

**UNIVERSITY OF GHANA LEGON  
CENTRE FOR MIGRATION STUDIES**



**THE EFFECTS OF INTERNAL AND INTERNATIONAL MIGRATION ON  
LEFT-BEHIND CHILDREN OF MIGRANT: A CASE STUDY OF AKUSE IN THE  
LOWER MANYA-KROBO MUNICIPALITY IN THE EASTERN REGION.**

**BY**

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**THIS LONG ESSAY IS SUBMITTED TO THE UNIVERSITY OF GHANA,  
LEGON, IN FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF  
MA MIGRATION STUDIES DEGREE**

**JULY 2018**

## DECLARATION

I, Salifu Issah hereby declare that, except for references to other people's work which have been duly acknowledged, this long essay is the result of my own research and has neither in part nor in whole been presented for any degree.

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## ABSTRACT

This study was designed to investigate the effects of internal and international migration on left-behind children of migrant.

A cross sectional study was carried which involved the collection of data using two structured questionnaires, purposive sampling was used to reach participants which included 70 caregivers, 20 left-behind children and 10 teachers of left-behind children.

The findings revealed that most caregivers of left behind children of migrant parents are family members and friends ( mothers, fathers, sisters and brothers of migrant parents) Therefore left-behind children are taken care of by the family system rather than other systems like the commercial system. And majority (85% of the total respondents) of care givers are female which supports the claim in the literature review.

The findings shows that the destination (internal and international) of the migrant parents didn't have any critical and direct impact on the academic performance of left-behind children. 87% of parents of left-behind children migrated internally to the 13% migrating internationally. The responses didn't show any different outcomes. The academic performance of left-behind children depended on the level of education caregivers.

The findings also revealed that remittances alone was not enough for the care of left-behind children as 62% of the care givers used their personal savings with only 28% of caregivers receiving remittances which was in itself inadequate. Some migrant parents neglect their left-behind children because they had started a new family where they concentrate their attention. This situation adds burden to the caregivers who are sometimes forced to engage the children in petty trading in order to supplement their budget. However, 74% caregivers don't regret taking up such responsibility but urged policy makers to establish more jobs for their family members who have migrated to get jobs. There is therefore the need for parents to be sensitized to take up their responsibilities in the care of their children no matter where they find themselves and the appropriate sanctions applied to those who refuse their responsibilities.

## **DEDICATION**

This work is dedicated to my wife Peace Adjei Hasia, my children Issah Memunatu Deashini, Issah Abubakari Sadiq D. and Issah Abdul-Latif B and my mother Hajia Katume Abubakari. Who supported me in the course of this programme.

## ACKNOWLEDGEMENTS

A work of such magnitude cannot be the effort of one person. Other individuals in multifarious capacities have made inestimable contributions to this work from the start of the work to its conclusion. To begin, I am grateful to the almighty Allah for his mercies, grace, favours, strength and guidance (conditions needed to make it possible for a successful finish to this work)

I would also like to express my profound gratitude to my wife Peace Adjei Hasia and my children Issah Memunatu Deashini, Issah Abubakari Sadiq D. and Issah Abdul- Latif B. for their support, encouragements, assistance, cooperation among other gestures in the course of the study.

A special debt of gratitude goes to my indefatigable academic supervisor, Dr. Delali Badasu, Centre for migration studies, university of Ghana for her constructive criticisms, comments, advice, corrections and suggestion in the course of this work.

My gratitude goes to my parents Mr Adam Salifu and Hajia Katume Abubakari who contributed in diverse ways to get me this far.

I would like to express my gratitude to Mr. Abur- Sufian Mohammed (Assistant Headmaster Academic: Akuse Meth. Sen. Tech. Sch.) Whom I refer to as my shadow father in every aspect of my life, He has been instrumental throughout the work by advising, motivating among other things. I say Allah Bless you.

My gratitude goes to Prof. Teye: Director (Centre for Migration Studies University of Ghana) and Dr. Kandilege Leander: Course coordinator Centre for Migration Studies University of Ghana Legon and all the lecturers at the centre.

My appreciation goes to Mr Samuel Adjei, Mr. Abotsi, Mr. Robert Tengey, Charity Tengey, Madam Y. Elizabeth, Abdulai Ayisha, G. Andraina, Mr. Seyeram R. D. and all my course mates who have helped in diverse ways for me to put up this work.

I would like to acknowledge all the respondents and teachers in the schools I administered the questionnaires and a special thank you to the people of Akuse and the opinion leaders.

## **LIST OF ABBREVIATIONS**

ACCA	Association of Chartered Certified Accountants
ACRC	African Charter on the Rights and welfare of the Child
ATR	African Traditional Religion
CRC	Convention for the Rights of the Children
GES	Ghana Education Service
GSS	Ghana Statistical Service
ICT	Information Communication Technology
IDPs	Internally Displaced Persons
JHS	Junior High School
LBC	Left-Behind Children
LI	Legislative Instrument
MDAs	Ministries, Departments and Agencies
NSS	National Service Scheme
SHS	Senior High School
SPSS	Statistical Package for the Social Sciences
UNCRC	United Nations Convention of the Right of the Children

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 BACKGROUND OF THE STUDY

Migration is the movement of people across boundaries and borders within space and time for purposes of permanence or semi-permanence spanning from one year and above caused by drawn in factors as social, economic, political among other factors known as “pull” factor and actuation factors also known as social, economic, political among other factors known as “push” factors (Haas, 2008). As a natural phenomenon , it is used to describe countries as sending or receiving or even both since countries which hitherto used to be described as sending countries can metamorphose into receiving countries and the vice versa depending on the situation either forced or labour (emigration (out-migration) or immigration(in-migration)) (Ratha2003)

Migration has taken various forms (rural-rural, rural-urban, urban-rural, urban-urban) in the direction of south-north (under developed and developing countries to developed countries) south-south among others with Africa dominating in the movement within the continent making it to be described as a moving continent.

Akuse is a town in the Lower Manya Municipal Assembly that has a total population of 89,246 with males and females constituting 46.5 and 53.5 percent of the population respectively. The Municipality has a youthful population with 35.1 of the population below 15 years. The aged (60 years and older) constitute 8.3 percent of the population. Whiles the urban areas have sex ratio 84.6, the rural areas have a ratio of 99.2; showing that there are more males than females in both urban and rural areas ( GSS, 2014)

It is predominantly a farming community with majority of farm activities centred on rice, maize, okra, pepper, cassava, plantain, onion among other crops are grown. The inhabitants are also engaged in other macro and micro business activities like commercial driving (taxi and “trotro”) and “okada” commercial motor riders to make a living among other businesses. Some of the inhabitants engage in animal husbandry by rearing cattle, sheep, goats among others.

The town is a cosmopolitan area as it contains multifarious ethnic groups including Krobo (most dominant), Ewe, Fulani, Kotokoli, and other minority ethnic groupings. Some of the speakers are labour migrants found in the Ghana Health Service, Ghana Prison Service, Ghana Education Service, Ghana National Fire Service, Asutwari Banana Farms among others. Akuse has a Secondary School (Akuse Methodist Senior High Technical School), Hospital, Banks (Ghana Commercial Bank and other Rural Banks), Access roads, among other facilities which makes it incumbent to refer the area as a rural area. But yet most of the youth from the area migrate to the big towns like Ashaiman, the national capital (Accra) and other parts of the country in search of greener pastures as internal migration. Also a few of the youth embark on international migration to countries like Cote D’Ivoire and other neighbouring countries in search of greener pastures.

Although it is estimated that it is the youth between the ages of 15 and 19 who migrate as a result of them being school drop-outs or having completed their secondary school (Gould, 1985). But education is discovered to have a link with rural-urban migration as people with education tend to migrate from rural areas to urban centres (Caldwell, 1969:62). Some of the migrants (mostly girls) before their flights have children as a result of teenage pregnancy prevalence in the area among other reasons who they cannot migrate with due to certain obvious reasons. This situation therefore creates the need to fall on the services and help of foster care givers by parents, friends and other neighbours to continue

the care for their children left behind until they return to take them to join them at the destination place or when they are able to raise enough capital to start business at the place of origin in order to cater for the needs of the children when they return (Lipton, 1980:6).

This situation has attracted the attention towards finding out how these children left behind of migrant parents adjust to the community in the absence of their parents , how foster parents manage to feed , shelter , clothes, school among others left behind children of migrant parents . These Children left behind whether they are able to communicate with their migrant parents, Migrant parents communicate with those who take care of their children left behind

## **1:2 PROBLEM STATEMENT**

The impact of migration (internally and internationally) on both the migrants and their families left behind has been established by studies (Pekin, 1989). For instance, lack of accommodation, brain drain, among others at the destination place on the migrants on one hand and care for the aged, children, businesses among others at the place of origin on the families left behind.

With the current trend of development across the globe, particularly in the under developed countries, education is prioritized in order to have an educated citizenry in order to improve the human resource base (tool for development) in the quest to close the gap between the developed and the under developed (Carter, 1978). Governments have concentrated most of their efforts in building schools, taking responsibilities of pupils fees (Capitation grants and the free SHS among others) and other programs to facilitate the upward enrolment of pupils and students in our schools with parents playing other roles. But much is yet to be done on children left behind by migrant parents who constitute a considerable size of the population in the basic and second cycle schools capable of

influencing society, taking into account their psychological, material, physical and other needs. The vacuum created due to absence of the parents of left-behind children (LBC) caused by a variety of factors. Albeit migration negatively affects the wellbeing of LBC, sometimes it also enhance their wellbeing with the interplay of factors.

Migration in contemporary days has become a major option by families mostly the youth to improve their living standards with the hope of getting jobs at the destination and its anticipated concomitant higher wages among other considerations. This has placed the attention of policy makers in both sending and receiving countries on how to manage the movements of migrants across borders and their remittances. Since remittances goes a long way to support budgets of developing countries even more than foreign direct aid does (Adams, 2016). Yet the plight of the children left behind by migrant parents are not seriously considered and left to the Non-Governmental Organizations and other charitable organizations (Yeboah, 2014). Apparently due to the insufficient data on the effects of migration on the left behind children.

Some works have been done on the challenges most children left behind by migrant parents face. Appianing ( 2013) Explains that the duration of migrants spend away from their children opens up both parents (migrants) and their children left behind to economic, social, and health outcomes. According to Ankomah (2016) the wellbeing of children is dependent on parental care and migration has led to migrant parents delegating the care of their children to other care givers. This brings to bare the effects of migration on left behind children. The situation in Ghana is not always hopeless as children left behind are most often left with their extended families and other relatives (Afriyie, 2009)

According to (Cebotata and Mazzucato 2015) migration particularly does not affect the performance of children left behind in school alone as a factor but with other

accompanying factors like divorce which affects remittances and the arrangements made to give children left- behind by migrant parents the best of care and for that matter, their education.

It is against this backdrop that this work seeks to establish the link between the destination (internal or international) migrant parents and their left behind children considering their academic performance and psychological wellbeing.

### **1.3 AIMS AND OBJECTIVES OF THE STUDY**

The general objective is to find out the link between the destination of migrant parents (internal or international) and its effects on the academic and general wellbeing of their left behind children in Akuse and its environs in Lower Manya Municipal Assembly in the Eastern Region Ghana.

The specific objectives are to

1. Find out if foster parents receive remittances (cash or kind or both) to take care of children left behind by migrant parents.
2. Find out how left behind children of migrants adjust to the community in the absence of their parents.
3. Find out how left behind children perform in schools before and after their parent(s)' departure.
4. Examine the communication link between foster parents and migrant parents
5. Examine the communication link between left behind children and migrant parents
6. Make recommendations based on findings of the study for future policy decision making.

#### **1.4 RELEVANCE OF THE STUDY**

The research intends to study the effects of internal and international migration on children left- behind in Akuse: Lower Manya municipal Assembly. The study intends to examine the type of relationship between migrant(s) parents and their children left behind and also migrant parents and care givers of their left behind children. Also, the study seeks to identify factors that influenced migrant(s) to migrate.

The study will provide evidence based recommendations for policy makers in the country (Ministries, Departments and Agencies: MDAs) and other development partner and the stakeholders to make informed decision on internal migration international migration and its impacts on the left behind children. The outcome will contribute to the discussion on raising the awareness of the effects of migration on children left behind by migrants

Additionally, the study will make a valuable contribution to existing literature and theoretical development of the topic.

#### **1.5 ORGANIZATION OF THE STUDY**

The study is organized into six chapters:

Chapter one will incorporate the background of the study: Statement of problem, research question, research objectives, relevance of the study and organization of the study.

Chapter two will incorporate literature review-: The reviews of relevant and available literature on the subject under study. Drawing examples from others on the wellbeing of left- behind children of migrant parents.

Chapter three will be on

(a) The research methods to be employed for the study: design, population, sample size, sampling techniques and source of data

(b) The profile of the study area with emphasis on internal and international migration history of the communities (areas) in the Akuse township of the Lower Manya Municipality. Linking the profile of the Municipality to the research under investigation.

Chapter four will contain demographic characteristics of the study population, the type of migration (internal or international) embarked upon by the parents of the left behind children, the destination of migrant parents, the economic status of migrants before departure and the type of work that they do at the destination area.

Chapter five will focus on remittances- (cash or kind or both) received by foster parents, how they are used and if they have implications for the experiences of the left-behind children.

Chapter six will discuss some experiences of the left-behind children, including how they adjust to their community without their parents, the communication between them and their migrant parents, their academic performance and find out if they have any effects of the absence of their parents,- on their experiences .

Chapter seven will have the summary of the study, using findings to draw conclusions and making recommendations for policy makers and any further research on left behind children of migrants.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This part of the study examines some of the literature on internal and international migration issues and the effects on migrant's children left-behind using child right based approach in Ghana. It also examines some studies carried about foster parents of left-behind children by migrant parents and the care they (left-behind children) receive in the absence of their parent(s), the positives and negative effects of the absence of the parent(s) on the children were also observed.

#### **2.2 MIGRATION**

Migration from the north to the south (under developed to developed areas) is a global issue as people move from the buffer zone to the core zone (from areas of scarcity of opportunities to areas of opportunities) for better conditions of living. Africa like other Continents is not isolated in this phenomenon as people move from one country to another for greener pastures for example people moving from Ghana to South Africa for job opportunities ( Adepaju, 2006). There is also the issue of intra country movements as most countries' human and material resources are not evenly distributed, thereby causing people to move. In Ghana for instance, the prevalence of movement of people from the north to the south with the believe that conditions are better in the south than the north with the earlier endowed with kaleidoscopic job opportunities without labour and the latter endowed with labour without job opportunities. This is mostly due to the geographical distribution of wealth, with the south having to be richer than the north (Geest, 2011).

