with the questionnaire were guided by the researcher by further interpreting questions and repeating them until it is well understood by
respondents. They would then proceed to ticking their answers as appropriate on the questionnaire and providing further explanations in their own words on the spaces provided beneath each question on the interview guide when certain responses were not understood.

3.7 Data Analysis

Qualitative data obtained from the field were analysed and presented to reflect the actual primary data collected. Percentages and frequencies were used to analyze the demographic characteristics of respondents.

3.7.1 Quantitative Data Analysis

After the successive interview sessions were conducted with satisfactory answers provided to the administered questionnaire and interview guides, the data collected were prepared for further processing. The collected data were manually sorted, tabulating and organized. The organized data was then arranged and keyed into the SPSS computer software. This served as data to be analysed in arriving at the findings of the research. The data were then presented in the form of frequency tables and graphs.

3.7.2 Qualitative Data Analysis

In depth interviews were recorded using audio recorder and all interviews were carried out in English and Twi and Ga as that was the common languages both researcher and respondents could communicate. The data from the field were transcribed. This was done by listening to the recording device and writing down the responses verbatim. Thematic description of the emerging themes informed the qualitative data analysis. The results were presented based on the themes emerging from the interviews and the set objectives of the study.

3.8 Ethical Considerations

The necessary permission was obtained from caretakers and parents of migrant children before contacting each respondent. Confidentiality, informed consent and the choice to
remain highly anonymous by all participants were upheld, highly respected and observed. None of the selected respondents; be it a child, caretaker or parent was compelled against their free will to give any information of any sort. Respondent’s engagement in the study was solely and strictly optional.

3.9 Limitations

The first limitation to the study was the challenge of time constraint. This restricted interview sessions and restricted other data collection techniques such as observations which could have been employed to collect more data on witnessing the living conditions and academic experiences of the respondent left-behind child. This challenge was first overcome by the researcher reducing the interview hours. Secondly, the restructuring of the questionnaire was done in a way it would collect vital and direct relevant information to the research question to make use of the little time respondents sacrifices for the study and by conducting in-depth interviews instead of semi-structured interviews to gain more insightful information for arriving at a more accurate study findings

Also there was the problem of obtaining accurate data on the target population since data were not available on the actual number of migrant parents on UN peacekeeping assignment or those who have served on peace keeping missions before. There was also no data on their families. This challenge was overcome by the researcher choosing suitable sampling techniques which were a bit complex approaches and reducing the sample size as well.
CHAPTER FOUR

SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

4.1 Introduction

This chapter examines the first objective of the research which analyses the socio-demographics of the respondents who participated in the study. Socio-demographic characteristics analysed under the chapter include gender, age, ethnic background, religion, level of education, and the number of people currently living in the respondents’ household.

4.2 Socio-demographic characteristics of migrant parents

4.2.1 Sex

Table 4.1: Sex of respondents

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>60.0</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018

The table 4.1 above is an illustration of the sex distribution of parents included in the study. From the table, 60% of the selected respondents are males whilst 40% of them are females.

In order to attain a more diversified and an unbiased study findings, both mothers and fathers with UN peacekeeping experience were included in the study.

Recent data on sex distribution in the UN Peacekeeping force deployed on missions for the Month of June, 2018 revealed that out of the total of 91,699 military and police persons deployed, 10,772 persons were from the Police Service of which 9,566 (88.8%) persons were males with the remainder of 1,206 (11.12%) being females (UN, 2018). This defines the
distribution of sex in the military force, indicating that less females are deployed on UN missions than males.

4.2.2 Age Group of Migrant Parents

The various age-groups of the parent respondents who participated in the study were assessed. The assessment revealed that the highest group age of the respondents was 41-45 years with a frequency of nine out of the twenty parent respondents. This has a rate of 45%. The lowest age group was 31-35 years and 51 years and above with 1 respondent each falling under these categories each. The average age group was 36-40 years which recorded a frequency of 3 respondents.

Personnel recruited as officers in the Ghana Police Service and the UN peacekeeping force must meet certain age minimum requirements. The ages of police officers may determine the likelihood of being selected for UN peacekeeping assignments. The minimum requirement for being selected for peacekeeping missions is 25 years with no maximum limit (Banki-Moon; as cited by Stamnes & Osland, 2016).

4.2.3 Ethnic background of parents

An assessment of the ethnic background was also conducted on each parent. The results indicated that the most dominant ethnicity of the respondents were the Ga-adangbe’s with a frequency of seven respondents and a percentage of 35%. This was not an unusual occurrence owing to the geographical setting of the study which was in Accra. This was immediately followed by the Akan’s with a frequency of 6 representing 30%. Frequencies recorded for the ethnic background of the next group of parents were two Ewes (10%) and two Guans (10%) with the remainder of the three tribes having one frequency each. However, one parent migrant was enlisted in the category of “others, specify” which was indicated to belong to the “Bimboba” tribe.
Different ethnic backgrounds were included in the study to improve cultural divergence and ensure generalization of the study findings.

4.2.4 Religion

The next demographic characteristic examined was the religious denominations of the parent respondents. The group of “Other Christians” were the category of religion most of the parents belonged to. It had a modal frequency of five respondents representing 25%. This was followed by the Pentecostals/Charismatic group who also formed 20% of the religious group and were four in number. There were three Muslims representing 15% with three parents belonging to the “Others, specify” group. This group together with the category of other Christians did not state their religious affiliations. Two parents each belonged to the Methodist and Presbyterian Church with a rate of 10% each and one parent had indicated having No Religion representing 5%.

Many scholars such as Strayhorn et al (1990) firmly asserts that religious affiliations can either undermine or promote the upbringing or development of a child. The religious background of parents may therefore influence their children’s upbringing in their absence. Some denominations tends to get closer to the child and play an important role in helping them cope with parental absence.

4.2.5 Level of Education of Respondents

Table 4.2: Level of education of parents

<table>
<thead>
<tr>
<th>Educational status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polytechnic</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>University</td>
<td>12</td>
<td>60.0</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018
The highest level of Education attained by respondents in the study was Master’s Degree. This was indicated by two of the respondents who selected the option “others, specify”. They wrote their levels of education upon asking for further instructions on the questionnaire space provided. It is however, evident from the table that most of the respondents had attained a University degree with a total number of twelve respondents out of the twenty overall parent respondents. This represented 60% of the total number of respondents. Six of them representing 30% had qualifications from Polytechnic institutions as shown by the table illustrated above.

The level of education of parents were ascertained to provide enough evidence on whether or not the various educational backgrounds may influence the ability of parents in assisting their child’s education and understanding their educational needs.

Also, it helped revealed that the respondents who participated in the study had a fair idea about what they were doing and were not illiterates who were being forced to participate in the study.

4.2.6 Number of People Living In Household

Table 4.3: Number of people living in the household of migrant’s parent respondents

<table>
<thead>
<tr>
<th>Number of people in the household</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5</td>
<td>13</td>
<td>65.0</td>
</tr>
<tr>
<td>6-10</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018

The total number of people living in the household of parent respondents were also examined under the socio-demographic characteristics. It was indicated by thirteen parents representing 65% that between the ranges of 2-5 persons live with them in their household. The remainder
seven (7) parent respondents forming 35% indicated that between 6-10 people live with them in their household. This section of the socio-demographic characteristics of the migrant parents was collected to know the number of people living with the left behind child in the absence of the parent. The number of people living in the respondent’s household will influence the child school going attitude and minimize the effects of parental absence. There were numerous situations where some or all of the people living in the household are relatives of the left-behind child making it easier for parents to leave them behind. The family system theory propounded by Bowen in 1978 was upheld in such cases. Based on the theory, it is assumed that the rest of the family members will fill in the gap of the missing parent for the time they are away on peacekeeping missions. This will go a long way to helping the child cope with the absence of the migrant parent.

4.3 Socio-Demographic Characteristics of the Left-Behind Children

4.3.1 Sex

Table 4.4: Sex of left-behind children

<table>
<thead>
<tr>
<th>Left-behind children</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018

The study conducted also comprised of thirty left behind children. From the table illustrated above, eighteen (18) of them were males whilst the other twelve were females, representing 60% and 40% respectively. Both sexes were included amongst this set of respondents as well to ensure that accurate findings will be arrived at since parental migration may affect children differently in terms of sex. According to Owusu (2013), the challenges and issues faced by
children in the absence of their parents may vary based on the sex of the child. For instance, male left-behind children may engage in difficult and demanding jobs as means of livelihood whilst female left-behinds may tend to hawking.

The sex distribution enabled the researcher to collect enough data that may add to relevant literature on the subject when there is an exhibition of extra ordinary behaviour based on the sex of respondents in the course of carrying out the study.

4.3.2 Age

The ages of each left-behind child were further assessed. The assessment provided the results which was grouped and illustrated within the various age-groups shown below with their respective frequencies. The study defined and categorized children as males and females from the ages of five years to seventeen years.