### **2.2.1 INTERNAL MIGRATION**

Internal migration which involves the movement of people in space that brings about a change in their normal place of residence. Internal migration refers to the movement of people within the boundaries of a country or state (International Union for the scientific study of population, 1982:92-93 in Oucho and Gould 1993) It is a continuous phenomenon rather than a single event, making it difficult to measure (Oucho and Gould, 1993)

### **2.2.2 RURAL – URBAN MIGRATION**

Rural-urban migration is not the largest group of internal migrants in sub-Saharan Africa countries, this type of movement is in the form of circulation and temporary stay in town or for permanent urban residence. Nevertheless, it is the most significant form of movement for the long-term trend of special redistribution. According to Adepoju (1990), attraction of urban areas to migrants is not entirely for economic purposes but other consideration like quality of life among others. The perception of job availability in the urban centres is critical in promoting rural-urban labor migration. But the availability of better and quality health care, educational opportunities especially the tertiary level, housing and other attractive conditions (Gould, Ohedike, Tetteh, 1990 in Oucho and Gould, 1993)

### **2.2.3 URBAN-RURAL MIGRATION**

Urban- rural migration involves the movement or flight from urban areas such as well developed cities to rural areas with reasons such as unemployment, retirement(return) due to high cost of living in the cities , appointments into traditional political institutions (Chieftaincy), transfer by employers among other consideration (Adewale, 2005)

#### **2.2.4 URBAN-URBAN MIGRATION**

It is concerned with the movement from one urban area to another urban area. According to Seth (2013) it often happens to senior Public / Civil servants who normally head state institutions and quangoes and are transferred from one centre to another as heads of Ministries, Departments and Agencies (MDAs) It also occurs when business owners relocate or expand their businesses from one urban area to another due to access to customers or the demand for the decentralization of such businesses.

#### **2.2.5 RURAL-RURAL MIGRATION**

It is concerned with the movement of people across rural communities mostly for agricultural purposes as farming, hunting, quarrying, grazing and also trading, marriage among others. This occurs within rural areas particularly farming communities who practice land –tenure system (Seth 2013)

### **2.3 MIGRATION SELECTIVITY AND DIFFERENTIALS**

Voluntary internal migration is selective of migrants by demographic and socioeconomic characteristics across the general population as a key feature. It is selective by age, sex, education, occupation and other differentials.

#### **2.3.1 AGE SELECTIVITY**

Population censuses of countries within sub-Saharan countries shows that 24 years and below are ages of most migrants engaged in internal migration due to the rapid accelerating numbers of primary and secondary school graduates (Caldwell, 1985) Young people have the disposition to migrate, notably between the ages of 15-19 years category in Ghana and after the age of 45, migrants return more than they migrate from the rural areas (Caldwell, 1969)

### **2.3.2 SEX DIFFERENTIAL**

For a very long time, male have dominated in voluntary labour migration as they are culturally seen as the providers for the family female as care givers. The use of sex ratios to distinguish between outmigration and in migration areas is made possible by the continuing sex differentials in migration (Oucho and Gould 1993) Censuses and surveys have revealed that sex ratios of migrants proves high sex ratios (more male than female) in destination areas and low sex ratios in areas of origin, although current trends shows reduction in the gap. According to Caldwell (1969) there has been increase in the number of women involved in rural- urban migration in recent times. The women's flight is associated with permanent migration as they bring their families from their villages to stay with them.

### **2.3.3 EDUCATIONAL DIFFERENTIALS**

Education has been a strong factor for the migration of people especially the youth migrating to urban areas. According to Gould (1993) studies have established a positive and strong relationship between migration and education with Ghana as no exception. Caldwell (1969) has shown in Ghana that "what education does more than anything else, is to promote long term rural-urban migration" in the early 1960s. The educated male migrated to to urban areas whilst the uneducated migrated to towards mining and agricultural wage employment areas during the colonial period. It has been established in Ghana that generally, migrants have higher educational attainment than non-migrants in the 1960 and 1970 census (Zachariah and Conde, 1981: 70-71). Studies has further shown the link between education and rural – urban migration in Ghana with over 60% of respondents with no education never migrated and don't intend doing so with few less than 20% of respondents who had some secondary school education had migrated or intended migrating.

### **2.3.4 OCCUPATIONAL CHARACTERISTICS**

Many studies have revealed that relatively wealthy households across the globe are more able than the poorer ones to sponsor outmigration of some of their members. Outmigration is positively related to household income, as it is the expected income that motivates the choice to embark on the flight.

### **2.4 INTERNATIONAL MIGRATION**

It is the movement of people either voluntary or involuntary across borders of states or countries for purposes of permanent or semi-permanent stay as labour migrants or refugees. It is the share of a country's population living abroad (Adams and Page, 2003). According to (GSS, 2014) it involves the crossing of national boundaries with person involved in this flight referred to as emigrants from the perspective of their country of origin and immigrants from the viewpoint of the country of destination. It is difficult to embark on international migration since it involves crossing of an international border which requires documentations and other official procedures with its possible and concomitant change of language, customs and politics in general, a change in lifestyle among other. It include persons who arrived in a country during a year and whose period of stay in the country is more than a year (Kraly and Warren, 1993)

### **2.5 FACTORS INFLUENCING MIGRATION**

Migration in any form is caused by multifarious factors which include environmental, political, cultural or economic factors individually or a combination of two or more of the factors. These factors could cause migration voluntarily or compulsorily owing to existing or prevailing conditions. When there is peace in a community or a country and there are no employment opportunities to match with proletariat, they will look elsewhere with perceived availability of jobs (labour migration). In addition to that, people joining their spouses at the destination place from place of origin and other voluntary migratory

movements. But migration could be forced on people as it remains the only option to saving lives in violent conflict or crises situation( to escape persecution) against the backdrop of availability of jobs to match existing proletariat (employment) as refugees, IDPs . Additionally, people could be forced to migrate due to retirement, invasion of pest, the spread of debilitating diseases like “ebola” among others (William 1970 in Seth, 2013)

## **2.6 THEORETICAL APPROACH FOR THE STUDY**

Migration of parents (internally or internationally) brings both economic benefits and social costs on children left-behind. Although the extent to which left-behind children of migrant parents benefit or suffer is not well understood and proven. According to Lu(2014) the relationship between the streams of migration(internal and international) indicates that left-behind children of international migrant parents are more worse of compared to left-behind children of internal migrant parents especially in their academic performance.

### **2.6.1 CHILD WELL-BEING, DEVELOPMENT AND RIGHTS**

Children are individuals below the age of 18 (CRC, Article 1) The well-being of children can only be achieved when four main aspects of their life are considered (health, education, economic activity (child work) and the psycho-social effects), These components are embodied in the Convention of the Right of the child which has become part of the obligations by states on children living within their jurisdiction (Rossi 2008)

### **2.6.2 EFFECTS OF MIGRATION ON CHILDREN LEFT –BEHIND**

Migrant parents embark on their flight internally or internationally due to voluntary or involuntary factors and most of them (migrants) leave their children behind into the care of others, hoping to either return to take care of their children left-behind (seasonal

migration) or arranging to let their children left-behind join them at the destination as a form of reuniting (permanent migration)

Although remittance is suppose to improve the budget of the household at the place of origin of migrants, it does not necessarily cause a positive development effect on left-behind children of migrant parents (de Haan, 2005). Migration may also decrease the income of the left-behind household and that may also affect the well-being and care for the left-behind children. According to Appianing (2013) the interest of the child in the short or long term planning or decision concerning the child must be the bench mark since those decisions will have a long lasting implication on their development, survival and protection.

### **2.6.3 EFFECTS OF MIGRATION ON THE EDUCATION OF LEFT-BEHIND CHILDREN**

Migration has impacted negatively on the education of left-behind children particularly when both parents have embarked on the flight. But the implications are minimized if the mother stays behind to support the children in their education with the father remitting to pay their fees and cater for their other needs necessary for a conducive environment for the left-behind children to learn and improve on their education (Antman 2010 in Appianing, 2013)

According to Appianing (2013) children are stakeholders in the society and therefore have the right to information, expression, decision-making (particularly those that concern them) and association. Therefore any attempt or decision to make children an integral part of the society, family, school, community among others. For a meaningful participation in the environment affecting them will only espouse the Child Right approach (Adams, Jerry (2003) in Seth, 2013)

According to the United Nations (1989) a child is every human being below the age of eighteen years unless under the law applicable to the child in Article 1 of the Convention on the Rights of the child (CRC) It makes provision for every child to grow up with the parents, have the right to education and well-being, having access to education, immunization, adequate diet, clothing, shelter, medical attention and all the conditions necessary for their physical and social development. However, the absence of their parents as a result of migration deny them such conditions and to make up for the vacuum , migrant parents fall on the care from other family members , friends and other people ( foster care) which might not be able to fit completely as what the children might get from their migrant parent.

#### **2.6.4 EFFECTS OF MIGRATION ON THE HEALTH OF CHILDREN LEFT-BEHIND**

Children left-behind are affected by different health conditions in the absence of their parents due to migration, thereby rendering them (children left-behind) vulnerable and consequently negatively affecting their well-being (Appianing, 2013). According to Rossi (2008) remittances impact on the health of children left-behind considering multiple of indicators. Frank and Hummer (2002) in (Rossi, 2008) used micro-data from 1997 Encuesta Nacional de Dinamica Demografica in order to analyze the impact migration and remittances on birth weight. Their work espoused the proposal that migration beneficially impacts child health outcomes and demonstrate that children in households with migrant members are less likely to be under weight. Lopez –Cordova (2006) analyzes the relationship between migration and child health in Mexico, using data at the Municipal level by providing evidence consistent with Hilderbrandt and McKenzie (2005) household-level estimates. In spite of that he agreed that He estimated that a 1% increase in the share of recipient households reduce infant mortality rate by 1.2 per a thousand ,

although he admitted that the size of the effect may appear excessive due to the low and declining incidence of infant mortality in Mexico. the direction and significance of the effect are strong across alternative specifications.

### **2.6.5 CHILDREN'S RIGHTS IN GHANA**

Successive governments have formulated and implemented policies and legislations geared towards improving the lots of children in general. Emphasis on the rights of left-behind children who are vulnerable are not adequately captured or attended to. Some of these laws and programmes are formulated to conform with those found in the ratified UNCRC(1989) and the African Charter on the Rights and welfare of the Child(ACRC) Some of the provisions include the children's Act 1998 (Act 560) which seek to reform and consolidate the laws relating to children. It sets the legal age at which a child matures for marriage and for employment at 18 years and 15 years respectively. The act allows children aged 13 to be engaged in light, non-hazardous work. Act (560) provides for the child's right to life, development and survival (Article 6 of the UNCRC1989) so as to guard the child against all forms of discriminations. It also emphasizes on the principle that any decision concerning the child should be made in the interest of the child.

The Juvenile Justice Act 2003 (Act 653) seeks to protect the rights and welfare of juveniles and young offenders. The family and welfare policy (2015), the human trafficking Act (2006) among other provisions in the constitution seeks to protect children against their vulnerability, ignorance of Child Right, outmoded perception of children and inadequate protection of children. In an attempt to solidify the legislations and programmes towards the protection of children and their development that the government of Ghana established the Ministry of Women and Children Affairs to see to it that all the laws that concerns themselves with children are applied.

### **2.6.6 CARE FOR THE CHILDREN**

The provision of what is necessary for health, welfare, maintenance and protection of children embodies care. Providing the needs of children is needed for their self-development (Bass, 2004) Extended family relatives as well as friends take up the care for left-behind children after their parents have migrated with migrant parents sometimes remitting to support the care for their left-behind children. Children are generally raised by the community in which they find themselves with their parents playing major and leading roles in their care in Ghanaian culture. This paper will focus on the material physiological needs than other needs like economical social needs.

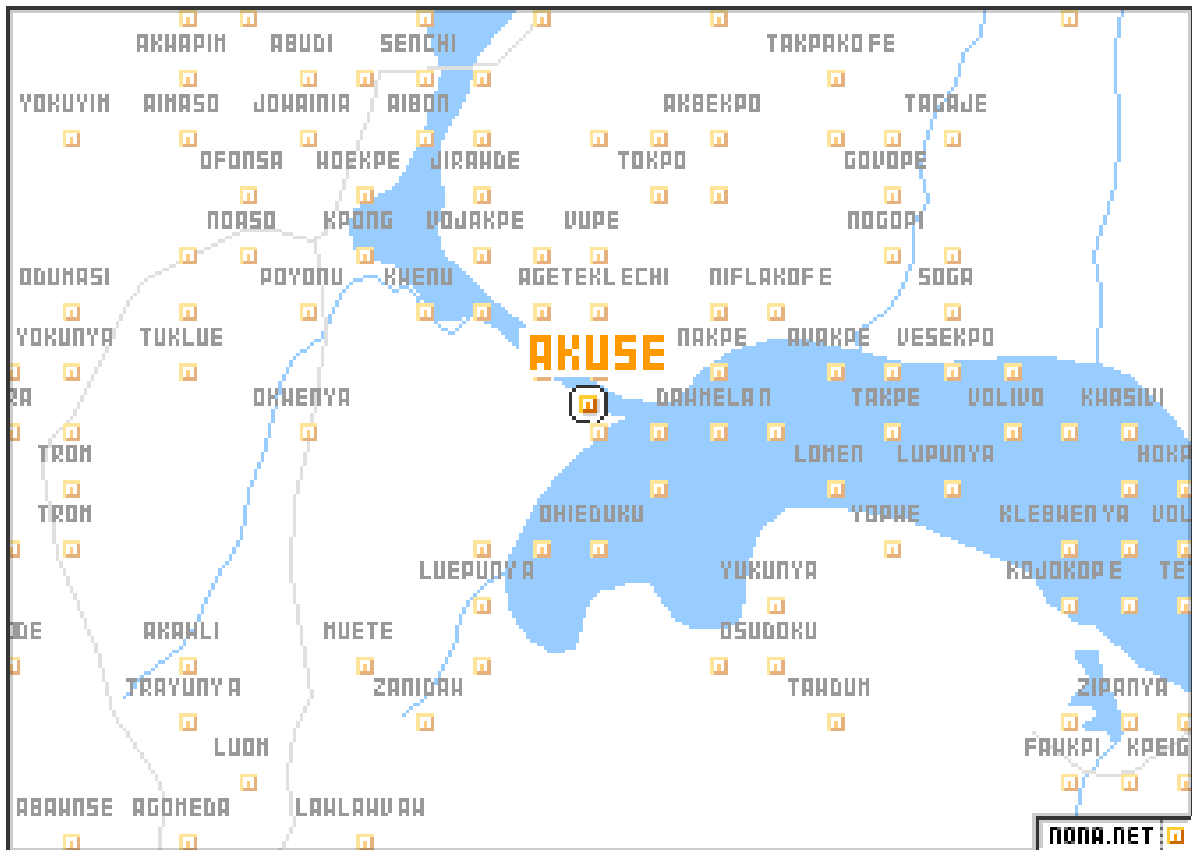
## CHAPTER THREE

### METHODOLOGY OF THE STUDY

#### 3.1 INTRODUCTION

The study is to find out the effects of both internal and international migration on left-behind children of migrant parents. And also to find out reasons why the parents of left-behind children migrated.

#### 3.2 STUDY AREA



**Figure 3. 1: Showing Akuse and its environs**

The study was conducted in Akuse in the Lower Manya-Krobo Municipal Assembly in the Eastern Region of Ghana. It was conducted in the Akuse township (Osokutu, Zongo, Salom, Merigo and Amedeka). Lower Manya-Krobo Municipality is one of the 26 districts in the Eastern region of Ghana with Krobo Odumase as its capital and 6°32'N and 0°49' W

as its Coordinates. The Municipality came into being after the split of the then Manya Krobo District into Lower and Upper Manya Krobo in 2008. It was elevated to a Municipal status in 2012 by a legislative Instrument (LI) 4026. It is located at the Eastern corner of the Eastern Region of Ghana, lying between latitude -6.2. -6-5 N and Longitude -3.0 -0.0 W of the Greenwich Meridian with an altitude of 457.5m.

It is bounded on the north-west by Upper Manya Krobo District, on the South-east by North-Tongu District and on the south by Yilo Krobo and Dangme West District. It has a land area of 591 square kilometres constituting about 3.28% of the total land area of the Eastern Region of Ghana (18,310km)

The Municipality has a population of 89,246 representing 3.4% of the total population of Eastern Region of which 41,470 (46.5%) are male and 47,776 (53.5) females (2010 population Census) with a youthful population of 35.1% of the below 15 years. The urban areas have a sex ratio of 84.6 whilst the rural areas have a ratio of 99.2 showing that there are more males than females in both urban and rural areas. The Municipality has a fertility rate of 3.0 which suggest that a female aged between 15-49 years will give birth to three children by the end of her reproductive years, if she goes by the current age-specific fertility rates (NSS 2014)

The Municipality has an average of four persons per a household. Slightly higher for rural areas (4.2) than urban areas (3.9) consisting of children (sons/daughters) of household heads (35.5%) heads of households represented 25.3% and grandchildren (10.9%) Spouses make up 9.2% of the population. About a third of the household resides in a single parent (nuclear or extended) households. But majority of the household population lived in extended family households constituting 61.7% (GSS, 2011).

### **3.3 STUDY DESIGN**

The study utilised both qualitative and quantitative methods to be able to derive in-depth knowledge and understanding of the complex nature of the relationship between migrants and their children left-behind and their care in the Akuse township in the Lower Manya-Krobo Municipal Assembly. Both methods were used, to increase the validity of the findings as some phenomenon were examined. It enhanced the collection of data and promoted a greater understanding of the findings.

### **3.4 STUDY QUESTIONNAIRES**

Three structured questionnaires (appendix 1) were used for the data collection. One for the caregivers (foster parents) , one for the teachers of the left-behind children of migrant parents and one for left-behind children of migrant parents between the ages of 5 and 18. It was pretested in Adakoji a suburb of Ashaiman in the greater Accra Region. An area which has a Dangme community , to test the understanding of the questionnaires by the respondents and it proved fruitful and helpful in exposing areas that needed subtraction s and areas that needed additions in the questionnaire before they were administered to the foster parents, Teachers and children left-behind.

#### **3.4.1 VARIABLES MEASURED**

Below are the variables measured using the questionnaire.

#### **3.4.2 DEMOGRAPHIC CHARACTERISTICS**

The children interviewed were asked of their age, sex, how long their parent(s) have migrated (which of the two or both) and to which city, place or country.

### **3.4.3 THE IMPACT OF MIGRATION ON ACADEMIC PERFORMANCE.**

The children were asked about their positions in class after every terminal exams before the migration of their parents and whether their parent(s) absence has affected their position in class after their terminal exams.

### **3.4.4 COMMUNICATION WITH THEIR MIGRANT PARENT(S) AND PARENTAL SUPPORT**

The children were asked the last time they communicated with their migrant parent(s) and how often they communicate with them. The children were again asked if their parents responded to their needs and request during their communications with them. The children also answered questions on some of the challenges they face in school, the community and at home due to the absence of their parent(s).

### **3.4.5 SAMPLE INCLUSION CRITERIA**

Purposive sampling was used in the study. This method allowed the researcher to choose participants to be included in the study based on their knowledge of specific characteristics of the sample that would best represent the population ( Russell, 2006) The researcher interviewed Left-behind children with their care givers and their teachers of internal and international migrant parents. This action was intended to save time

Snowballing technique was also employed to reach out to target population for purposes saving time and getting a rich as well as reliable data.

### **3.5 SAMPLE SIZE DETERMINATION**

Using a confidence interval of 95 percent interval and allowing 5 percent margin of error , sample size of hundred (100) was calculated using Epi info version 3.6 in order to calculate for the missing of answered questionnaires, researcher therefore used hundred (100) respondents who were foster parents, teachers of left-behind children and left-behind

children. A total of 70 foster parents, 10 teachers and 20 left-behind children (respondents) in Akuse in the lower Manya-Krobo Municipality.

### **3.6 SAMPLING PROCEDURE**

The study aimed at investigating the effects of internal and international migration on left-behind children in the Akuse township. Purposive sampling was used as it permits the researcher to choose respondents based on their knowledge of specific characteristics to represent the population (Russell, 2006). Both quantitative and qualitative methods of data collection, analysis and reporting were adopted and used for the study. The work used both primary and secondary data for its source of information. Primary data refers to the data collected through the interview with the caregivers, teachers and left-behind children of migrant parents in the Akuse township of the lower Manya-Krobo Municipality in the eastern Region. Secondary data sources also refers to the data used in this work include published research articles, journals and publications, websites, published and unpublished works. The work therefore used hundred (100) respondents who were foster parents, teachers of left-behind children and left-behind children. A total of 70 foster parents, 10 teachers and 20 left-behind children (respondents) in Akuse in the lower Manya-Krobo Municipality.

### **3.7 DATA COLLECTION PROCEDURE**

A letter of introduction was obtained from the Centre for Migration Studies, University of Ghana and submitted to opinion leaders and head-teachers of identified schools. Data collection began with interviews with foster parents followed by teachers and left-behind children of migrant parents. The questionnaires were administered by giving them out to respondents or guiding and assisting them in answering the questions with intermittent help of a translator to take care of language challenges. The foster parents were

interviewed at home and work place, Teachers in their Staff Common Rooms and children under trees within the school compound.

### **3.8 DATA COLLECTION TOOLS**

The main data collection instruments used for the study was structured questionnaire with the selected sample population. The structured questionnaire included mostly closed ended questions of various types. Included also were open-ended question in collecting additional information.

The questionnaires were administered with caregivers, teachers and children left-behind by migrant parents. The questionnaires had six sections. Three questionnaires were developed and used. These are (i) caregivers / foster parents, (ii) teachers of left-behind children of migrant parents and (iii) for left-behind children of migrant parents.

### **3.9 PILOT STUDY**

The questionnaire was pre-tested at Adakoji a suburb in Ashaiman in order to assess the appropriate questions to capture in order to get the required data and other information.

### **3.10 DATA ANALYSIS**

The data collected (quantitative and qualitative) were analysed with the aid of Statistical Package for the Social Sciences (SPSS) and Excel to provide descriptive statistics. A result was in the form of tables, pie chart, bar graphs and others.

The qualitative was manually administered and analysed

### **3.11 ETHICAL CONSIDERATION**

Researcher first visited the community leaders (opinion leaders) to introduce himself to the community and gave a brief introduction about the purpose of the exercise. He fixed days for the study to be carried out. He assured the respondents about the confidentiality

of the information that was to be obtained. The consent of the foster parents was sought for before the children were interviewed.

### **3.12 LIMITATIONS OF THE STUDY**

The limited time for the study did not allow for the detailed study of the care takers and teachers of the left-behind children of migrant parents. Some of the care takers didn't understand English language, a situation which prompted the use of translators and other means of communication.

## CHAPTER FOUR

Demographic characteristics of the study population.

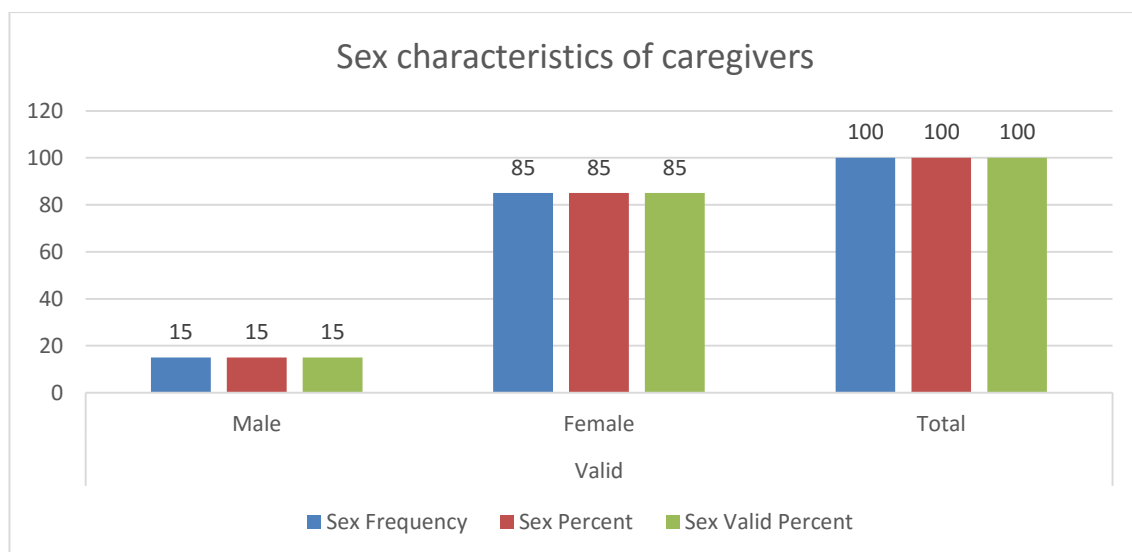
### 4.1 INTRODUCTION

The socio-demographic characteristics of the caregivers, teachers and children are described in this chapter. This includes their Age, Sex, Educational levels, religion, marital status among others.

### 4.2 AGES AND SEX CHARACTERISTICS OF FOSTER PARENTS AND TEACHERS OF LEFT-BEHIND CHILDREN OF MIGRANT PARENTS

**Table 4. 1: Sex characteristics of respondents**

		Sex			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Male	15	15.0	15.0	15.0
	Female	85	85.0	85.0	100.0
	Total	100	100.0	100.0	



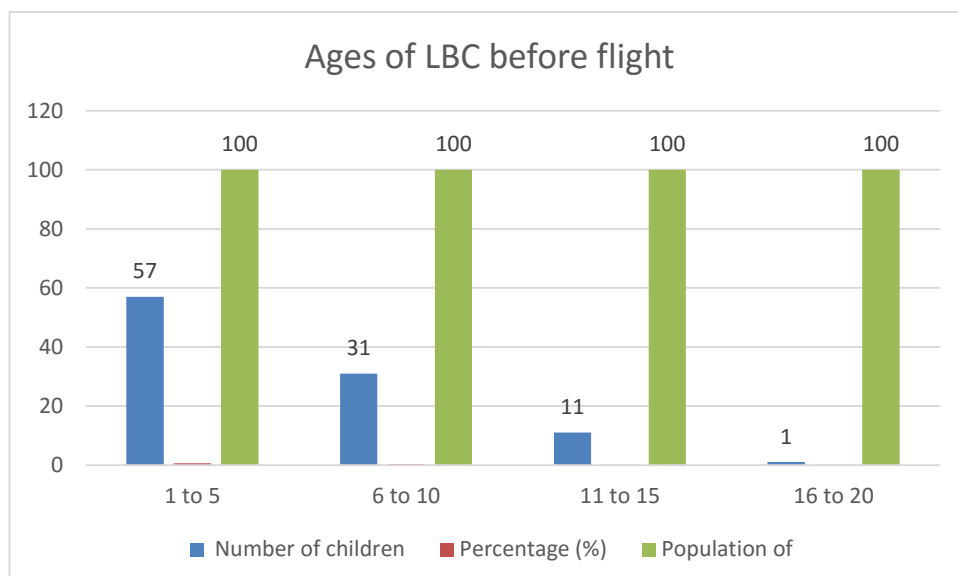
**Figure 4. 1: Sex characteristics of respondents**

Out of the total number of one hundred (100) respondents, 15 were male for both care givers and teachers of left-behind children of migrant parents representing 15% of the total population. Eighty five (85) were female for both caregivers and teachers of left-behind children of migrant parents representing 85% of the total population. An indication that female are the majority when it comes to taking care of left-behind children of migrant parents. This strengthen the fact that more males migrate than females do and females who stay back take the responsibilities of caregivers (Oucho and Gould 1993)

### 4.3 AGES CHARACTERISTICS OF LEFT-BEHIND CHILDREN OF MIGRANT PARENTS BEFORE FLIGHT

**Table 4. 2: Showing the age distribution of LBC before the flight by their migrant parents**

Range in ages	Number of children	Percentage (%)	Population of
1 to 5	57	57%	100
6 to 10	31	31%	100
11 to 15	11	11%	100
16 to 20	1	1%	100



**Figure 4. 2: Showing the age distribution of LBC before the flight by their migrant parents**

The figure above shows that 57 out of 100 of the children left-behind by their migrant parents are between the ages of 1 to 5, Representing 57%, 31 out of the total population were also between the ages of 6 to 10 representing 31%, 11 out of the total population were between 11 to 15 years representing 11% and 1 out of the total population also between 16 to 20 years representing 1%.