Table 4.5: Age group of the left-behind children

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>11-15</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>16-20</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Research Field Data, 2018*

From the table, the modal age was the range of 5-10 years which recorded thirteen left-behind children representing 43.3% of the total children respondents included in the study. This was an indication of how most of the migrant parents leave their children for peacekeeping missions at a very tender age. Two of the respondents who had a mother and a father each on peacekeeping mission were below the ages of five years and were being raised with other siblings and by single parents.
The next line of frequent age group was children between the ages of 11-15 years who were eleven in number with a percentage rate of 36.7%, still an indication of children becoming left-behinds at a very tender age. Six children representing 20% of the respondents were between of 16-20 years. For the purpose of the study, this age bracket was restricted to children between 16-17 years.

The age group of these children selected for the study would not go beyond 18 years and above since people at such ages are not considered children. It would not go below 5 years since children within the range of 1-4 may not be of school going age and may not have any experience to provide significant responses to the study questions.

4.3.3 Ethnic Background

The ethnic background of the left behind children were assessed and the results would look similar to that of the ethnic background assessment of the respondent parents. This was because most of the migrant parents who were involved in the study also had their children participating in the study. Nine of the left behind children were Ga-Adangbe’s whilst nine of them were Akan’s. This represented 30% each out of the total sampled left-behind children. 13.3% with four in number were Ewe’s whilst Guan’s, Mole-Dagbani’s and the category of “Others, Specify” recorded two respondents each with a rate of 6.7%. There was one Hausa child and finally one indication for belonging to no specific ethnic group but only a Ghanaian. Ethnic backgrounds of the children will also help to achieve diversification and generalization of research findings.

4.3.4 Religion

On the subject of religious affiliations of left behind children, it was indicated by the respondents that majority of them belonged to the Pentecostal/Charismatic churches with a rate of 26.7% and with eight respondents in number. Seven of them belonged to the
categories of other Christians. Five children were Muslims with a 16.7% rate whilst Presbyterians, Methodist and the “Others, Specify category had three each indicating 10%. There was also an indication.

The support of social groups such as churches and clubs may contribute much serving as a strategy for left-behind children in coping with their parent’s absence. This includes counselling sessions, dramas and role plays, offering of prayers for children whose parents are away, providing companionship and special care to left-behind children and many other forms of assistance.

4.3.5 Level of Education

Figure 4.1 Level of Education of Respondents

The level of education of the left-behind children was identified as 8 of them having had lower primary education and 7 of them having upper primary level education. With a rate of 26.7 and 23.3% each. 6 respondents each belonged to the category of Middle School/JSS/JHS and SSS/SHS with a rate of 20% and 3 people belonged to the other specify category also with a rate of 10%.

The level of education of respondents were assessed to know the educational experiences of each left-behind child and the knowledge each of them has to add to the study. Respondents
were selected from the various levels of education, from lower primary to the Senior High level in order to gain varied experiences of left-behind children, their respective challenges at each level and how they cope at their levels of education.

4.3.6 Number of People Living in Household

Table 4.6: Number of people living in the household

<table>
<thead>
<tr>
<th>Number of people</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td>6-10</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018

The number of people living in the household with left-behind children have been identified and reported in the descriptive table above based on results from the selected respondents. 56.7% of the respondents indicated that 2-5 persons live with them in their household whilst 43.3% points out that 6-10 persons live with them in their household. The conversion of the percentages gives seventeen respondents and thirteen respondents respectfully.
CHAPTER FIVE

NEGOTIATION OF FAMILY RELATIONS AMONG THE POLICE OFFICER ON UN PEACE-KEEPING.

5.1 Introduction.

The chapter analyses and reports findings on the second research objective of the study based on the results provided by the selected respondents. Both qualitative and quantitative approaches are employed in the research analysis under this section. The qualitative analysis is done using the interview guides administered to respondents whilst the basis of the quantitative analysis were the administered research questionnaires. The responses provided in the questionnaire are analysed using statistical inferences such as the cross tables, graphs and charts.

5.2 Migration Experience of Parents, Knowledge of Parent(s) Work and of UN Peacekeeping

According to the results of the study, significant number of the left-behind children had fair knowledge about the work of their parents. The children expressed adequate knowledge of the current destination of their parents as well as their satisfaction on the work they do. Most of their expressed opinions on UN Peacekeeping were also correct. To some of these children, their migrant parents are their “heroes” as they would say and would find some form of comfort knowing that their parents are not just away but risking their lives to save people.
### Table 5.1: Knowledge on areas of parent deployment

<table>
<thead>
<tr>
<th>Areas of deployment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somalia</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Sudan</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>South Sudan</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Liberia</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source: Research Field Data, 2018**

From the administered questionnaires it was revealed that 19 of the left behind children had their migrant parent deployed to UN Peacekeeping assignments at Sudan. Five of them indicated that their parents currently have been deployed on missions to South Sudan with four of them pointing to Somalia. The remainder of two respondents also added Liberia to the list of areas where their migrant parents have been deployed.

The knowledge of the various destinations of their parents helps most of the children to relax their nerves and reduces their fear for their lives as revealed through the interviews. According to the findings of a study conducted by Meng (2014), left-behind children who grow up without knowing where their migrant parents are, tend to develop more resentment towards them as they grow without their parents help compared to those who are given valid reasons and adequate knowledge on why they were left-behind. Also, according to Mazzucato & Schans (2008) children who are more likely to be affected in their academics are most often those who lack knowledge of their parents’ whereabouts and does not hear from them at all when they are away.
### 5.2.1 Knowledge of Areas of Parent Deployment

<table>
<thead>
<tr>
<th>Responses on areas of deployment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somalia</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Sudan</td>
<td>9</td>
<td>45.0</td>
</tr>
<tr>
<td>South Sudan</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Liberia</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source:** Research Field Data, 2018

Responses from parents affirmed the results from left-behind children showing that most of the parents are deployed to the areas of Sudan, South Sudan, Somalia and Liberia. The modal mark (3-Sudan) achieved for both parent and children responses indicates the consistency in the results provided by both migrant parents and left behind children.

In an interview with some of the left-behind children, they mostly fear for the lives of their parents when they are deployed to certain parts of the African continent which causes anxiety and depression loosing concentration and always thinking about their lives. The following some of the quotes made by some left-behind children regarding where their parents are deployed to:

> “I was feeling less anxious when my father used to go for peacekeeping in countries like Cote D'Ivoire because the place is much closer and I get to hear from him most often. It is much scarier and depressing when he is deployed to Somalia and South Sudan. The war at those places are very intense and sometimes we don’t get to hear from him in a while...” (Interviewee 5, left-behind child).
“What I have seen is that we pray for my father several times whenever he goes to Sudan as compared to when he is in Cote D’Ivoire.” (Interviewee 9, left-behind child).

“Hearing from him is difficult when he is in Somalia than when he goes to Cote D’Ivoire. It sometimes make me scared and cry”. (Interviewee 4, left-behind child).

5.2.2 Years Spent In Destination Countries by Parents (Duration).

The findings of Newby et al (2005) points out that the effect of deploying persons on peacekeeping missions can be measured in a great deal on both their lives and their families. The impact of their absence affects many other aspects of their lives. It is the hope of every soldier deployed on peacekeeping mission to achieve the aim of the mission successfully (i.e. ensure there is peace in the area of deployment) and return to their families as soon as the objective is achieved (Newby et al, 2005). However, the duration of periods to be spent in deployed areas may be prolonged as a result of heated conflicts and wars which compromises their expectations of coming home sooner thereby forcing soldiers to spend longer periods in the conflicted zones. Parents would not miss much if they were made to leave for fixed periods of time and could come back frequent times to assist their children in diverse ways. Duration of UN Peacekeeping missions was assessed to be a major influencing factor on the emotional behaviours of left-behind children. It increases their feelings of loneliness and depressions, and in some cases, increases their levels of anxiety when it takes longer to hear from their parents. They may initially accept the decision of having their parents go but may turn to doubt and regrets when they stay away for longer periods of time. (Wang, 2014). When a child is emotionally disturbed, it may create negative impacts on the health and academic performance of the child (Ankomah, 2016). The impact of Peacekeeping Durations on the performance of children was examined using class positions of children before their
parents would go on peacekeeping missions and and class position after parents had been
gone for a while. For the purpose of this study, considerable class positions will be placed
between 1st-10th positions.

A significant number of the respondents (17) had their parents staying away for longer
periods, yet majority of them (13) would still perform in their parents’ absence managing to
secure 1st-5th class positions. However, comparison with recent performance of students from
class positions before parents went on peacekeeping showed a drop of 6 respondents who
were in the category of 1st-5th positions before their parents left. There was an increase in
number of children securing 6th-10 position by 1 and an introduction of abysmal performance
of 5 children securing positions within 11th-15 and 16th-20th.

From the assessment, it can be deduced that a considerable number of children were affected
in their academic performance in the absence of their parents. Some of them had dropped
their positions whilst some were also falling more and more. None of them had moved higher
in their academic performance in their parent’s absence.

An interview with some of the children revealed further the following comments:

“I wish the duration of my dad’s work whilst away could be fixed to six months. At
least I could cope with that” (Interviewee 8, Left-Behind Child.)