**4.4 CURRENT AGES OF LEFT-BEHIND CHILDREN OF MIGRANT PARENTS**

**Table 4. 3: showing the current age distribution of LBC**

<b>Range in ages</b>	<b>Number of children</b>	<b>Percentage (%)</b>	<b>Total population</b>
<b>1-5</b>	<b>12</b>	<b>12%</b>	<b>100</b>
<b>6-10</b>	<b>28</b>	<b>28%</b>	<b>100</b>
<b>11-15</b>	<b>42</b>	<b>42%</b>	<b>100</b>
<b>16-20</b>	<b>18</b>	<b>18%</b>	<b>100</b>

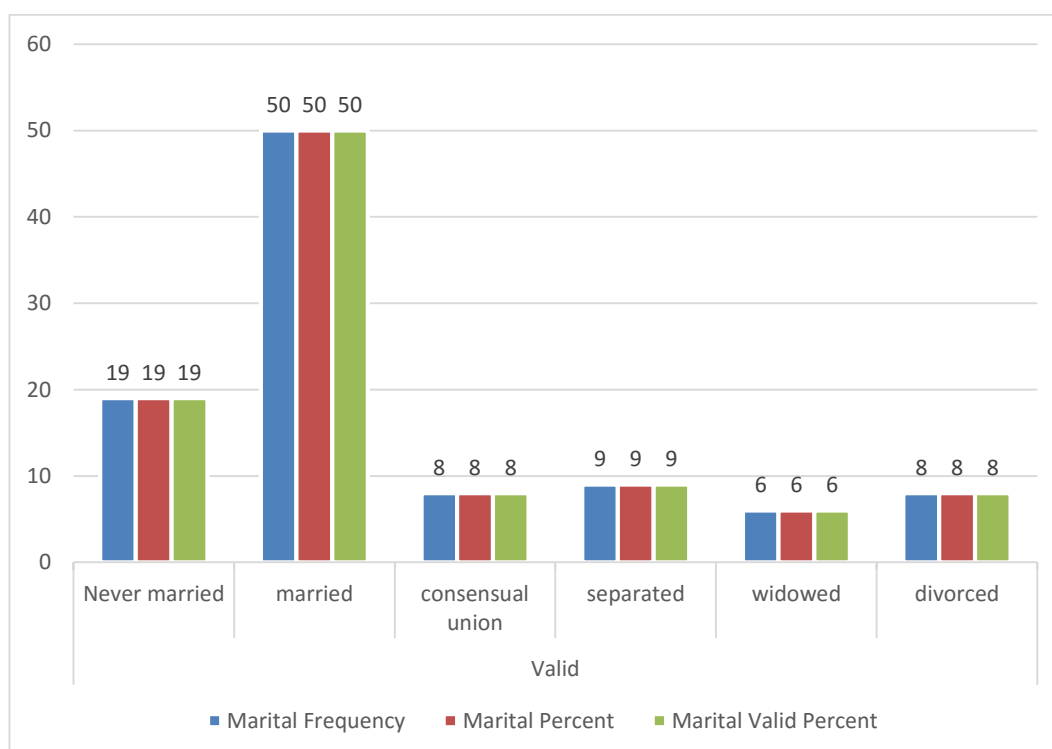
From the table, 12 out of the total population of 100 of left behind children are between the ages of 1 to 5 representing 12%, 28 out of the total population between the ages of 6 to 10 representing 28%, 42 out of the total population between the ages of 11 to 15 representing 42% and 18 out of the total population between the ages of 16 to 20 representing 18%.

#### 4.5 MARITAL STATUS OF CAREGIVERS

**Table 4. 4: Showing the marital status of care givers and teachers of left behind children**

**Marital**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never married	19	19.0	19.0	19.0
Married	50	50.0	50.0	69.0
consensual union	8	8.0	8.0	77.0
Separated	9	9.0	9.0	86.0
Widowed	6	6.0	6.0	92.0
Divorced	8	8.0	8.0	100.0
Total	100	100.0	100.0	



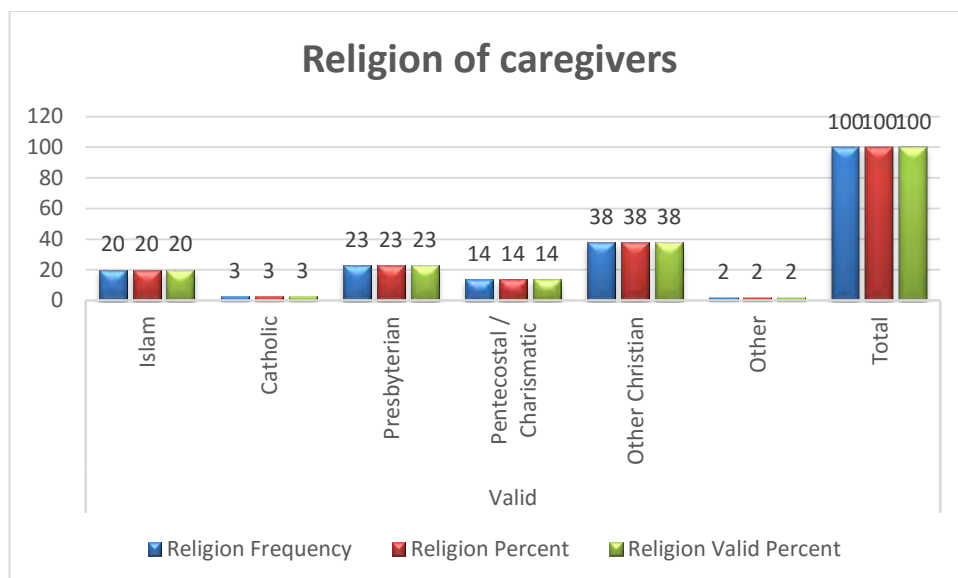
**Figure 4. 3: Showing the marital status of care givers and teachers of left behind children**

The findings shows that out of the total population of 100 of care givers and teachers left-behind children of migrant parents in Akuse, 50 were married (50%) 19 had never married(19%) 8 were in consensual union (8%), 9 were separated (9%), 6 were widowed (6%) and 8 were divorced (8%). The above is an indication that half of the total respondents (care givers and teachers of left-behind children in Akuse) were married.

#### 4.6 RELIGION OF CAREGIVERS

**Table 4. 5: Religious denominations of caregivers**

		Religion			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Islam	20	20.0	20.0	20.0
	Catholic	3	3.0	3.0	23.0
	Presbyterian	23	23.0	23.0	46.0
	Pentecostal / Charismatic	14	14.0	14.0	60.0
	Other Christian	38	38.0	38.0	98.0
	Other	2	2.0	2.0	100.0
	Total	100	100.0	100.0	



**Figure 4. 4: Religious denominations of caregivers**

From the charts above, caregivers are, 78 of the total respondents Christians (78%): (23% Presbyterians, 3% Catholic, 14% Pentecostal/ Charismatic and 38% other Christians), 20 were Muslims making 20% of the total respondents and 2 were ATR representing 2%.

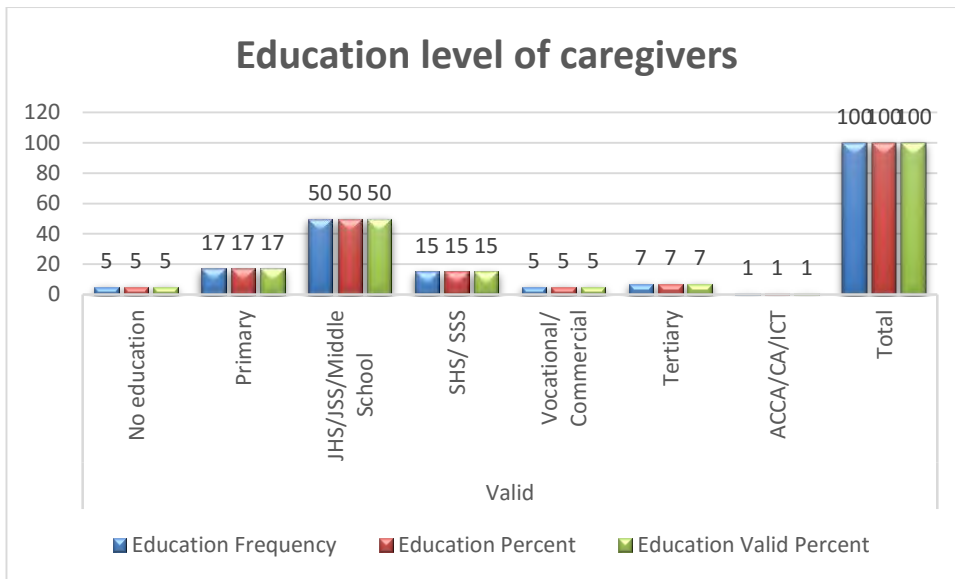
This indicates that majority of care givers and teachers of left-behind children in Akuse are Christians with the other religions (Islam, ATR among others) constituting the minority.

#### 4.7 EDUCATIONAL BACKGROUND OF CAREGIVERS

**Table 4. 6: Levels of education of caregivers**

**Education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No education	5	5.0	5.0	5.0
Primary	17	17.0	17.0	22.0
JHS/JSS/Middle School	50	50.0	50.0	72.0
SHS/ SSS	15	15.0	15.0	87.0
Vocational/ Commercial	5	5.0	5.0	92.0
Tertiary	7	7.0	7.0	99.0
ACCA/CA/ICT	1	1.0	1.0	100.0
Total	100	100.0	100.0	



**Figure 4. 5: Levels of education of caregivers**

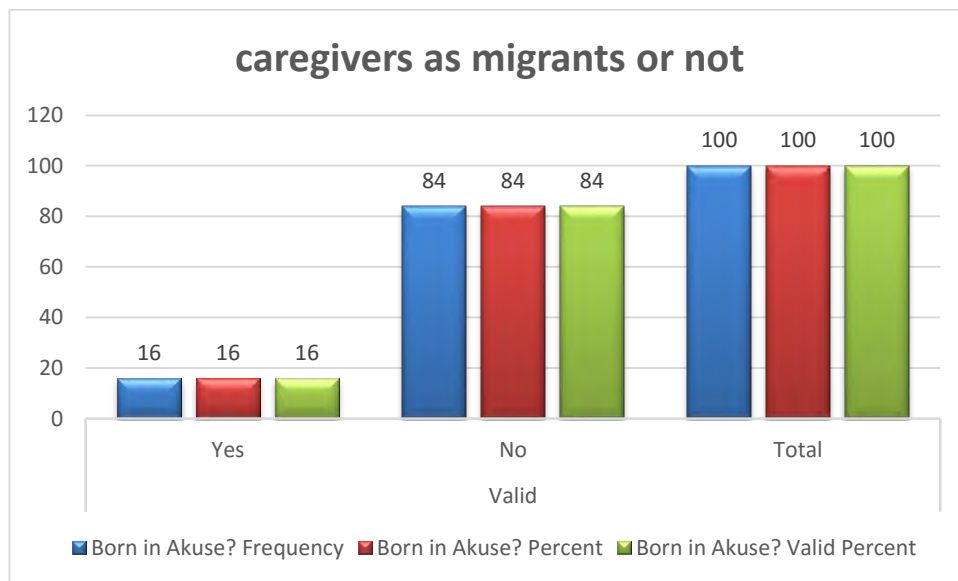
Findings from the work indicates the levels of education of care givers with 50 of the respondents having JHS/JSS/Middle school education representing 50% of the population; 17 of the respondents having primary school education representing 17%of the population; 15 of the respondents having SHS/SSS education representing 15% the population; 7 of the respondents having tertiary education representing 7% of the population; 5 of the respondents having vocational or commercial education or training representing 5% of the population; 1 of the respondents having other professional qualification (ACCA/CA/ICT) representing 1% of the population and 5 of the respondents having no education at all representing 5% of the population . This is an indication that 50% of caregivers of left-behind children of migrant parents have basic education.

#### 4.8 PLACE OF BIRTH OF CAREGIVERS

**Table 4. 7: Place of birth of care givers**

**Born in Akuse?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	16.0	16.0	16.0
	No	84	84.0	84.0	100.0
	Total	100	100.0	100.0	



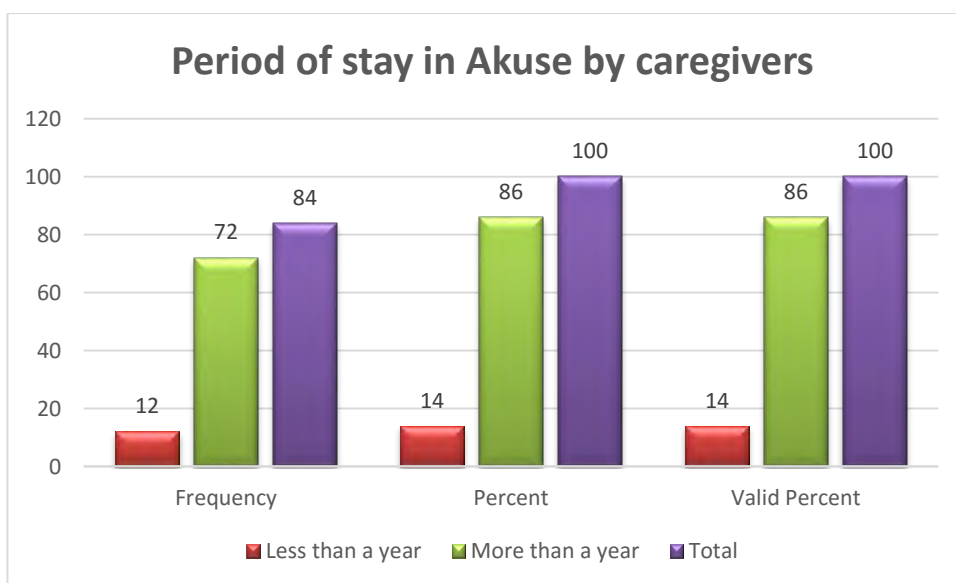
**Figure 4. 6: Place of birth of care givers**

The figure indicates to the fact that 84 respondents were not born in Akuse but elsewhere representing 84% of the population. 16 of the respondents born in Akuse representing 16% of the population. This therefore indicates that an overwhelming majority of care givers of left-behind children of migrant parents are migrants.