Another child also added that:

“Every minute in my mother’s absence makes me feel like she has been gone for years
and that is why I cannot keep track of the actual time she spends away.” (Interviewee
3, Left-Behind Child.)

It is obvious through some of these statements that the children are in some ways affected by
the longer periods of stay of their parents on peacekeeping missions.
The left-behind children were further asked to identify the various reasons their parents leave them behind. Almost all of the left-behind children could identify Peacekeeping as the main reason that takes them away. The results are presented below:

**Reasons for Parents’ Migration-Children’s Responses**

Table 5.3 Reasons for parent’s migration-children’s responses

<table>
<thead>
<tr>
<th>Reasons for parent migration</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>International operation</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Peace keeping</td>
<td>26</td>
<td>86.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018

Twenty-six out of the total of thirty left behind children indicated Peacekeeping as the reason for their parent migration. Four of them stated that international operations take their parents away from home most of the time.

Respondents after identifying Peacekeeping as the cause of their parent migration were further asked what they know about Peacekeeping.

Some of them were asked questions on what they know about the UN peace keeping and this was some of the quoted responses.

“*It is an operation performed by police men in war-torn communities*” (Interviewee 1, Left-Behind Child.)

*UN Peacekeeping operations are to maintain peace in conflict areas and in some cases reform and restructure the government structure in those areas.*” (Interviewee 2, Left-Behind Child.)

“*It is an operation to maintain peace in conflict areas*” (Interviewee 2, Left-Behind Child.)
5.4 Communication between migrant parents and left-behind children

Communication is a tool that helps in building family relationships and other social ties with people who are far beyond our reach. It helps left-behind children to keep in touch with their parents whilst they are on peacekeeping missions. It also improves the relationship of the child with the migrant parent. It acts as the bond which keeps people together. The result of the study is an indication that left-behind children regularly keep in touch with their migrant parent. The various means of communication employed are social media platforms, voice calls and text messages as well as video conferencing applications. They stated that adequate time is spent whenever the migrant parents get in touch through a phone call or any other means. Even though communication with parent may not be on a daily basis, they spend all the time they need when they get in touch with them.

Before the qualitative assessment, a quantitative analysis was conducted to examine the various means through which migrant parents gets in touch with their left-behind children.

Table 5.4: Communication with family’s parent’s responses

<table>
<thead>
<tr>
<th>Communication with families</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018

From table 5.6 all the migrant parents agreed to it that they contact their families back home whilst on peacekeeping duties. This was indicated by all the twenty sampled parent respondents.

From the graph illustrated below, the various channels of communication through which parent get in touch with their left-behind families have been listed out by the parents.
Figure 5.1-Channels of communication used by Parents

![Communication Mediums Graph]

Source: Research Field Survey

The illustrated graph above depicts the various channels of communication used by parents in getting in touch with their left-behind children. WhatsApp social media platform is depicted by the tallest bar on the graph as the most used communication channel indicated by parents. This is followed by Telephone calls Video calls, Skype and Letters in that order.

The means of communication adopted by parents in communicating with their children is not create an atmosphere of closeness, show them how much they care and how eager they wish to be with them anytime soon.

“Sometimes I show my report card to my father whenever we have a WhatsApp video call then he promise to buy me something when I perform well” (Left-behind child, Interviewee 14)

My father calls me on my school teacher’s phone to speak to me sometimes. I know he wants me to know that he has been checking up on my school performance that is why he will do that. (Left-behind child, interviewee 15)
It was revealed that, migrant parents creating their virtual presence in the minds of their left-behind children meant a lot to the children and also helped them to cope in their absence.
CHAPTER SIX

EFFECTS OF THE ABSENCE OF POLICE OFFICERS ON PEACEKEEPING ON THE EDUCATIONAL OUTCOMES OF THEIR LEFT-BEHIND CHILDREN.

6.1 Introduction

This chapter tackles the third objective of the study in analysing the educational outcomes of left-behind children to ascertain significant effects of the absence of their parents on their academic performance.

6.2 Effect of parents absence on left-behind children’s education

Undoubtedly, parental absence is bound to affect the child in numerous ways including educational or academic effects. The left-behind children are faced with psychological problems in the absence of their parents which there is the likelihood that it may cause many other forms of ripple effects on the child’s educational outcomes and health conditions. The indications of the respondents revealed that the effect of their parent’s absence are felt in both negative and positive ways.

An assessment of the effects of migrant parents’ absence on the educational outcomes of left-behind children revealed the actual relationship between the effects of parental absence on the academic performance of their wards. This was evident through the gathering of information on the class position of left-behind children before their parents went on peacekeeping missions and whilst they are away. The results have been presented below:
Table 6.1: Class position before parents attending peacekeeping mission

<table>
<thead>
<tr>
<th>Class position before peacekeeping</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st}-5\textsuperscript{th}</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>6\textsuperscript{th}-10\textsuperscript{th}</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018

From the table 6.1 above, most of the children had positions ranging from 1\textsuperscript{st} - 5\textsuperscript{th} before their parents would embark on peacekeeping missions. Nineteen respondents out of the 30 indicated class positions 1\textsuperscript{st} – 5\textsuperscript{th} whilst eleven of them indicated 6\textsuperscript{th} – 10\textsuperscript{th}. These positions had changed in the next assessment when the class position of the left-behind children were conducted to provide the following results.

Table 6.2: Class position during parent peacekeeping mission

<table>
<thead>
<tr>
<th>Class position during peacekeeping</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st}-5\textsuperscript{th}</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>6\textsuperscript{th}-10\textsuperscript{th}</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>11\textsuperscript{th}-15\textsuperscript{th}</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>16\textsuperscript{th}-20\textsuperscript{th}</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018

The number of children occupying the class positions of 1\textsuperscript{st}-5\textsuperscript{th} had reduced to 13 children whilst other positions which were initially not indicated by these children had been introduced. Two respondents indicated positions of 11\textsuperscript{th}-15\textsuperscript{th}, 3 of them had indicated 16\textsuperscript{th}-20\textsuperscript{th} positions whilst 2 of them had lacked interest in following their class positions due to their parent’s absence and therefore did not know their current class positions.
However, a further assessment of the implications of parental absence revealed that majority of the children considers it a benefit when fathers rather than mothers go away. The impact of fathers were studied to have less significant effect whilst the impact of mothers rather affected left-behind children in a more negative way. Jiampaklay (2006), in a study also found out that there are no significant negative impacts of parental migration on the child’s education when the migrant parent is the father. However, there are negative performance such as poor academic performance and high rate of school dropouts when mothers rather than fathers migrate. This was attributed to the fact that the role of both parents as an ultimate child-care giver is performed better by mothers when fathers are away as compared to how it is performed by fathers when mothers are away

Series of comments were made by respondents to confirm this assertion. Some of them include:

“His absence affected me to the extent that I do not go to school regularly when he is away. I do not sleep early and I do not do most of my assignments and homework”

(Interviewee 6, Left-Behind Child)

“My mom would assist me in most of my school preparations, homework and with my assignments, ever since she left I only copy from my friends when it comes to doing home works and my excitement for school has gone down.” (Interviewee 10, Left-Behind Child)

“No one checks on my class performance to motivate me when my mother goes away. She would motivate me with gifts every term when I perform well in class…”

(Interviewee 11, Left-Behind Child)
“My father is a great dad, but I always miss my mom as soon as she goes away till the time she will come back because she mostly knows what I need even without asking and will do them for me” (Interviewee 12, Left-Behind Child)

My mom buys for me everything I need for school and makes sure that I don’t lack anything when it comes to my studies but my dad will make me ask many times and sometimes he will not even do it. (Interviewee 8, Left-Behind Child)

Positive effect

On the other hand, the positive effect as indicated by some of the left-behind children was the fact that their parents being away could send to them remittance to be used in taking care of their education and other needs. These comments were made mostly by children whose fathers were away rather than mothers.

Some of the children when asked on the benefits of having their parents deployed indicated that:

“He sends money to my mom to pay my school fees regularly” (Interviewee 9, Left-Behind Child)

“My father dutifully sent money home for our educational and home needs more than when he was here with us”. (Interviewee, 3 Left-Behind Child)

These statements are among some of the statements made by respondents to emphasize on the advantage of remittances sent by fathers whilst on peacekeeping duties.

Social and Economic benefits

The positive aspects of the absence of parents were grouped under social and economic benefits in order to be able to identify the benefits derived in the form of social relationships
and benefits derived in economic or financial terms by left-behind children in the absence of their parents.

The assessment and the results were presented and discussed as follows:

Table 6.3: Social benefits derived by the child in the parent absence

<table>
<thead>
<tr>
<th>Social benefits</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More free time</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Benefits from social capital (church, groups, club, association)</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Making household decision on my own</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Don’t know</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source: Research Field Data, 2018**

Making household decision on their own was also indicated by six respondents as the second most frequent benefit ahead of benefits from social groups that was indicated by their parents. Eleven people did not know the social benefits derived from their parents absence whilst two people selected the “other, specify” option without providing any option.