#### 4.9 PERIOD OF STAY IN AKUSE

**Table 4. 8: Period of stay in Akuse by caregivers**

	Frequency	Percent	Valid Percent
Less than a year	12	14.0	14.0
More than a year	72	86.0	86.0
Total	84	100.0	100.0



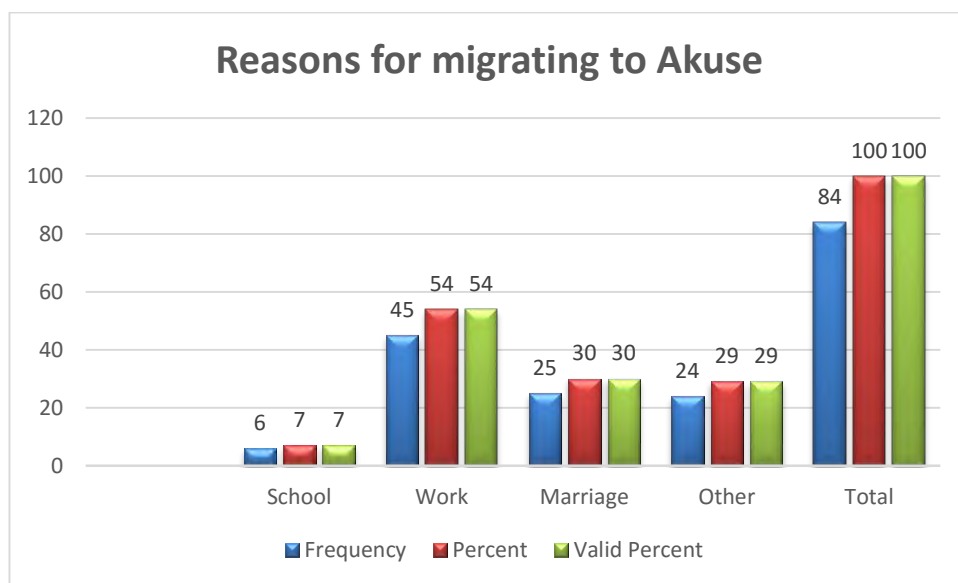
**Figure 4. 7: Period of stay in Akuse by caregivers**

The figure shows that 72 of the respondents had lived in Akuse for more than one year representing 86% of the population and 12 of respondents are in Akuse for less than a year representing 14% of the population. A clear indication that care givers of LBC in Akuse are migrants.

#### 4.10 REASON FOR MOVING TO AKUSE

**Table 4. 9: Purpose for migrating to Akuse by caregivers**

	Frequency	Percent	Valid Percent
School	6	7.0	7.0
Work	45	54.0	54.0
Marriage	25	30.0	30.0
Other	24	29.0	29.0
Total	84	100.0	100.0



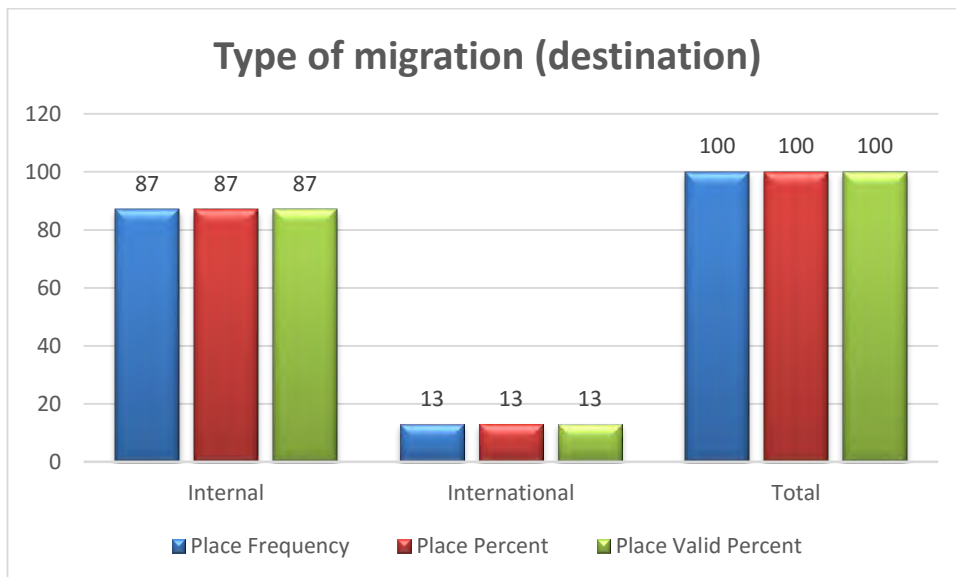
**Figure 4. 8: Purpose for migrating to Akuse by caregivers**

The figure above shows that 6 respondents migrated to Akuse because of education representing 7%, 45 respondents migrated to Akuse in search of job (work) representing 54%, 25 respondents migrating to Akuse because of marriage representing 30% and 24 respondents migrating to Akuse for other reasons representing 29%. This indicates that over half of respondents migrated to Akuse in search of work.

**4.11 PLACE OF MIGRATION BY PARENTS OF LEFT-BEHIND CHILDREN  
(INTERNAL OR INTERNATIONAL)**

**Table 4. 10: Destinations of migrant parents of left-behind children**

	Frequency	Percent	Valid Percent
Valid	1	1.0	1.0
Internal	87	87.0	87.0
International	13	13.0	13.0
Total	100	100.0	100.0



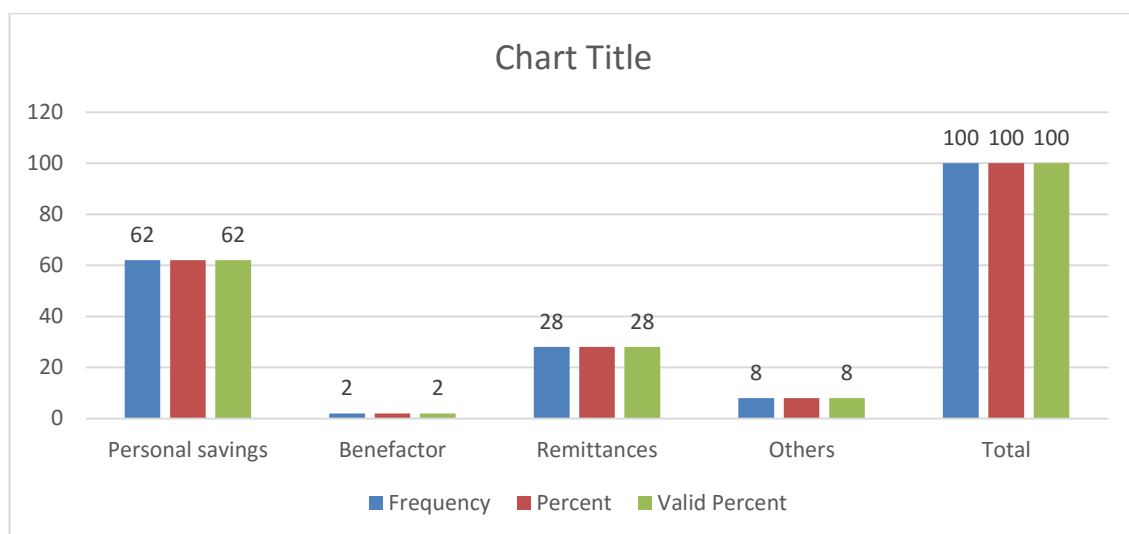
**Figure 4. 9: Destinations of migrant parents of left-behind children**

From a total of 100 respondents, 87 parents of left-behind children migrated internally to various parts of Ghana representing 87% and 13 parents migrated internationally that is across the borders of Ghana representing 13%. This is an indication that most migratory flights in Akuse township and its environs are internal migration with a few taking the form of international migration.

#### 4.12 SOURCE OF CARE FOR LEFT BEHIND CHILDREN

**Table 4. 11: Sources of care for left-behind children**

	Frequency	Percent	Valid Percent
Valid			
Personal savings	62	62.0	62.0
Benefactor	2	2.0	2.0
Remittances	28	28.0	28.0
Others	8	8.0	8.0
Total	100	100.0	100.0

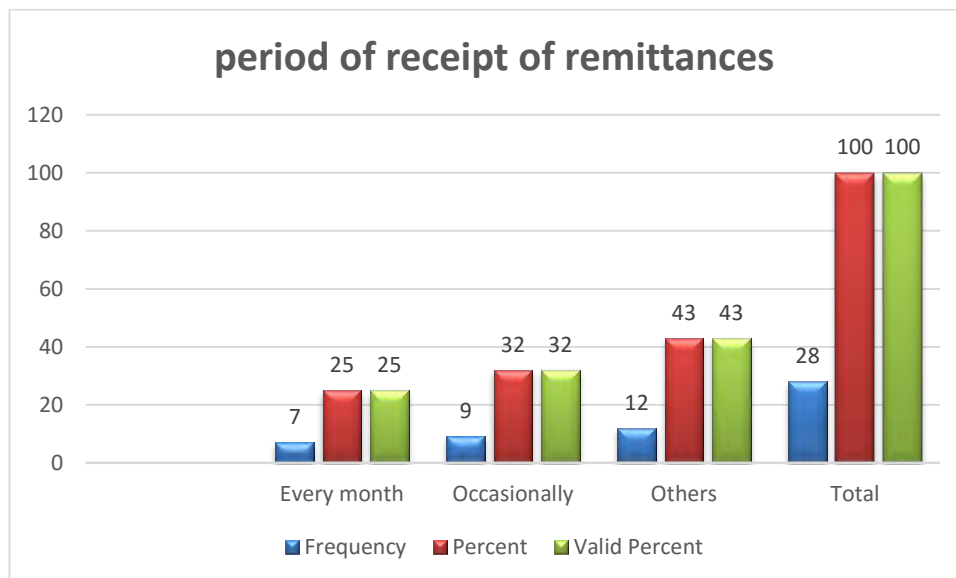


**Figure 4. 10: Sources of care for left-behind children**

The figure shows that care givers take care of left-behind children of migrant parents using their own savings which is represented by 62% of the total respondents , although 28% of them received remittances from parents of left-behind children, 2% of the respondents get their source of care from benefactors and 8 % from other sources rather than remittances. A clear indication that over a half of the children left-behind by migrant parents are being taken care of through the personal savings of care givers as majority of migrant parents don't remit.

**4.13 HOW OFTEN ARE REMITTANCES RECEIVED?****Table 4. 12: period of remittances**

	Frequency	Percent	Valid Percent
Every month	7	25.0	25.0
Occasionally	9	32.0	32.0
Others	12	43.0	43.0
Total	28	100.0	100.0

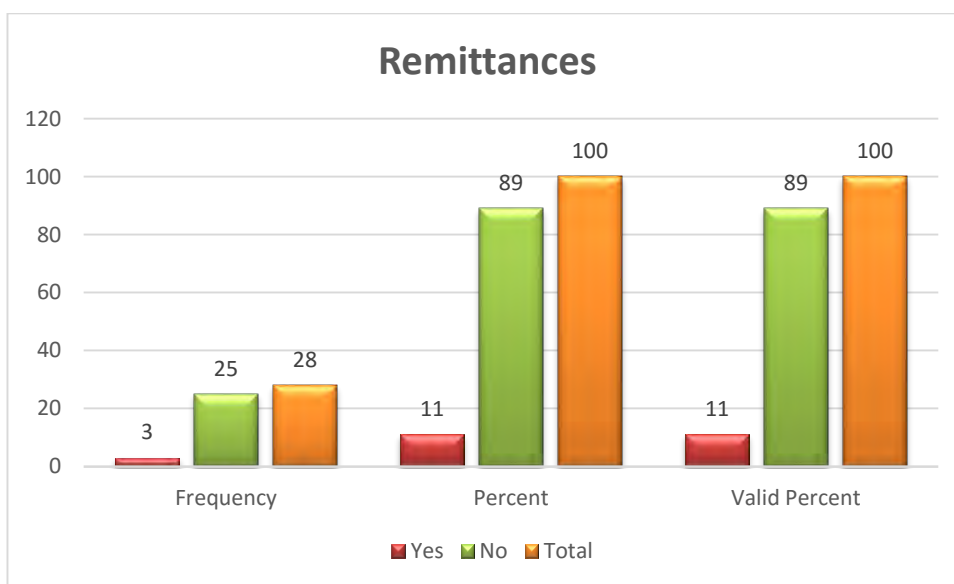
**Figure 4. 11: period of remittances**

From the figure, 32% of respondents received remittances occasionally, 25% of respondents received remittances every month and 43% of respondents through other means. This is an indication that remittances were received occasionally from migrant parents in support of the care of their left-behind children.

#### 4.14 IS THE REMITTANCE ENOUGH?

**Table 4. 13: Impact of remittances**

	Frequency	Percent	Valid Percent
Yes	3	11.0	11.0
No	25	89.0	89.0
Total	28	100.0	100.0



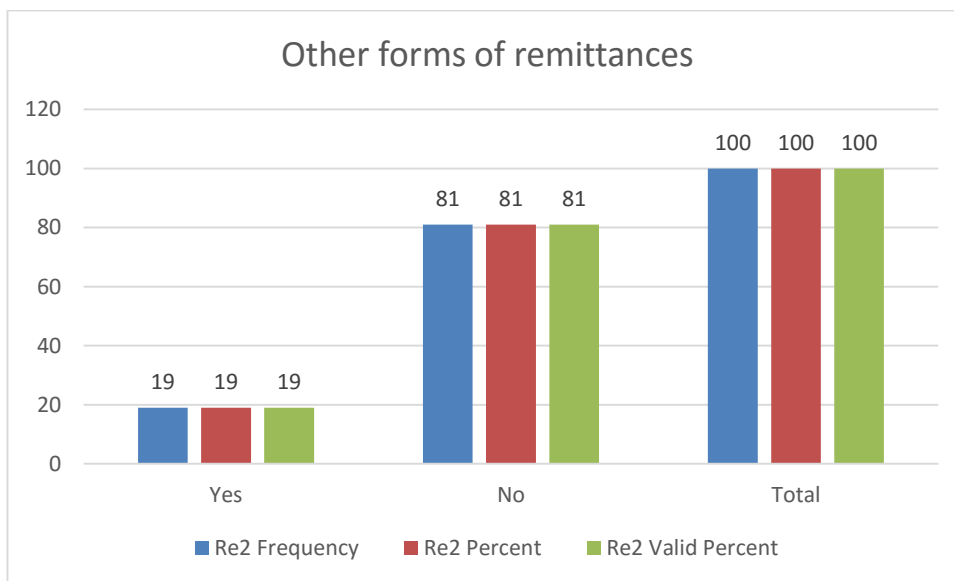
**Figure 4. 12: Impact of remittances**

The above figure shows that 89% of respondents who received lamented how inadequate remittances sent in support of the care of left-behind children were and 11% of respondents were happy with remittances they received in support of the care of left-behind children since it was enough for the purpose. An indication that remittances sent were woefully inadequate to support care givers in taking care of left-behind children migrant parents.

#### 4.15 OTHER FORMS OF REMITTANCE (CLOTHES AND OTHER MATERIALS)

**Table 4. 14: Other forms of remittances**

	Frequency	Percent	Valid Percent
Yes	19	19.0	19.0
No	81	81.0	81.0
Total	100	100.0	100.0



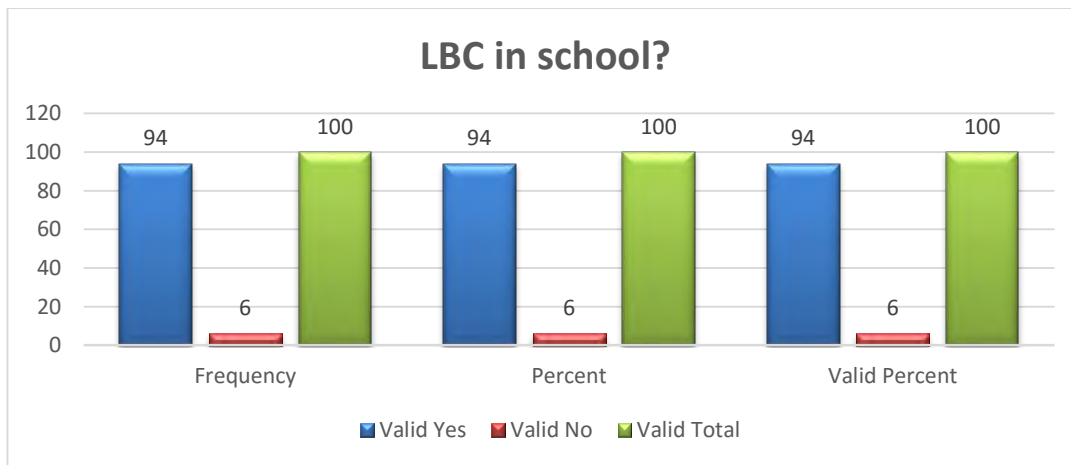
**Figure 4. 13: Other forms of remittances**

The figure indicates that 81 of respondents didn't receive other forms (clothes and others) of remittances at all representing 81% of the population and 19 of respondents received other forms of remittances representing 19% of the population. This is an indication that care givers receive less of other forms of remittances from migrant parents to support the care of their left-behind children.

#### 4.16 ARE LBC ATTENDING SCHOOL?

**Table 4. 15: schooling status of left-behind children**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.0	1.0	1.0
Yes	93	93.0	93.0	94.0
No	6	6.0	6.0	100.0
Total	100	100.0	100.0	



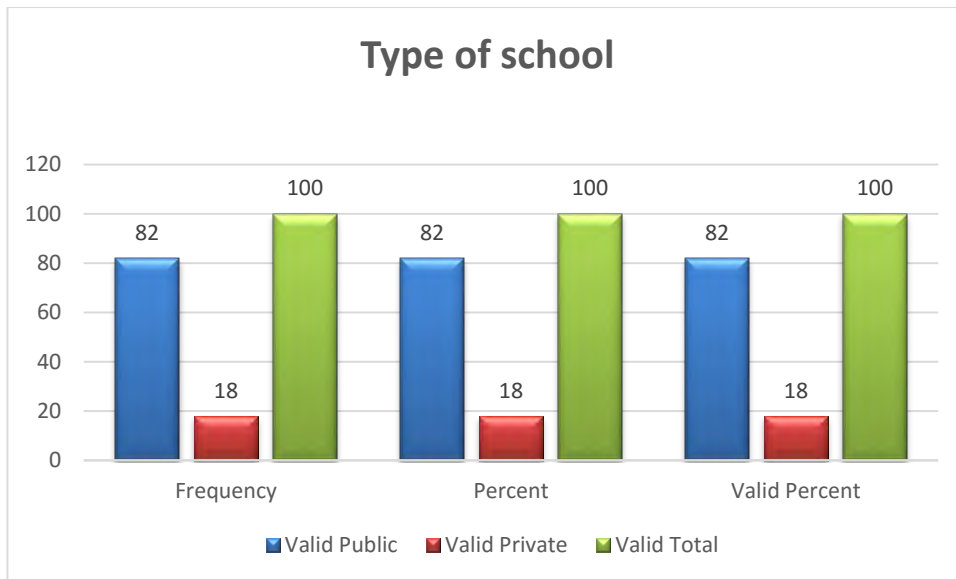
**Figure 4. 14: schooling status of left-behind children**

The figure shows that 94 of the respondents have their left-behind children attending school representing 94% and 6 of the respondents not attending school representing 6%. This is an indication that an excellent number of left-behind children are in school.

#### 4.17 WHICH SCHOOLS ARE LBC ATTENDING?

**Table 4. 16: Type of schools LBC attend**

	Frequency	Percent	Valid Percent
Valid			
Public	82	82.0	82.0
Private	18	18.0	18.0
Total	100	100.0	100.0



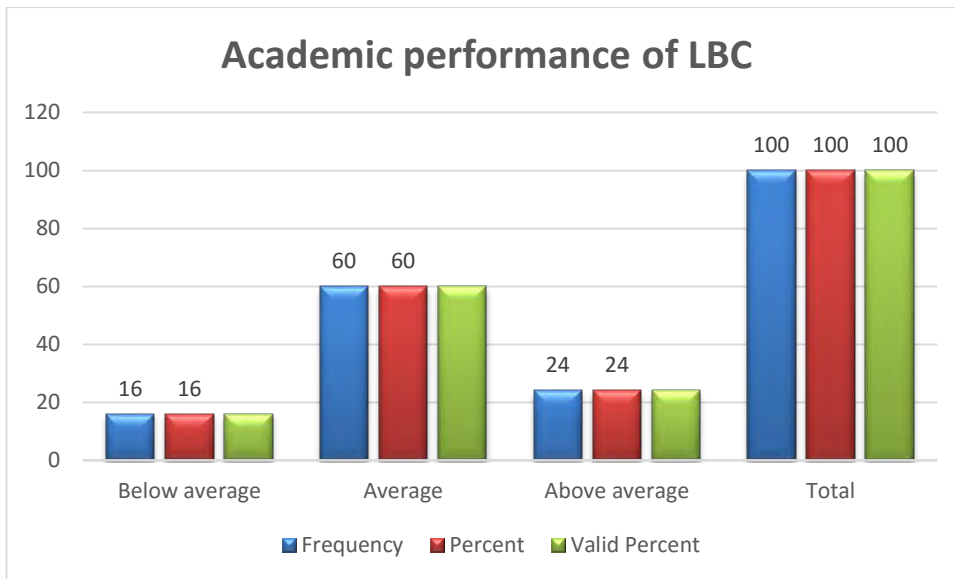
**Figure 4. 15: Type of schools LBC attend**

Of the population, 82 of the respondents have their LBC attending public schools representing 82% and 18 of the respondents LBC attending private schools. This is an indication that majority of left-behind children of migrant parents in Akuse attend public schools.

#### 4.18 HOW ARE THEY PERFORMING?

**Table 4. 17: Performance LBC in class**

	Frequency	Percent	Valid Percent
Below average	16	16.0	16.0
Average	60	60.0	60.0
Above average	24	24.0	24.0
Total	100	100.0	100.0



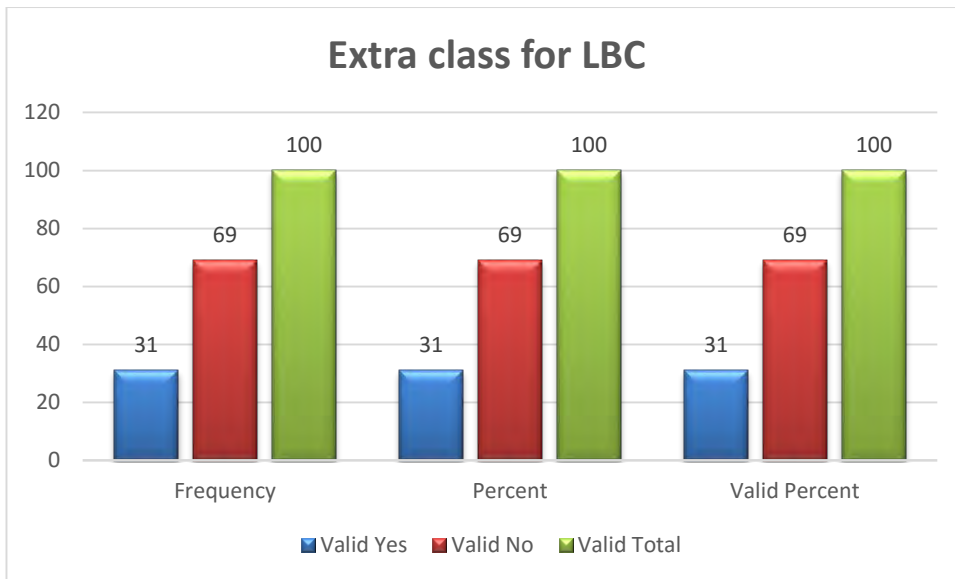
**Figure 4. 16: Performance LBC in class**

The figure indicates that 60% of the left-behind children perform averagely in school academically, 16% below average and 24% above average. This is an indication that left-behind children perform averagely and above academically in school.

**4.19 DO LBC GET EXTRA CLASSES?**

**Table 4. 18: Extra tuition for LBC?**

	Frequency	Percent	Valid Percent
Yes	31	31.0	31.0
No	69	69.0	69.0
Total	100	100.0	100.0



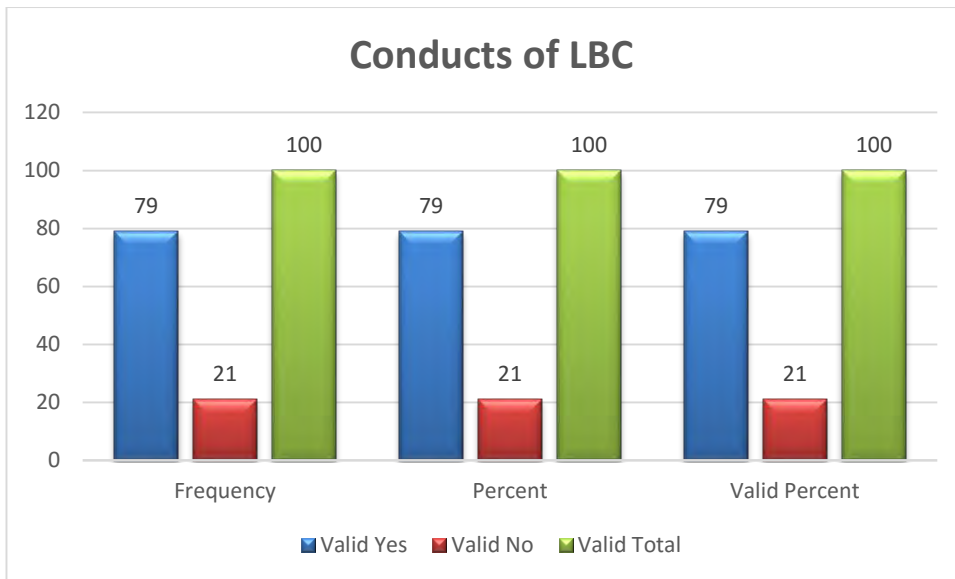
**Figure 4. 17: Extra tuition for LBC?**

The figure indicates that that 69% of the left-behind children don't have any extra classes and 31% get extra classes. This is an indication that majority of the left-behind children only get tuition during school sessions.

**4.20 ARE LBC CONDUCTING THEMSELVES WELL?**

**Table 4. 19: Conduct of LBC**

	Frequency	Percent	Valid Percent
Yes	79	79.0	79.0
No	21	21.0	21.0
Total	100	100.0	100.0



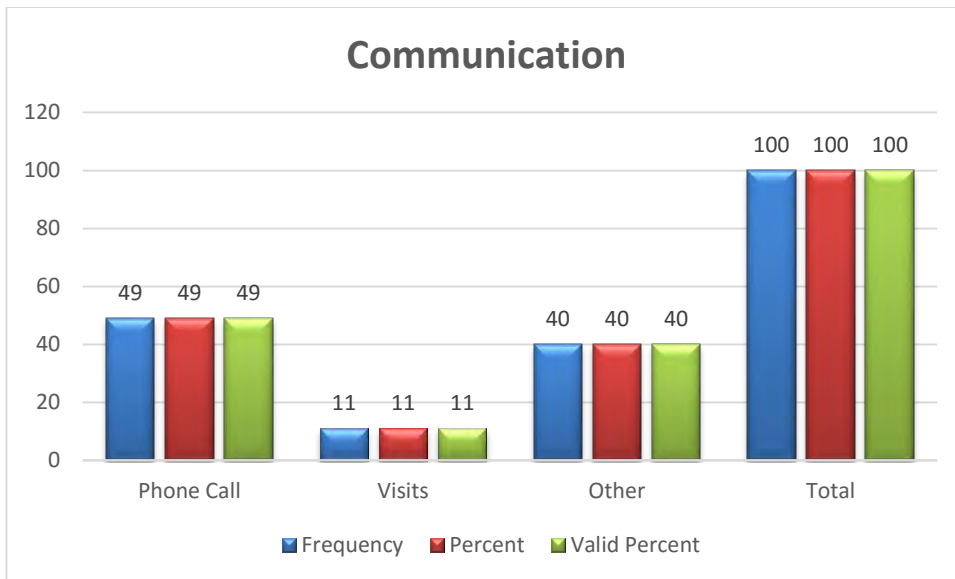
**Figure 4. 18: Conduct of LBC**

According to the figure above, 79% of the left-behind children conduct themselves well and 21% of them don't. This is an indication that a chunk of the left-behind children conduct themselves well in the absence of their parents.