Regarding the type of economic benefits derived by the children in their parents’ absence, it was expressed by sixteen out of the twenty parent respondents that remittance was one of the major benefits derived from their families in their absence. This conformed to the responses provided by the left-behind children in table 5.11 with seventeen of them agreeing to it that they enjoy Remittance from their parent as the major economic benefit.

On the other hand, responses from table 5.11 further points out that freedom to make decisions were the next benefit expressed by four respondents and buying extra books for
school also being selected by two left-behind children. The remainder of respondents did not know whilst three of them refused to answer the question.

**Table 6.4. Economic benefits derived by the child in the parent absence-Children’s responses**

<table>
<thead>
<tr>
<th>Economic benefits</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remittances</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td>Freedom to make decision (financial &amp; economic)</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Buy extra books for school</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Don’t know</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Refuse to answer</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Research Field Data, 2018*

It was however confirmed in the interviews that remittances are mostly the frequent enjoyed economic benefit as stated by both parent and left-behind responses. This was however expressed by some of the children as being insufficient to cater for their needs. Statements made concerning this include.

*My father always sends money to my caretaker to take care of most of my needs but the money sent is not sufficient sometimes to provide for all of my needs. This is different when my father is around since I am able to ask for what I need as and when I need it.* (Interviewee 7, Left-Behind Child)

*“My mother does all she can to send me the money I need for school and other expenses but they are not enough to cater for my needs until it is time for her to send the next. It sometimes ran out earlier and my siblings and I have to struggle until then.”* (Interviewee 11, Left-Behind Child)
6.3 Effect of communication on Children’s Academic Performance

A cross tabulation of the various means of communication adopted by parents and the class position of their left-behind children was conducted which provided the following results.

Table 6.4: Cross Tabulations between Communication and Children’s Academic Performance. (Parents Responses).

<table>
<thead>
<tr>
<th>Means of Communication</th>
<th>Class positions during parent peacekeeping</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st-5th</td>
</tr>
<tr>
<td>Letter</td>
<td>0(0.0%)</td>
</tr>
<tr>
<td>Telephone</td>
<td>4(44.44%)</td>
</tr>
<tr>
<td>Skype</td>
<td>0(0.0%)</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>5(55.56%)</td>
</tr>
<tr>
<td>Video Conferencing</td>
<td>0(0.0%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9(100%)</td>
</tr>
</tbody>
</table>

The cross tabulation between the means of communication indicated by parents against the class positions of their children were analysed to provide statistical evidence to back the claim that the means of communication and the various ways adopted by parents in negotiating their relations with their left-behind children has a significant impact on the educational performance of the child. 9 parents respondent had indicated the class position of their children as 1st-5th. 5 of these parents used WhatsApp media platforms to communicate with their left-behind children whilst 4 of them used telephone means. 7 parents also indicated 5th-10th as the class position of their children with 2 of them using Skype calls to get in touch with their families, 3 of them using WhatsApp means and the other 2 using Video Conferencing. Parents who indicated that the class position of their children were 16th-20th
had made contact to their families using letters as the medium of communication whilst the remaining 2 parents did not know the class position of their children but communicated with them through telephone calls.

It can be induced from the cross tabulation that, children who performed academically well were the ones whose parents were using effective mediums of communication to make contacts with them. The use of the WhatsApp platform allows users for texting, voice and video calls. This is considered an effective medium over letters and telephone calls due to reasons such as timeliness, less costly and many others. This helped the left behind-children to feel the presence of their parents and stay concentrated as compared to those who adopted less efficient means to get in touch with their left-behind children. Findings from related studies such as Ankomah (2016) who conducted a study on the experiences of left-behind children of foreign officers in Ghana also revealed similar results on the aspect of means of communication used by migrant officers and their left-behind children. According to her, communication between parents and their left-behind children through mediums where the two parties can both see their faces create some form of virtual presence which strengthens the bond and connection between the two parties.

6.4 Challenges faced by left behind children in the absence of their parents:

The left-behind children were asked to report on the challenges they faced both at school and at home and the results provided were as follows:
Table 6.5: Challenges faced by left-behind children at home in the absence of their parent

<table>
<thead>
<tr>
<th>Challenges faced by left-behind children</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loneliness</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Psychological Challenges</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Fear of safety of parents</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Insufficient remittances</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018

A significant number of the respondents (16 out of 30) face the problem of fear of safety for their parents when they are deployed on peacekeeping missions. Some of them (6) expressed the issue of loneliness in their parents’ absence whilst others indicated insufficient pocket money (6) as being a major challenge. The remainder 2 respondents indicated having faced with psychological problems in their parents absence.

The left-behind children, when asked on the challenges and the hardest thing they had to do in their parent’s absence shared some of these statements:

“For the safety of my mother’s life, most of the time I gather my siblings around to meet and pray.” (Interview 10, Left-behind child)

“The thought of knowing that my father could return every time or not return at all is an emotional and psychological challenge that I deal with every single day. And when I finally see him, the joy I expressed is as if he has come back from the dead”

(Interview 10, Left-behind child)

“...Sometimes I have to go to my church pastor’s house and discuss my fears with him...” (Interview 13, Left-behind child).
The challenges faced by respondents while at school were also expressed and reported by the left-behind children with No support for homework being their major challenge at school. Fourteen (14) respondents indicated this challenge as being a major one whilst six (6) of them pointed to the issue of lack of concentration. Eight (8) did not know whilst two (2) of them refused to answer. This was reported in the table below:

Table 6.6 Challenges faced by left-behind children at school in the absence of their parent

<table>
<thead>
<tr>
<th>Challenges faced by left-behind children at school</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of concentration</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>No support with homework</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Don't know</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Research Field Data

On the issue of support with homework in their parent absence, quite a number of interviewee made mention of that during the interview sessions.

“My father was very good in maths and would teach me how to solve all my mathematical problems.” (Interview 10, Left-behind child)

“There was no support towards my education from relatives who were charged by my dad to take care of me in his absence.” (Interview 10, Left-behind child)

Apparently some of the children were disappointed in the people they were left in their care in terms of educational support.
6.5 Changing Roles and Coping Strategies:

Table 6.7: Changing Roles – Parent responses

<table>
<thead>
<tr>
<th>Changed Roles</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>70.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018

A greater number of parents expressed no change in normal family roles as shown in table above. Only six migrant parents expressed changes in their normal family roles. These changes were cited by two parent respondents as child care and two of them indicating a change in management of family income together. The remainder two also expressed that there was a change in the roles of domestic chores.

Table 6.8: Coping strategies-parent responses

<table>
<thead>
<tr>
<th>Coping strategies</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Domestic chores (working, cleaning etc.)</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Managing family income together</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Refuse to answer</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018
However a significant number of left-behind children had indicated that there have been changes in their normal family roles in their parent’s absence. This have been illustrated in table 6.7 below:

**Table 6.9: Change in roles-Children responses**

<table>
<thead>
<tr>
<th>Change in roles</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>73.3</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source: Research Field Data, 2018**

Twenty-two left-behind children agreed to a significant change in their roles at home in their parent’s absence whilst eight of them disagreed.

**Table 6.10: Examples of changed roles-Children’s responses**

<table>
<thead>
<tr>
<th>Examples of changed roles</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sibling’s care</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Domestic chores (cooking, cleaning, fetching etc)</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Managing my own pocket money and other finances</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Refuse to answer</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source: Research Field Data, 2018**

Some of these changes have been identified by left-behind children as siblings care (10 respondents) and domestic chores (10 respondents) being indicated by most of them. Eight of them did not provide any answers whilst two of them also indicated changes in the management of their own pocket money and other finances.
Coping strategies adopted by left-behind children in their parent’s absence were indicated by seventeen respondents against thirteen who expressed having devised no coping strategy in their parent’s absence.

**Table 6.11: Coping strategies – Children’s responses**

<table>
<thead>
<tr>
<th>Coping strategies</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Research Field Data, 2018*

**Table 6.12: Examples of strategies – Children’s responses**

<table>
<thead>
<tr>
<th>Examples of strategies</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help from friends</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Help from parent</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Help from family member</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Refuse to answer</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Research Field Data, 2018*

Some of the adopted strategies indicated by the left-behind children have been illustrated above in table 6.10. Seven respondents expressed seeking help from parent present whilst six of them seek help from friends. The remainder four seek help from other family members while 13 of them refused to answer.
Table 6.13: Examples of strategies (Parent-role)-Parent’s responses

<table>
<thead>
<tr>
<th>Example of strategies (Parent-role)</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help from other parents</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Help from friends</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>Help from family members</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Help from church based groups/association</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018

In assuming parental roles to their left behind children, parents reported the following results. Seven of them seek help from their friends whilst four of them seek help from their parents. Four parents also seek help from church based groups and associations and two from their family members.

Table 6.14: Examples of strategies (Children’s studies)-Parent’s responses

<table>
<thead>
<tr>
<th>Examples of strategies</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help from other parent</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Help from older sibling</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>Help from family members</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Help from private/ part time-teachers</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Children adopted self-tuition</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018

In finding someone to assist their children’s education, seven parents sought the assistance from their older siblings whilst six of them consult family members to assist their children’s
studies in their absence. Two of them employ part-time teachers to aid their left-behind child’s studies as well. Three of their children adopts self-tuition whilst two of them seeks the assistance of other parents for their children.

6.6 How the Ghana Police Service Can Help Left Behind Children in Ghana

Regarding parents and left-behind children suggesting measures to better the lives of left-behind children of officers of the Ghana Police Service on UN Peacekeeping missions, it was suggested by migrant parents that counselling sessions should be held for left-behind children occasionally. This concern was expressed by thirteen out of the twenty respondents as indicated by the table below. Provision of child support fund was pointed out by five of the migrant parent whilst two of them advocated for a system of frequent communication with their children.

Table 6.15: Suggestions to the police service-parent’s responses

<table>
<thead>
<tr>
<th>Suggestion to Ghana Police Service</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide fund to support the children left-behind</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Provide a system for frequent communication with children</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Provide counselling sessions for children</td>
<td>13</td>
<td>65.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Research Field Data, 2018
Table 6.16: Suggestions to the Ghana Police Service—Children’s responses

<table>
<thead>
<tr>
<th>Suggestions to Ghana Police Service</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide funds to support the children</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Provide a system for frequent communication with children</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Provide counselling sessions for spouses</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Don’t know</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source: Research Field Data, 2018**

From the view of left-behind children, provision of a frequent communication systems was indicated by eleven of them with nine children advocated for the provision of funds to support the children. 6 of them points to counselling sessions whilst four of them chose the option “don’t know”.

In an interview with the children most of them advocated for a mechanism of financial assistance to left-behind children.

*There should be support from Ghana Police Service to Children of personnel who are on peacekeeping.* (Interviewee 1, Left-Behind Child)

*My advice is that the police administration should get some fund to support the children’s administration.* (Interviewee 5, Left Behind Child)

“One of the things that makes me think about my dad most of the time is when we ran out of money and are suffering in his absence...The police should help our financial needs in order not to make us cry when our parents are away” (Interviewee 12, Left Behind Child)
**Provide funds to support the children left-behind:** Respondents’ suggestions made to the Ghana Police Service include the provision of financial support in the form of a fund purposely to support the education and welfare of left-behind children in the absence of their parents. It was indicated by most of the respondents that they receive remittances from their parents whilst away on peacekeeping duties. These monies received are not enough to caretaker for their educational, health and other physical needs. Parent and migrant respondents therefore expressed the need for the Ghana Police Service to establish a firm financial support system for left-behind children.

**Provide a system for frequent communication with children:** Another suggestion made to the GPS by respondents of the study is the improvement in the communication system by establishing a formal communication system for parents to make contact with their left-behind families whilst on peacekeeping missions. The police service can provide enough satellite phones where there are network issues and create a compulsory periodic schedule for police officers to frequently contact their children creating some form of virtual presence to help their children cope in their absence.

**Provide Counselling Sessions for Children:** Respondents further advocated for the provision of counselling sessions for the left-behind children who may be experiencing psychological and emotional effects such as depression and anxiety due to the absence of their parents. The feeling of fear for the life of parents experienced by some of the left-behind children which disturbs their concentration and educational focus can be eliminated through consistent counselling sessions.
CHAPTER SEVEN

SUMMARY, CONCLUSION AND RECOMMENDATION

7.0 Introduction

Various studies have been conducted on the life and experiences of left-behind children as well as the impact of parental migration on their physical development and other areas of predicament, however, few studies have looked at the effect of parental migration on the academic performance of left-behind children particularly left-behind children of police officers who are deployed on peacekeeping missions. The study has conducted a careful analysis and has provided findings on the extent to which the educational outcomes of left-behind children are affected.

This chapter summarizes the entire study and draws conclusions from the various analysis of different sets of data. It further points out other vital areas where future research could be undertaken based on the findings of the study.

The issue of left-behinds has gained much attention due to its consequential effects that migrant parents bring upon their children. The focus of this study was to assess the educational outcomes of left-behind children of the Ghana Police Service Officers on United Nations (UN Peacekeeping Missions).

Particularly, the study sought to examine the demographic characteristics of migrant police officers on UN peacekeeping missions; to examine how police officers on peacekeeping negotiate their family relations during their temporary absence; to examine how the absence of police officers on peacekeeping missions affects the educational outcomes of their children.

The study made use of the mixed approach to collect and analyze data which was used in the analysis of the study findings. The limitations of the study compelled the researcher to adopt
purposive sampling and snowball method in selecting samples from the target population to participate in the study. A total of fifty participants were sampled for the study. This comprised thirty left-behind children and twenty police officers with UN peacekeeping experience or are part of the current peacekeeping force.

7.2 Summary of findings

It was evident from the findings of the study that a significant number of children had a fair knowledge of where their parents go and the type of work they are involved in, the areas their parents are deployed to and what the UN peacekeeping is all about. Some of the left-behind children interviewed expressed clearly how their concerns on how the fear for the lives of their parents when they are deployed to certain areas such as Sudan and Somalia and would prefer places like Cote D’Ivoire and Liberia. This was due to the intensity if the wars and network coverage which limits communication which tends to increase the negative impacts on their education. The duration of peacekeeping missions which where complained by most of the left-behind children was assessed using to provide enough evidence that duration has an impact on the educational performance of left behind children. It was revealed through the assessment that there a significant relationship between duration of parents on peacekeeping missions and the academic performance of left behind children. On the part of the parents, it was indicated by most of them on how it hurts them to leave their children behind especially when they are at a very tender age and therefore try their possible best by keeping in touch with them through various communication means that could create virtual presence which would minimize the feeling of their absence. They try their best to leave them with relatives including mother, grandparents, siblings, aunties and others who works as nannies and caretakers. However, the children still reported maltreatments and inadequate family support as being some of the challenges they face in their parents absence.
Means of communication employed by parents to keep in touch whilst on peacekeeping missions include video calls, phone calls, emails, text messages, and other social media platforms like Skype, WhatsApp and Facebook. Most of the children affirmed that communication with their parents whilst they are away is done on a regular basis until the parent enters a zone where network coverage is unavailable. The parents added that sometimes some of the places they are deployed to may have network issues which limits their communication process with their families. Access to satellite phones are the only way to communicate with their families which are in short supply at the various camps. The means of communication adopted by parents were measured in quantitative terms to obtain statistical evidence to prove that creating virtual presence through effective communication mediums has significant influence on the lives of their left-behind children. A cross tabulation was conducted which revealed that means of communication has a significant impact with class position of left-behind children whilst their parents are on peacekeeping missions. Again, class position of children whilst their parents are away on duties was seen to have significant impact with challenges they face in their parents absence as well as their positions before their parents left them. These evidences indicated that there is an association between parental absence and educational outcomes of left-behind children.

The study further pointed out remittances from migrant parents as some of the positive effects of parental absence. It was however revealed by most of the children that the remittances they receive were not always sufficient. Aside the challenge of insufficient remittance, the children indicated series of problems they go through in their parent(s) absence both at home and at school and the coping strategies they employ in dealing with most of these strategies. Some of the challenges includes feelings of anxiety, loneliness and depression, no support for homework and assignments, unnecessary beatings from siblings and other relatives, difficult domestic chores, lack of concentration and fear for the lives of their parents. Coping
strategies employed in dealing with such situations include prayers, reading of books, contacting parents on social media as soon as feelings of anxiety, loneliness and depression sets in to know they are alright, and finding temporal replacements in people such as religious leaders e.g. pastors for words of advice and comforts as parents would do. These strategies, according to the respondents help some of them to deal with their parents’ absence to some extent.

Furthermore, the study findings revealed that the effects of their parent(s) absence on their educational outcomes are sometimes positive and other times negative but mostly depends on who leaves and who stays. More than half of the respondent left-behind children indicated that they prefer their mothers staying than their fathers. It was however proven by the study findings that there was no significant effect of father(s) absence on the educational outcomes of most of the children. Few of the respondents indicated that they exhibited behaviours such as absenteeism and lateness to school in the absence of their fathers. The absence of mothers, on the other hand, was creating emotional and psychological impacts to some of the children as indicated by their responses. Generally, the effect of the performance of the left-behind children on their education before and after their parents’ absence was studied to have a significant relationship.

Finally, the children indicated measures that could best enhance their lives in their parents’ absence. Most of them identified the mechanism of a special educational support and financial assistance to be rendered to left-behind children by the Ghana Police Service and other institutions in the absence of their parents. Others also advocated for counselling sessions as well as frequent and a more formal communication channel to keep in touch with their parents.
7.3 Conclusions

Scholars such as Ankomah (2016) and Dankyi (2011) in two separate occasions revealed in their studies that there are no effects of parental migration on the educational outcomes of left-behind children. However, Ankomah was able to discover through her findings that, the health conditions of left-behind children are rather affected. Dankyi (2012), on the other hand, went ahead to provide justification to her findings which states that the child-care system in the country which gives children to professional caretakers and sometimes the help of other family relatives in the absence of parents, to a greater extent, provides the left-behind children with all the conditions they need to give them a sound mind and put them on track in terms of academic performance.