#### 4.21 HOW DO LBC COMMUNICATE WITH THEIR MIGRANT PARENTS?

**Table 4. 20: Communication between LBC and their migrant parents**

	Frequency	Percent	Valid Percent
Phone Call	49	49.0	49.0
Visits	11	11.0	11.0
Other	40	40.0	40.0
Total	100	100.0	100.0



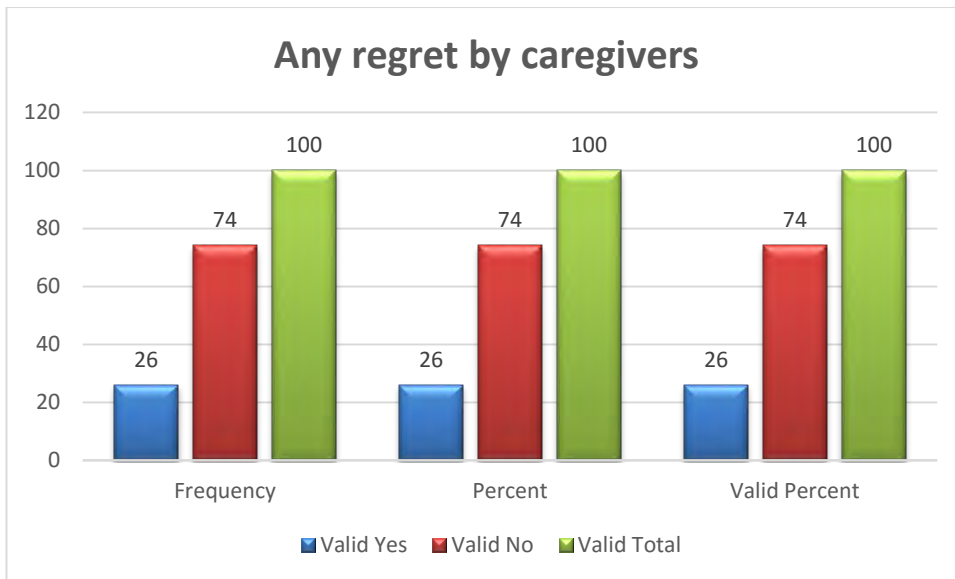
**Figure 4. 19: Communication between LBC and their migrant parents**

The figure shows that 49% of left-behind children communicate with their migrant parents through phone calls, 11% through short visits and 40% either through messaging or no communication at all. This is an indication that about half of the left-behind children get the opportunity to communicate with their parents through phone calls.

#### 4.22 HAVE CAREGIVERS REGRETTED TAKING CARE OF LBC?

**Table 4. 21: Regret by caregivers**

	Frequency	Percent	Valid Percent
Yes	26	26.0	26.0
No	74	74.0	74.0
Total	100	100.0	100.0



**Figure 4. 20: Regret by caregivers**

The figure indicates that 74% of the respondents (caregivers) have no regretted for providing care for the left-behind children in the absence of their migrant parents and 26% of respondents regretting for accepting such responsibilities. This is an indication that majority of care givers have not regretted for taking up such responsibilities.

## **CHAPTER FIVE**

### **EXPERIENCES OF FOSTER PARENTS AND CHILDREN –LEFT BEHIND BY MIGRANT PARENTS**

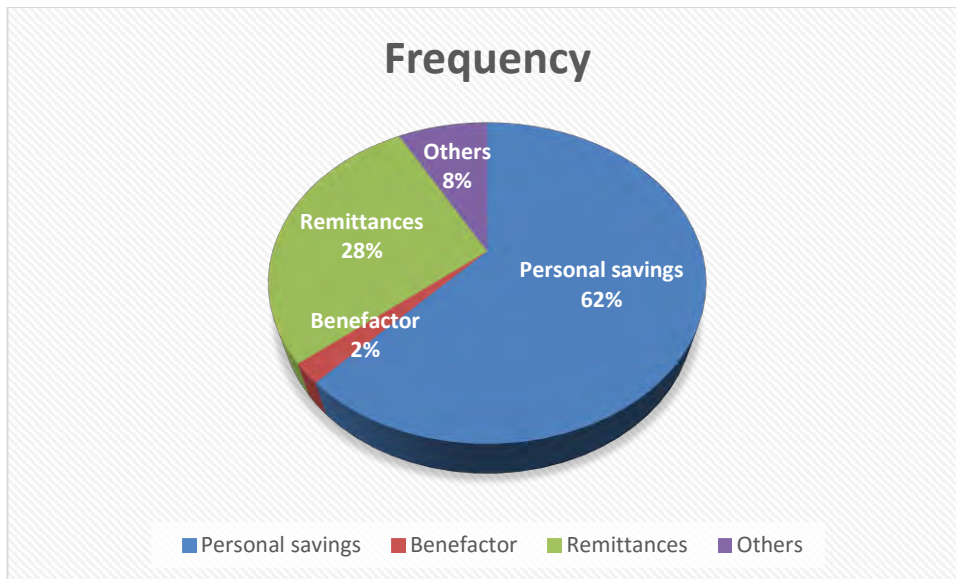
#### **5.1 INTRODUCTION**

Left-behind children of migrant parents stay with care givers who are either their relatives or family friends in the absence of their parent (s). Some of them stay with one of the parents who stay to take care of the children. In the absence of the parent(s), the children become exposed to varying needs. How remittances are received or not and how it affects the care of left-behind children of migrant parent. How this needs are identified and handled are discussed in this chapter

#### **5.2 REMITTANCE FROM MIGRANT PARENTS**

According to the findings, majority of migrant parents do not remit back home to support the care of their left-behind children. As most of the care givers are family relatives (sisters, brothers, mothers, fathers, uncles among others) therefore making it their responsibility since the children are considered their own. According to one of the respondents responding to question about the lack of remittance. Gertrude “The children are our own ,so whether their parents remit or not we are owe it a duty to take care of them since we don’t know the future, which child will take care of you. What we want is for their parents to succeed and come home or come and take their children to go and stay with them. Until they succeed, we have to keep taking care of the back for them, praying for them ...”

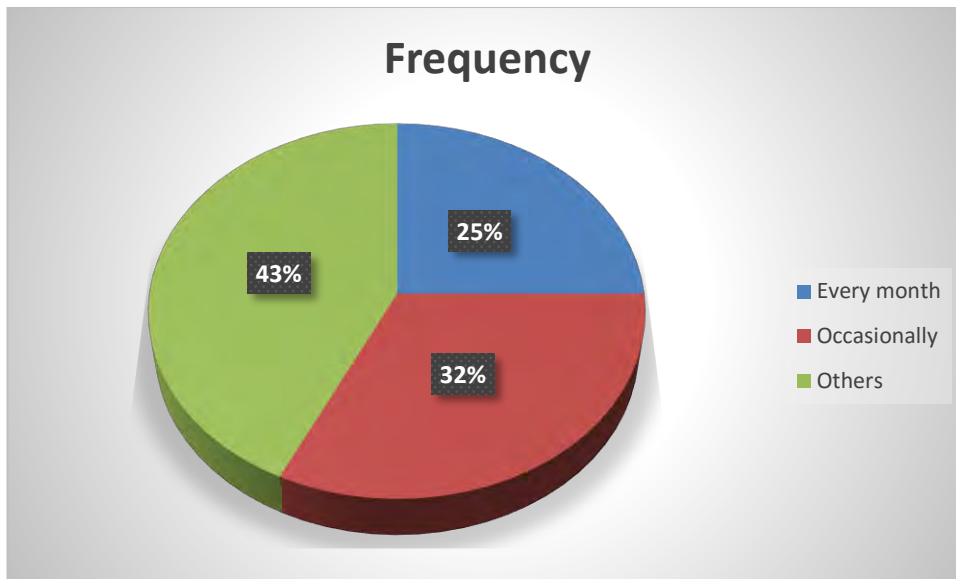
Therefore remittances only comes to support their efforts, according to majority of respondents.



**Figure 5. 1: Source of care**

### **5.3 PERIOD OF REMITTANCE.**

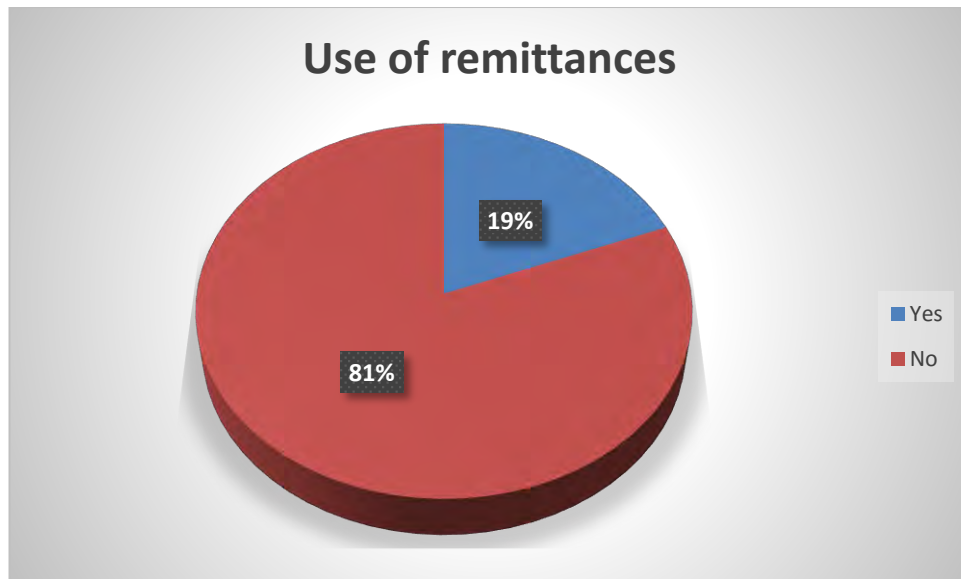
The minority of respondents who received remittances did so occasionally and monthly to pay school fees, buy books, buy school uniforms and other materials necessary for the children to go to school. Although majority of the respondents didn't receive remittances in any form, the few that did expressed their joy for the support remittances adds to their effort in taking care of the left-behind children of migrant parents. They received it through mobile money and through friends who are visiting during funerals and other occasions.



**Figure 5. 2: Flow of remittances**

#### **5.4 OTHER FORMS OF REMITTANCES (CLOTHE AND OTHER MATERIALS)**

Majority of care givers in the Akuse township do not receive cash remittances and also migrant parents do not send other forms of remittances (clothes, sandals, among others) as only 19 respondents representing 19% of the total population of 100 ever received other forms of remittances. The reason most of the respondents gave for such situation was that the migrant parents of the left-behind children have neglected their children and some of them are their relatives (in fact majority of respondents) who have started new families at their destination changing their focus to the new family at the destination at the neglect of their left-behind children.



**Figure 5. 3: Use of remittances**

### **5.5 THE USE OF REMITTANCES**

The findings shows that a few of the respondents who received remittances have their left-behind children in the private schools and the money sent is used to pay for their fees and other items to facilitate their education. The study further shows that remittances are not enough to take care of their feeding as well so they fill that gap through their personal savings.

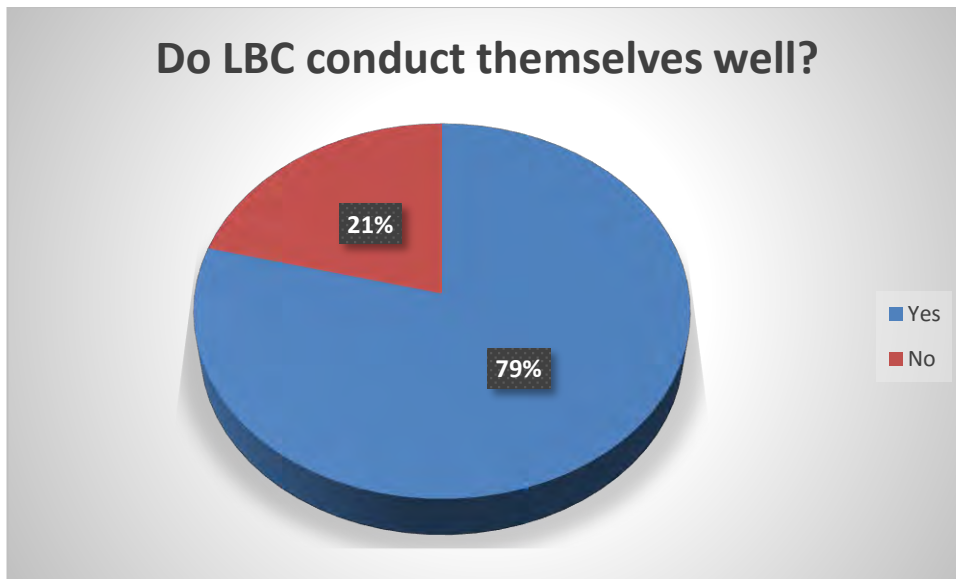
## **CHAPTER SIX**

### **6.0 INTRODUCTION**

The experiences of the left-behind children with regards to how they adjust to life in their community in the absence of their parents due to migration, the kind of communication that exist between care givers and migrant parents of the left-behind children and migrant parents and their left-behind children, and the academic performance of the left-behind children will be considered in this chapter.

### **6.1 CONDUCT OF LBC IN THE ABSENCE OF THEIR PARENTS**

It was found out that left-behind children of migrant parents conduct themselves well in the absence of their parent(s) both in the school and at home. About 73% of care givers and teachers alluded to the fact that left-behind children conduct themselves well as a way of adjusting in the community in the absence of their parent(s), since they (left-behind children) as a means of adjustment obey their care givers and teachers in order to get their needs. Some of the left-behind children have to help their foster parents in their trades after school and during holidays and weekends in order to supplement their needs through the selling of water, tomatoes, pepper among other items with some going to do bird scaring in the rice farms at the Akuse/ Kpong irrigation farms where rice is cultivated on contract and some of the farms belonging to the foster parents. But because they don't get remittances from their parents, they use them (left-behind children) as labourers in order to save the cost of hiring labourers for the same purpose.