The study using both qualitative and quantitative data provided evidence to show that the educational outcomes of the left-behind children who participated in the study are affected by the absence of their parents.

Also, the phenomenon of only men being recruited have changed to include women. Men are left with no choice but to take up domestic chores and child-caring responsibilities in the absence of their wives. (Assis et al., 2004; Pingol 2003). It was thus established that the effect of parental absence differs based on the sex of the migrant parent which conforms to the findings of Jamkpalay (2006) whose study findings also revealed that there are no significant negative impacts of parental migration on the child’s education when the migrant parent is the father. However, academic performance of left-behind children are affected when mothers rather than fathers migrate.

The study also found out that the left-behind children faces series of challenges in the absence of their parents and tries to adopt a number of coping strategies as earlier indicated in various studies (Ankomah, 2016; Kwankye et al 2007; Wang, 2013) to enable them deal with the consequential effects of not having their parents around.
Furthermore, a greater number of both groups of respondents who participated in the study agreed to frequent communication between left-behind children and their parents whilst on UN Peacekeeping missions. This ensured that the children’s mind are at rest most of the time concerning their parent(s) lives. In a nut shell left-behind children are faced with series of problems in their parent(s) absence as these challenges seem to affect their educational performance.

7.4 Recommendations

The findings of the research has merited the recommendation that the Ghana Police Service should institute financial mechanisms and windows of support through which left-behind children can crawl in terms of financial difficulty. Remittances sent to support their studies have been proven to be insufficient and needs backing up.

The government should therefore intervene by establishing a policy that entitles left-behind children of personnel from the Ghana Police Service sent on UN Peacekeeping Missions to a fund with or without age limits.

Furthermore, intensive counselling sessions should be organized for left-behind children to help them deal with psychological and emotional struggles whilst their parents are away. Children of migrant parents on peacekeeping missions should be provided special education at their counselling sessions on topics such as how imperative it is for their father’s or mother’s to be out there helping people and their chances of seeing them again. This will help reduce the feelings of fear and risk for parent’s life that the study has revealed that most children face in their parents absence.

Finally, an effective communication mechanism must be established to enhance the negotiation of family relations between left-behinds and their parents. Police personnel on peacekeeping missions must be given unlimited access to satellite phones which can make phone calls even at poor network reception areas.
7.5 Recommendations for Future Research

The researcher recommends that future research could be carried on the experiences of not just the left-behind child but the family including the left-behind spouse as well, and to further look at the effect and experiences of families whose migrant parent (mother or father) does not return from UN peacekeeping missions and how the systems deals with such families.

Also samples for future research could be extended a wider number to increase the accuracy of the research findings. Proof of child’s educational performance before and after parents’ absence could also be requested for during the data collection stage to be used as quantitative data in analysing the overall data to give diversified and accurate findings.
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APPENDIX A

AN ASSESSMENT OF THE EDUCATIONAL OUTCOMES OF LEFT-BEHIND CHILDREN OF GHANA POLICE SERVICE OFFICERS ON UNITED NATIONS (UN) PEACEKEEPING MISSIONS

Respondent Number

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

This interview is with a:

Date of interview [Interviewer: Enter day, month, and year]

<table>
<thead>
<tr>
<th>Day</th>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Time interview started [Interviewer: Enter hour and minute, use 24 hr. clock]

<table>
<thead>
<tr>
<th>Hour</th>
<th>Minute</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

Interviewer: If a respondent firmly refuses to answer any question, write “refused” in the answer space and continue to the next question.

BEGIN INTERVIEW

SECTION A: BACKGROUND & DEMOGRAPHIC CHARACTERISTICS

Let’s begin by recording a few facts about you

1. Sex
   a. Male 1
   b. Female 2

2. How old are you?
   Write in age:  

3. What is your ethnic background?
   a. Akan 1
e. Guan 5
   b. Mole-Dagbani 2
   f. Hausa 6
   c. Ewe 3
   g. Ghanaian only or “doesn’t think of self in those terms” 7
   d. Ga-Adangbe 4
   Other [Specify]: 8

4. What is your religion, if any? [Interviewer: Code from answer. Do not read options.]
   a. No religion 1
   f. Pentecostal/Charismatic 6
   b. Catholic 2
   g. Other Christians 7
   c. Presbyterian 3
   h. Muslim 8
   d. Anglican 4
   i. Traditionalist 9
   j. Methodist 5
   j. Other [Specify]: 10

5. What is your level of education? [Code from answer. Do not read options]
   a. No Education 1
   b. JSS/JHS 2
   c. SSS/SHS 3
   d. Polytechnic 4
   e. University 5
   f. Vocational School 6
   g. Apprenticeship training (e.g., Driver, Mechanic etc.) 7
6. In total, how many people currently live in your household?

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 2-5</td>
<td>1</td>
</tr>
<tr>
<td>b. 6-10</td>
<td>2</td>
</tr>
<tr>
<td>c. 11-15</td>
<td>3</td>
</tr>
<tr>
<td>d. 16-20</td>
<td>4</td>
</tr>
<tr>
<td>e. 21-Over</td>
<td>5</td>
</tr>
<tr>
<td>f. Refused to answer</td>
<td>6</td>
</tr>
</tbody>
</table>

SECTION B: MIGRATION EXPERIENCE

7. Which country were you deployed to?

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Haiti</td>
<td>1</td>
</tr>
<tr>
<td>b. Somalia</td>
<td>2</td>
</tr>
<tr>
<td>c. Sudan</td>
<td>3</td>
</tr>
<tr>
<td>d. South Sudan</td>
<td>4</td>
</tr>
<tr>
<td>e. Cote D’Ivoire</td>
<td>5</td>
</tr>
<tr>
<td>f. Liberia</td>
<td>6</td>
</tr>
<tr>
<td>g. Other [Specify]</td>
<td>7</td>
</tr>
</tbody>
</table>

8. How long have you lived in this destination country? [Interviewer: Code from answer. Do not read options.]

<table>
<thead>
<tr>
<th>Duration</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 6 months</td>
<td>1</td>
</tr>
<tr>
<td>b. 12 months</td>
<td>2</td>
</tr>
<tr>
<td>c. 18 months</td>
<td>3</td>
</tr>
<tr>
<td>d. 24 months</td>
<td>4</td>
</tr>
<tr>
<td>e. Over 24 months</td>
<td>5</td>
</tr>
<tr>
<td>f. Don’t know</td>
<td>6</td>
</tr>
<tr>
<td>g. Refused to answer</td>
<td>7</td>
</tr>
</tbody>
</table>

9. Did you maintain links with your family?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>1</td>
</tr>
<tr>
<td>b. No</td>
<td>2</td>
</tr>
</tbody>
</table>

10. If yes, how did you maintain contact with them? If no, why do you not maintain links with you? [Interviewer: Code from answer. Do not read options.]

<table>
<thead>
<tr>
<th>Method</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 6 months</td>
<td>1</td>
</tr>
<tr>
<td>b. 12 months</td>
<td>2</td>
</tr>
<tr>
<td>c. 18 months</td>
<td>3</td>
</tr>
<tr>
<td>d. 24 months</td>
<td>4</td>
</tr>
<tr>
<td>e. Over 24 months</td>
<td>5</td>
</tr>
<tr>
<td>f. Don’t know</td>
<td>6</td>
</tr>
<tr>
<td>g. Refused to answer</td>
<td>7</td>
</tr>
</tbody>
</table>

11. By what means and regularity of communication with household members back home? [Interviewer: Code from answer. Do not read options.]

<table>
<thead>
<tr>
<th>Method</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Letter</td>
<td>1</td>
</tr>
<tr>
<td>b. Telephone</td>
<td>2</td>
</tr>
<tr>
<td>c. Skype</td>
<td>3</td>
</tr>
<tr>
<td>d. Whatsapp</td>
<td>4</td>
</tr>
<tr>
<td>e. Video conference</td>
<td>5</td>
</tr>
<tr>
<td>f. Other, (specify)</td>
<td>6</td>
</tr>
<tr>
<td>g. Refused to answer</td>
<td>7</td>
</tr>
</tbody>
</table>

12. How many UN missions have you participated in?

| Number | |
|--------||
| a. 1   | 1  |
| b. 2   | 2  |
| c. 3   | 3  |
| d. 4   | 4  |
13. What are some of the economic benefits that your children enjoyed while you were on UN peacekeeping?
   a. Remittances 1
   b. Ability to save excess income 2
   c. Freedom to make decision (financial and economic) 3
   d. Buy extra books for school 4
   e. Other [Specify] 5

14. What are some of the social benefits that you derived from the peacekeeping mission?
   a. More free time 1
   b. Benefits from social capital (church groups, Club, Association) 2
   c. Making household decisions from receiving country 3
   d. Less stressful jobs at the UN 4
   e. Other (specify) 5

15. What are some of the challenges you faced at the receiving country?
   a. Loneliness 1
   b. Boredom or home sickness 2
   c. Fear of safety for yourself 3
   d. Worry about children’s education, welfare and health 4
   e. Other (specify) 5

16: What was your child’s position in class whiles you on UN peacekeeping operation?
   a. 1st - 5th 1
   b. 6th - 10th 2
   c. 11th - 15th 3
   d. 16th - 20th 4
   e. 21st - 25th 5
   f. 26th - 30th 6
   g. 30th and over 7
   h. Last 5 from bottom of class 8
   i. Don’t know 9
   j. Refused to answer 10

CHANGING ROLES AND COPING STRATEGIES
17: Did you experience changes in your normal roles in the family?
   a. Yes 1
   b. No 2

18: What are some of these changes?
   a. Childcare giver 1
   b. Domestic chores (working, cleaning, etc) 2
   c. Managing family income together 3
   d. Don’t know 9
   e. Refused to answer 10

19: What are some of the strategies that your family adopted in your absence on peacekeeping mission (eg. Parental role)?
   a. Help from other parent 1
   b. Help from friends 2
   c. Help from family members 3
   d. Help from church based group/association 4
   e. Other, specify 5

20: What are some of the strategies that your family adopted in your absence on peacekeeping mission (eg.
<table>
<thead>
<tr>
<th>Children’s studies?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Help from other parent</td>
<td>1</td>
</tr>
<tr>
<td>b. Help from older sibling</td>
<td>2</td>
</tr>
<tr>
<td>c. Help from family member</td>
<td>3</td>
</tr>
<tr>
<td>d. Help from private/part-time teacher</td>
<td>4</td>
</tr>
<tr>
<td>e. Children adopted self-tuition</td>
<td>5</td>
</tr>
<tr>
<td>f. Other, specify</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21: In your opinion, how best can the Ghana Police Service help children left behind?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Provide funds to support the children left behind</td>
<td>1</td>
</tr>
<tr>
<td>b. Provide a system for frequent communication with children</td>
<td>2</td>
</tr>
<tr>
<td>c. Provide counseling sessions for children</td>
<td>3</td>
</tr>
<tr>
<td>d. Provide effective sign-posting to other services and agencies</td>
<td>4</td>
</tr>
<tr>
<td>e. Don’t know</td>
<td>5</td>
</tr>
<tr>
<td>f. Other, [specify]</td>
<td>6</td>
</tr>
<tr>
<td>g. Refused to answer</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>22: What branch of the Ghana Police Service do you belong to?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. CID</td>
<td>1</td>
</tr>
<tr>
<td>b. MTTD</td>
<td>2</td>
</tr>
<tr>
<td>c. Formed Police Unit</td>
<td>3</td>
</tr>
<tr>
<td>d. Mounted Squadron</td>
<td>4</td>
</tr>
<tr>
<td>e. Marine Police</td>
<td>5</td>
</tr>
<tr>
<td>f. Don’t know</td>
<td>6</td>
</tr>
<tr>
<td>g. Other, [specify]</td>
<td>7</td>
</tr>
<tr>
<td>h. Refused to answer</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>23: Which category of ranking in the Ghana Police Service do you belong to?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Officer</td>
<td>1</td>
</tr>
<tr>
<td>b. Ratings (Other ranks, Please Specify)</td>
<td>2</td>
</tr>
<tr>
<td>c. Don’t know</td>
<td>3</td>
</tr>
<tr>
<td>d. Refused to answer</td>
<td>4</td>
</tr>
</tbody>
</table>

THANK YOU VERY MUCH FOR YOUR TIME, YOUR ANSWERS HAVE BEEN VERY HELPFUL.
APPENDIX B

AN ASSESSMENT OF THE EDUCATIONAL OUTCOMES OF LEFT-BEHIND CHILDREN OF GHANA POLICE SERVICE OFFICERS ON UNITED NATIONS (UN) PEACEKEEPING MISSIONS

Respondent Number

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

This interview is with a: Male 1 Female 2

Date of interview [Interviewer: Enter day, month, and year]

<table>
<thead>
<tr>
<th>Day</th>
<th>Month</th>
<th>Year</th>
</tr>
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</table>

Time interview started [Interviewer: Enter hour and minute, use 24 hr. clock]

<table>
<thead>
<tr>
<th>Hour</th>
<th>Minute</th>
</tr>
</thead>
</table>

Interviewer: If a respondent firmly refuses to answer any question, write “refused” in the answer space and continue to the next question.

BEGIN INTERVIEW

SECTION A: BACKGROUND & DEMOGRAPHIC CHARACTERISTICS

Let’s begin by recording a few facts about you

1. Sex
   c. Male 1
   d. Female 2

2. How old are you?
   Write in age:

3. What is your ethnic background?
   e. Akan 1
   f. Mole-Dagbani 2
   g. Ewe 3
   h. Ga-Adangwe 4
   e. Guan 5
   f. Hausa 6
   g. Ghanaian only or “doesn’t think of self in those terms” 7
   Other [Specify]: 8

4. What is your religion, if any? [Interviewer: Code from answer. Do not read options.]
   e. No religion 1
   f. Catholic 2
   g. Presbyterian 3
   h. Anglican 4
   i. Pentecostal/Charismatic 6
   j. Other Christians 7
   k. Muslim 8
   l. Traditionalist 9
   m. Other [Specify]: 10

5. What is your level of education? [Code from answer. Do not read options]
   h. No Education 0
   i. Pre-School 1
   j. Lower Primary 2
   k. Upper Primary 3
   l. Middle sch./JSS/JHS 4
   m. Senior Sec. School/Senior High School 5
6. In total, how many people currently live in your household?
   g. 2-5 1
   h. 6-10 2
   i. 11-15 3
   j. 16-20 4
   k. 21-Over 5
   l. Refused to answer 998

SECTION B: MIGRATION EXPERIENCE OF PARENT(S)

7. Which country is/are your parent(s)?
   h. Haiti 1
   i. Somalia 2
   j. Sudan 3
   k. South Sudan 4
   l. Cote D’Ivoire 5
   m. Liberia 6
   n. Other [Specify] 995

8. How long has your parent(s) lived in this destination country? [Interviewer: Code from answer. Do not read options.]
   h. 6 months 1
   i. 12 months 2
   j. 18 months 3
   k. 24 months 4
   l. Over 24 months 5
   m. Don’t know 9
   n. Refused to answer 998

9. Why did your parent(s) migrate to this destination country?
   c. International Operation 1
   d. International Post 2
   e. Study abroad 3
   d. Peace keeping 4
   e. Don’t know 9
   f. Other [specify] 995
   g. Refused to answer 998

SECTION C: KNOWLEDGE OF UN PEACEKEEPING

10. Do you know about the UN Peacekeeping Operations? [If No, skip to Question 12]
   a. No 0
   b. Yes 1

11. In your opinion, what is the purpose of the UN Peacekeeping Operations your parent(s) has embarked on?
   g. To maintain peace in conflict areas 1
   h. For training/exercise 2
   i. Reward for hard work 3
   j. To earn extra income 4
   k. Don’t know 9
   l. Other (specify) 995

12. How long has your parent(s) been in the Police Service? [Interviewer: Code from answer. Do not read options.]
   a. 0-4 years 1
   b. 5-9 years 2
c. 10-14 years 3
  d. 15-19 years 4
  e. 20 years & above 5
  f. Don’t know 9
  g. Refused to answer 998

13. Has your parent(s) ever been on a UN peacekeeping operation?
   a. No 0
   b. Yes 1

14. How many UN missions has your parent ever been on?
   a. 1 1
   b. 2 2
   c. 3 3
   d. 4 4
   e. 5 5
   f. 6 6
   g. 7 and above 7

15. How long ago did your parent(s) return from his/her last UN mission?
   f. 0-2 months ago 1
   g. 3-5 months ago 2
   h. 6-8 months ago 3
   i. 9-11 months ago 4
   j. 12 months ago 5
   k. Currently on a UN mission 6
   l. Other [Specify] 995

16. What are some of the economic benefits that you enjoy while your parent(s) is away on UN operations?
   a. Remittances 1
   b. Ability to save more 2
   c. Freedom to make decisions (financial and economic) 3
   d. Buy extra books 4
   e. Don’t know 9
   f. Other, [specify] 995
   g. Refuse to answer 998

17. What are some of the social benefits that you enjoy while your parent(s) is away on UN operations?
   a. More free time 1
   b. Benefits from social capital (church groups, club and associations) 2
   c. Making household decisions on my own 3
   d. Less stressful domestic chores 4
   e. Don’t know 9
   h. Other, [specify] 995
   f. Refused to answer 998

18: What are some of the challenges you face at home while your parent(s) is away on UN operations?
   a. Loneliness 1
   b. Psychological 2
   c. Fear of safety of parent(s) 3
   d. Increased household responsibilities 4
   e. Insufficient pocket money 5
   f. Don’t know 9
   g. Other, [specify] 995
### 19: What was your position in class before the migration of your parent(s) on UN peacekeeping operation?