**Figure 6. 1: How LBC conduct themselves**

### **6.1.1 COMMUNICATION BETWEEN MIGRANT PARENTS AND CARE GIVERS**

The work was able to establish the fact that about a half of migrant parents call the caregivers of their left-behind children through phone calls to find out how they (caregivers and left-behind children) are faring. And that is done occasionally (51%) and a few visit their caregivers and the left-behind children to see how they are doing, intermittently when there are funerals and other social events and activities. Some of the caregivers lamented over the issue of communication between them and migrant parents as the latter looks to abandon their left-behind children on them (caregivers) and because of their family ties, they have no option but to take care of the children as a responsibility of the family members. A few of the respondents claim that since the parents of the left-behind children left Akuse, they don't hear from them even though they know they are alive.



**Figure 6. 2: Communication between migrant parents and caregivers**

### **6.1.2 COMMUNICATION BETWEEN LEFT-BEHIND CHILDREN AND THEIR MIGRANT PARENTS**

The finding by this work also established that about half of the left behind children of migrant parents don't have any means of communication with their parents due to challenges their migrant parents face at the destination and also their neglect by their migrant parents due to conflicts between their parents. As indicated earlier, some of the migrant parents have started new families at the destination place so they have directed their attention and resources there living their left-behind children and their caregivers to their faith. This situation has affected the children psychologically and their academic performance as all their needs are not properly provided for.

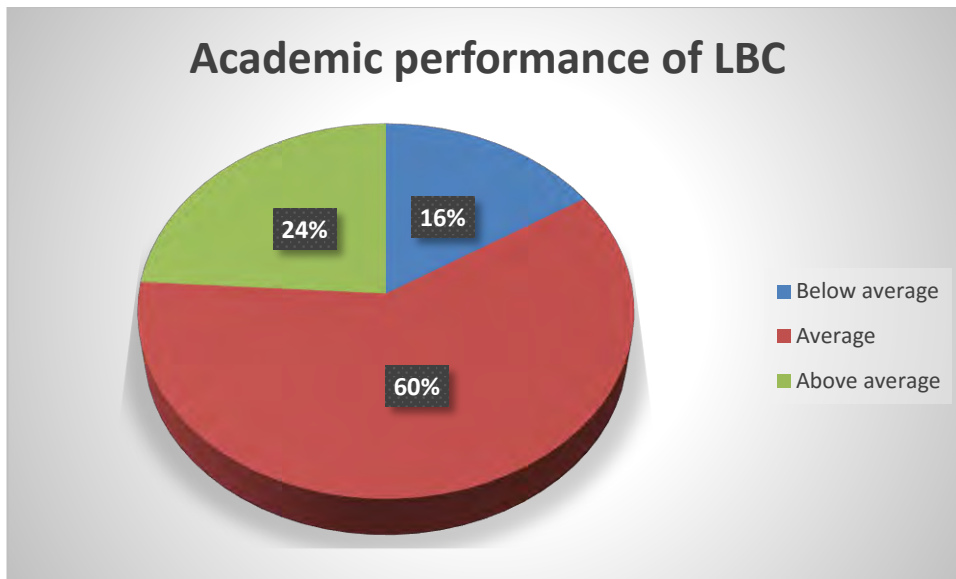
However, the other group, who have access to communicate with their migrant parents through mobile phones and other short visits, even though not all remit but it bolster their spirits and morale and they are able to concentrate on their academic work and are performing averagely and above in school.

This therefore shows that left-behind children need some level of communication with their migrant parents as assurance to be able to develop well into the society and the future well.

## **6.2 ACADEMIC PERFORMANCE OF LEFT-BEHIND CHILDREN**

The work was able to identify the fact that majority of left-behind children of migrant parents perform averagely and above in the school owing to the fact that their care givers are taking good care of them and their teachers teaching them well as well as their parents communicating with them regularly and occasionally among other reasons. The left-behind children themselves having realized that the only way for them to do well in life is to take their education and academic work seriously as a strategy, so they devote their little time of contact hours in school to learn and understand what they are taught.

However, some are performing below average owing to reasons of fatigue as they (LBC) help in the businesses of caregivers (bird scaring, selling food items among other things), psychological effects of not hearing from their migrant parents as well as lack of proper guidance and care needed to help them overcome their academic challenges like organizing extra classes to individually iron out their academic challenges, providing their needs among other conditions necessary for child development.



**Figure 6. 3: Academic performance of left-behind children of migrant parents**

### **6.3 MIGRATION OF PARENTS AND ITS EFFECTS ON LEFT-BEHIND CHILDREN**

The study has shown that some of the left-behind children are finding it difficult to cope with life due to the absence of their migrant parents as they are lack certain things children need in their environment of learning and development. For instance some of the children have no proper uniforms and sandals to wear to school as they are old, worn out and torn, no adequate books to copy notes and do class exercises, no money to buy food during break time and other challenges which if the parents were around, they could have helped in a way or if their migrant parents remit adequately, they could have helped curbed this situation.

These effects of the absence of migrant parents on their left-behind children leads them into absenting themselves from school, not punctual to school, rendering them vulnerable to bad people in the community who are always looking for such situations to capitalise on and are bent on capitalizing on their situation to their advantages.

## CHAPTER SEVEN

### SUMMARY AND CONCLUSION

#### 7.1 INTRODUCTION

Migration has been age old phenomenon where migrants embark on the flight living behind their children under the care of others (caregivers) This has prompted several studies on the care of these left-behind children of migrant parents which has resulted into different findings including this study. The study sought to find the knowledge by examining the effects of migration (internal and international) on left-behind children of migrant parents in the Akuse township and its environs of the Lower Manya-Krobo Municipality in the Eastern Region.

The work also examined the inflow of remittances from migrant parents in support of the care of their left-behind children. Again, the work examined the effects of migration on the academic performance of left-behind children, the communication between migrants and their left-behind children as well as between migrants and the caregivers of their left-behind children.

Both quantitative and qualitative methods of data collection were used in Akuse of the Lower Manya-Krobo Municipal Assembly in the Eastern Region for the study covering the population of caregivers, teachers and left-behind children of migrant parents.

#### 7.2 SUMMARY

The children interviewed were between the ages of 1 to 5 years 57 (57%), 6 to 10 years 31(31%), 11 to 15 years 11(11%) and 16 to 20 years 1 (1%) before the flight of their parents. And 1 to 5 years 12 (12%), 6 to 10 years 28(28%), 11 to 15 years 42 (42%) and 16 to 20 years 18 (18%) at the time of the study which indicates that migrant parents have

left their children for a long period in average terms denying the children certain direct care and making them vulnerable to all sort of bad characters.

The work has established that majority (87%) of parents of left-behind children migrated internally (majority to Accra and Kumasi, and a few others to other parts of Ghana) and minority (13%) of parents of left-behind children migrating outside Ghana (To Saudi Arabia, Ivory Coast, and other West African Countries). This means it is easy for majority of migrant parents to keep a constant contact with their children but it is rather the opposite with only a half of the population able to visit (11%) and call their children on phone (49%)

Sending remittances back home to support the care of left-behind children is not encouraging as 28 (28%) of the respondents admitted receiving remittances out of which 81% said it was not enough to take care of left-behind children with only 19% admitting that remittances were enough for the care of left-behind children. Caregivers were not only denied remittances (cash) They also don't receive other forms of remittances (clothes and other materials) with only 19 (19%) of respondents out of the total population receiving other forms of remittances.

The absence of parents of left-behind children has not greatly affected the academic performance of left-behind children as a sizeable number of them 60 (60%) of the children perform averagely in class and 24 (24%) performing above average in class with 16 (16%) performing below average and the study indicates that this children are among those neglected by their parents.

### 7.3 CONCLUSION

This paper primarily serves the purpose of introducing, prompting and facilitating future research and discussion on the effects of internal and international migration on children left-behind by migrant parents.

Although children left-behind felt the absence of their parents, it did not greatly affect them (LBC) in their academic work but brought a level of hardship to caregivers who didn't receive any form of remittances.

The study also identified some of the challenges faced by left-behind children with regards to school uniforms, sandals, books and other needs necessary for the development of children, the absence of which affects them psychologically. Therefore when the necessary efforts are put in place, it could help mitigate some of these challenges.

### 7.4 Recommendations

The following are the recommendations made based on the findings from the study:

1. Parents of left-behind children should do everything possible to send remittances both cash and other forms to caregivers to support their efforts
2. Migrants who have left-behind their children and gone to start new families must remember it is their duty and the right of the children for their care and also visit them.
3. Migrant parents should endeavour to have a constant communication with their left-behind children in order to help identify their challenges and help in solving them
4. Migrant parents should comply with the child right convention by making provisions for the left-behind children to join them at their destinations.
5. Migrants should endeavour to communicate with caregivers of their children in order to understand and coordinate efforts at helping the children to develop.

6. Ghana Education Service (GES) with the support of the government should establish a fund which will be used to support left-behind children to unearth their potentials and ease off pressure on caregivers just like it is done for Widows and the Aged. The Ghana Health Service could also be brought in to help left-behind children on their challenges relating psychological needs.

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## **APPENDIX FIELD QUESTIONNAIRE**

(INSTRUMENT A: COMMUNITY)

UNIVERSITY OF GHANA

CENTRE FOR MIGRATION STUDIES

### **RESEARCH TOPIC: Wellbeing of left behind children of migrants in the Akuse community**

I am a postgraduate student from the Centre for Migration Studies University of Ghana Legon. I am in Akuse to undertake a research on “wellbeing of left behind children of migrants” The general objective is to examine the performance in school of left behind children of migrant ( internally and internationally . I would like to ask questions about the conditions and causes of poor performance as well as improvement in performance in school of left behind children.

This research is in fulfilment of the requirement for the award of Master of Arts Degree’. Data from this study will be treated with outmost confidentiality and will be used for purposes of academic work. I will be grateful if you could respond to the questions with all genuineness.

Thank you.

IDENTIFICATION FORM

REGION -----

DISTRICT-----

TOWN/VILLAGE/SETTLEMENT-----

PLACE OF INTERVIEW-----

NAME OF INTERVIEWER-----

SIGNATURE-----

NAME OF INTERVIEWEE-----

DATE-----

START OF INTERVIEW-----

END OF INTERVIEW-----

DURATION OF INTERVIEW-----

SECTION A: Socio- Demographic characteristics

1. Age (Completed years or age on your last birthday) -----
2. Sex (1) Male (2) Female
3. Marital status:  
(1) Never married (2) Married (3) Consensual Union  
(4) Separated (5) Widowed (6) Divorced
4. Religious affiliation  
(1) Islam (2) Catholic (3) Presbyterian (4) Pentecostal/Charismatic  
(5) Other Christian (6) Traditionalist (7) Other Please (Specify)-----
5. Education:  
(1) No education (2) Primary (3) JHS/JSS / Middle School  
(4) SHS/SSS (5) Vocational/ Commercial (6) Tertiary  
(7) Other Professional qualification (ACCA/CA/ICT)
6. Number of children ever born who are alive.....
7. Where are your children? (1) Children living with me (2) Children living elsewhere
8. Were you born in Akuse? (1) Yes (2) No (If yes, skip to Section B)
9. How long have you lived in Akuse? 1. less than a year 2. More than a year
10. Why did you leave your former place to Akuse? 1. School 2. Work
3. Marriage 4 Other (if other specify).....

SECTION B

11. Where are the parents of the other children you taking care of? 1. Travelled 2. Other if other specify..... (skip to Section C)
12. Where have they travelled to. 1. Internal 2. International
13. How old was the child before the parents travelled? .....
14. How old is the child now? .....
15. Are you one who started taking of the child after the parents had travelled 1.Yes  
2. No
16. How do you take care of their needs? 1. Personal savings 2. Benefactor  
3. Remittance 4. others (if others specify.....
17. How often do you receive remittances (cash)? 1. Every month 2. Occasionally  
3. Others (specify.....
18. Are the remittances enough for the care of the children? 1. Yes 2. No
19. Do you receive other forms of remittance (clothes and other materials)? 1. Yes  
2. No
20. Are the children attending school? 1. Yes 2. No . If no skip to  
section C
21. How do you grade their performance in school? 1. below average 2. Average  
3. Above average
22. Do the children get other extra teaching after school? 1. Yes 2. No
23. Are the left behind children conducting themselves well? 1. Yes 2. No
24. Which school are the left behind child(ren) attending? 1. Public 2. private
25. How do the left behind children communicate with their parents? 1. Calls  
2. Visits 3. Others specify.....

26. Have you at any point in time regretted for keeping the left behind children? 1. Yes  
specify..... 2. No

specify.....

27. What do you have to say about migration and its related foster

care?.....

.....

.....

.....

.....

.....

#### SECTION C

28. How do you assess the care of left behind children by their care takers

.....

.....

.....

29. Should migrants live their children under the care of others? 1. Yes      2. No

if Yes skip to 26

30. Any reason(s) for your answer in question 24?

.....

.....

.....

31. What do you suggest the society and government together do to help in the care of left  
behind children?

.....

.....

.....  
.....

Thank you for your time and patience.

#### Interview Guide For Foster Parents

1. How many children are you taking care of due to the absence of their parents?
2. Where have their parent(s) migrated?
3. For how long have they left the children?
4. How do you cater for their needs (food, clothes, fees among others)
5. Are the children happy staying with you
6. What is the name of their school?
7. Why the choice of that school?
8. How was their performance in school before the departure of their parents?
9. Are you impressed with their performance in school? Why?
10. What accounts for their performance (good or bad)?
11. How often do you communicate with the parent(s) of the left behind children?
12. Have they visited you since moving to their current destination?
13. Do you visit the child or children in school?
14. What is the relationship between you and the teachers of the children?
15. What is the relationship between you and the left behind children? How do they conduct themselves?
16. Tell us your experience (both good and bad) in taking care of left behind children.

#### Interview Guide For Teachers Of Left Behind Children

1. How many left behind children do you have in the class?
2. What is the assessment of their general performance?
3. What position do they occupy after your end of term assessments before and after the departure of their parents?
4. How do they conduct themselves in school?
5. What are some of the challenges they face in school?

6. What in your observation accounts for those challenges in school concerning academic performance?
7. What is the relationship between you and the foster parents?
8. Have you had the opportunity of communicating directly with the parents of the children?
9. Have the parents of the children paid you a visit in school in any of their returns?
10. Have you visited the children in their homes to find out for yourself their conditions?
11. What did you find out?
12. Tell us your observation about foster care and the possible best ways to help improve the conditions of the left behind children concerning their academic performance and general well-being