<table>
<thead>
<tr>
<th>Position</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(^{st}) - 5(^{th})</td>
<td>1</td>
</tr>
<tr>
<td>6(^{th}) – 10(^{th})</td>
<td>2</td>
</tr>
<tr>
<td>11(^{th}) - 15(^{th})</td>
<td>3</td>
</tr>
<tr>
<td>16(^{th}) – 20(^{th})</td>
<td>4</td>
</tr>
<tr>
<td>21(^{st}) - 25(^{th})</td>
<td>5</td>
</tr>
<tr>
<td>26(^{th}) - 30(^{th})</td>
<td>6</td>
</tr>
<tr>
<td>30(^{th}) and over</td>
<td>7</td>
</tr>
<tr>
<td>Last 5 from bottom of class</td>
<td>8</td>
</tr>
<tr>
<td>Don’t know</td>
<td>9</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>998</td>
</tr>
</tbody>
</table>

### 20: What is your position in class while your parent(s) is on UN peacekeeping operation?

<table>
<thead>
<tr>
<th>Position</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(^{st}) - 5(^{th})</td>
<td>1</td>
</tr>
<tr>
<td>6(^{th}) – 10(^{th})</td>
<td>2</td>
</tr>
<tr>
<td>11(^{th}) - 15(^{th})</td>
<td>3</td>
</tr>
<tr>
<td>16(^{th}) – 20(^{th})</td>
<td>4</td>
</tr>
<tr>
<td>21(^{st}) - 25(^{th})</td>
<td>5</td>
</tr>
<tr>
<td>26(^{th}) - 30(^{th})</td>
<td>6</td>
</tr>
<tr>
<td>30(^{th}) and over</td>
<td>7</td>
</tr>
<tr>
<td>Last 5 from bottom of class</td>
<td>8</td>
</tr>
<tr>
<td>Don’t know</td>
<td>9</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>998</td>
</tr>
</tbody>
</table>

### 21: What are some of the challenges you face at school while your parent(s) is away on UN operations?

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of concentration</td>
<td>1</td>
</tr>
<tr>
<td>Inadequate nutrition</td>
<td>2</td>
</tr>
<tr>
<td>Unfair punishment from teachers</td>
<td>3</td>
</tr>
<tr>
<td>Suffer bullying from peers at school</td>
<td>4</td>
</tr>
<tr>
<td>No support with homework</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>9</td>
</tr>
<tr>
<td>Other, [specify]</td>
<td>995</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>998</td>
</tr>
</tbody>
</table>

### 22: What is your level of ability/competence in English?

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (80% - 100%)</td>
<td>1</td>
</tr>
<tr>
<td>Very Good (70% - 79%)</td>
<td>2</td>
</tr>
<tr>
<td>Good (60% - 69%)</td>
<td>3</td>
</tr>
<tr>
<td>Credit (45% - 59%)</td>
<td>4</td>
</tr>
<tr>
<td>Pass (35% - 44%)</td>
<td>5</td>
</tr>
<tr>
<td>Weak (0 – 34%)</td>
<td>8</td>
</tr>
<tr>
<td>Don’t know</td>
<td>9</td>
</tr>
</tbody>
</table>

### 23: What is your level of ability/competence in Mathematics?

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (80% - 100%)</td>
<td>1</td>
</tr>
<tr>
<td>Very Good (70% - 79%)</td>
<td>2</td>
</tr>
<tr>
<td>Good (60% - 69%)</td>
<td>3</td>
</tr>
<tr>
<td>Credit (45% - 59%)</td>
<td>4</td>
</tr>
<tr>
<td>Pass (35% - 44%)</td>
<td>5</td>
</tr>
<tr>
<td>Weak (0 – 34%)</td>
<td>8</td>
</tr>
<tr>
<td>Don’t know</td>
<td>9</td>
</tr>
</tbody>
</table>
24: What is your level of ability/competence in Science?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Excellent</td>
<td>80% - 100%</td>
</tr>
<tr>
<td>b. Very Good</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>c. Good</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>d. Credit</td>
<td>45% - 59%</td>
</tr>
<tr>
<td>e. Pass</td>
<td>35% - 44%</td>
</tr>
<tr>
<td>f. Weak</td>
<td>0 – 34%</td>
</tr>
<tr>
<td>g. Don’t know</td>
<td></td>
</tr>
</tbody>
</table>

CHANGING ROLES & COPING STRATEGIES

25: Do you experience changes in your normal roles in the family? (If No, skip to Question 24)

<table>
<thead>
<tr>
<th>Option</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. No</td>
<td>0</td>
</tr>
<tr>
<td>b. Yes</td>
<td>1</td>
</tr>
</tbody>
</table>

26: What are some of these changes?

<table>
<thead>
<tr>
<th>Change</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sibling care</td>
<td>1</td>
</tr>
<tr>
<td>b. Domestic chores (cooking, cleaning, fetching water etc.)</td>
<td>2</td>
</tr>
<tr>
<td>c. Managing my own pocket money or other finances</td>
<td>3</td>
</tr>
<tr>
<td>d. Undertaking income ventures (selling on the street, shoe shining, etc.)</td>
<td>4</td>
</tr>
<tr>
<td>e. Don’t know</td>
<td>9</td>
</tr>
<tr>
<td>f. Other, [specify]</td>
<td>995</td>
</tr>
<tr>
<td>g. Refuse to answer</td>
<td>998</td>
</tr>
</tbody>
</table>

27: Are there any strategies you employ to cope in the absence of your parent(s)? [If no, Skip to Question 26]

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. No</td>
<td>0</td>
</tr>
<tr>
<td>b. Yes</td>
<td>1</td>
</tr>
</tbody>
</table>

28: What are some of these strategies?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Help from friends</td>
<td>1</td>
</tr>
<tr>
<td>b. Help from other parent present</td>
<td>2</td>
</tr>
<tr>
<td>c. Help from family members</td>
<td>2</td>
</tr>
<tr>
<td>d. Help from church-based group/association</td>
<td>4</td>
</tr>
<tr>
<td>e. Don’t know</td>
<td>9</td>
</tr>
<tr>
<td>f. Other, (specify)</td>
<td>995</td>
</tr>
<tr>
<td>g. Refuse to answer</td>
<td>998</td>
</tr>
</tbody>
</table>

29: In your opinion, how best can the Ghana Police Service help children left behind?

<table>
<thead>
<tr>
<th>Service</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>h. Provide funds to support the children</td>
<td>1</td>
</tr>
<tr>
<td>i. Provide a system for frequent communication with children</td>
<td>2</td>
</tr>
<tr>
<td>j. Provide counseling sessions for spouses</td>
<td>3</td>
</tr>
<tr>
<td>k. Provide effective sign-posting to other services and agencies</td>
<td>4</td>
</tr>
<tr>
<td>l. Don’t know</td>
<td>9</td>
</tr>
<tr>
<td>m. Other, [specify]</td>
<td>995</td>
</tr>
<tr>
<td>n. Refused to answer</td>
<td>998</td>
</tr>
</tbody>
</table>

30: What branch of the Ghana Police Service does your parent(s) belong to?

<table>
<thead>
<tr>
<th>Branch</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. CID</td>
<td>1</td>
</tr>
<tr>
<td>j. MTTD</td>
<td>2</td>
</tr>
<tr>
<td>k. Formed Police Unit</td>
<td>3</td>
</tr>
<tr>
<td>l. Mounted Squadron</td>
<td>4</td>
</tr>
<tr>
<td>m. Marine Police</td>
<td>5</td>
</tr>
<tr>
<td>n. Don’t know</td>
<td>9</td>
</tr>
<tr>
<td>o. Other, [specify]</td>
<td>995</td>
</tr>
</tbody>
</table>
31: Which category of ranking in the Ghana Police Service does your parent(s) belong to?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Officer</td>
<td>1</td>
</tr>
<tr>
<td>f. Ratings (Other ranks, Please Specify)</td>
<td>2</td>
</tr>
<tr>
<td>g. Don’t know</td>
<td>9</td>
</tr>
<tr>
<td>h. Refused to answer</td>
<td>998</td>
</tr>
</tbody>
</table>

THANK YOU VERY MUCH FOR YOUR TIME, YOUR ANSWERS HAVE BEEN VERY HELPFUL.

ENDTIME. Time interview ended [Interviewer: Enter hour and minute, use 24 hr. clock]

LENGTH: Duration of interview in minutes
INTERVIEW GUIDE

1. Please tell me a little about yourself (background characteristics, age, education, ethnicity, etc)

2. What do you know about UN Peacekeeping operations?

3. Please tell me about your experience with your parent’s(s) deployment

4. What is the hardest thing about having your parent(s) deployed

5. What are the benefits of having your parent(s) deployed
6. How has the deployment of your parent(s) affected you? What changes have you experienced before parent(s) deployment and during deployment? (Personally, Family/Relationship, Daily life?)

7. Can you provide examples of these changes?

8. How do you manage/deal with these changes? (What strategies do you use)

9. Where do you get support (economic/social) in time of need when your parent(s) is away?

10. If you were to give advice on ways by which left behind children of police personnel can deal with deployment, what would you say?
11. In your opinion, how best do you think the Ghana Police Service and other institutions can help children of Police personnel left behind during the deployment?

12. Is there anything else you would like to add?