

**UNIVERSITY OF GHANA, LEGON**

**CENTRE FOR MIGRATION STUDIES**

**THE EFFECTS OF RURAL-URBAN MIGRATION ON CHILDREN LEFT-  
BEHIND BY THE MIGRANTS: A CASE STUDY OF NINGO -PRAMPAM  
DISTRICT IN THE GREATER ACCRA REGION**



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

**JULY, 2013**

## DECLARATION

I, SETH APPIANING HEREBY DECLARED THAT, EXCEPT FOR REFERENCES TO OTHER PEOPLE'S WORK WHICH HAVE BEEN DULY ACKNOWLEDGED, THIS DESSERTATION IS THE RESULT OF MY OWN RESEARCH AND HAS NEITHER IN PART NOR IN WHOLE BEEN PRESENTED FOR ANY DEGREE.

**SIGNED.....**

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## ABSTRACT

This study was designed to investigate the effects of rural–urban migration on the migrant children left behind.

A cross sectional study where data was collected using two structured questionnaires. Purposive sampling was used to recruit the study participants and these included eighty (80) children whose parents have migrated from the rural areas to the urban areas in Ghana and forty (40) Caregivers / relatives who attended to these children in the absence of their parents. Data on demographics, living arrangements, effects of migration on educational performance, psychological effects on children were collected from the children aged 15-17years.

The findings of this study show that in the Ghanaian context the effects of parental migration on children whether desirable or undesirable depends on other socio-economic factors- pull and push. Majority (50%) of both parents have migrated. Few fathers (10%) and 40% of mothers have migrated separately to the urban centres. Majority (71.25%) of the children said the absence of their parents does not deteriorate their academic performance. The care takers/relatives said though the migrants left because of lack of employment opportunities in the rural areas, they (migrants) are unable to send enough remittances for the upkeep of the children while 20% of the migrants do not send remittances at all home. It also came out that the income of the migrants has improved from 15% to 85 %.

From the findings of this study, it can be concluded that parental migration and the consequent parent-child separation do not necessarily affect the living arrangement, positioning and attendance of the children's education adversely if the left-behind children are in the care of caregivers who provide them with the needed care and guidance. In view of this, the Ghanaian family values which encourage child care by all society and family members, and not just biological parents should be upheld and sustained. However, there is the need for care givers especially the educated ones to take the children education seriously by assisting them in their school assignments. Also, the care givers should monitor the children well by attitudes like high tempers, alcohol intake and decision making on their own which will help to know the challenges they face to support them early to avoid further problems.

## DEDICATION

This work is dedicated to my wife Patience Tuah and my children Emmanuela Sarpomaa Appianing and Samuel Gyimah Mensah Appianing who supported me in the course of this programme.



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**LIST OF ABBREVIATION**

CRC	Convention on the Rights of the Child
FCUBE	Free Compulsory Universal Basic Education
GDP	Gross Domestic Product
GES	Ghana Education Service
GHS	Ghana Health service
GLSS	Ghana Living Statistical survey
IDP	Internally Displaced Person
MDAs	Ministries, Departments and Agencies
P T A	Parents Teachers Association
UN	United Nations
UNICEF	United Nations International Children Emergency Fund

## TABLE CONTENTS

<b>Contents</b>	<b>Page</b>
DECLARATION.....	i
ABSTRACT .....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF ABREVIATION .....	vi
TABLE CONTENTS.....	vii
LIST OF TABLES.....	xii
LIST OF FIGURE .....	xiii
CHAPTER ONE.....	1
INTRODUCTION .....	1
1.1 BACKGROUND OF THE STUDY.....	1
1.2 PROBLEM STATEMENT.....	2
1.3 AIMS AND OBJECTIVES OF THE STUDY .....	5
1.4 RESEARCH QUESTIONS.....	5
1.5 RELEVANCE OF THE STUDY.....	6
1.6 ORGANISATION OF THE STUDY .....	6
CHAPTER TWO.....	8
LITERATURE REVIEW .....	8
2.1 INTRODUCTION .....	8
2.2 MIGRATION.....	8
2.3 TYPES OF HUMAN MIGRATION .....	10
2.3.1 RURAL-URBAN MIGRATION .....	10

2.3.2 URBAN-RURAL MIGRATION .....	11
2.3.3 RURAL – RURAL MIGRATION .....	11
2.3.4 URBAN-URBAN MIGRATION .....	11
2.4 FACTORS INFLUENCING MIGRATION .....	12
2.5 GENDER AND MIGRATION IN GHANA .....	12
2.6 THEORETICAL APPROACH FOR THE STUDY .....	13
2.6.1 THE EFFECTS OF MIGRATION ON CHILDREN LEFT BEHIND USING CHILD RIGHT BASED APPROACH .....	13
2.6.2 THE IMPACT ON HEALTH OF CHILDREN LEFT BEHIND .....	15
2.6.3 RISKY BEHAVIOURS ON CHILDREN LEFT BEHIND.....	16
2.6.4 MIGRATION AND EDUCATIONAL ATTAINMENT OF THE CHILDREN LEFT BEHIND .....	17
2.6.5 CHILDREN’S RIGHT IN GHANA .....	18
2.6.6 CARE FOR THE CHILDREN.....	20
2.6.7 CARE OF THE FAMILY IN THE ABSENCE OF THE PARENTS .....	20
CHAPTER THREE .....	24
METHODOLOGY OF THE STUDY .....	24
3.1 INTRODUCTION .....	24
3.2 STUDY AREA .....	24
3.3 STUDY DESIGN.....	26
3.4 STUDY QUESTIONNAIRES .....	27
3.4.1 VARIABLES MEASURED.....	27
3.4.2 DEMOGRAPHIC CHARACTERISTICS .....	27
3.4.3 LIVING ARRANGEMENT.....	27
3.4.4 EFFECTS OF MIGRATION ON EDUCATIONAL PERFORMANCE .....	28
3.4.5 PSYCHOLOGICAL EFFECT OF CHILDREN LEFT BEHIND .....	28
3.4.6 COMMUNICATION WITH PARENTS AND PARENTAL SUPPORT.....	28

3.4.7 CARE TAKERS AND RELATIVE PERCEPTION ABOUT MIGRATION.	29
3.5 SOCIO -DEMOGRAPHICS CHARACTERISTIC OF THE CARE TAKERS AND RELATIVES .....	29
3.5.1 MIGRATION ON THE MIGRANT OUTCOME .....	29
3.5.2 SAMPLE INCLUSION CRITERIA .....	30
3.6 STUDY POPULATION .....	31
3.7 SAMPLE SIZE DETERMINATION .....	31
3.8 SAMPLING PROCEDURE .....	32
3.9 DATA COLLECTION PROCEDURE.....	32
3.10 DATA COLLECTION TOOLS.....	33
3.10.1 PILOT STUDY .....	33
3.11 DATA ANALYSIS.....	33
3.12 ETHICAL CONSIDERATION .....	33
3.13 LIMITATIONS OF THE STUDY.....	34
 CHAPTER FOUR .....	 35
DEMOGRAPHIC CHARACTERISTIC OF THE STUDY POPULATION .....	35
4.1 INTRODUCTION .....	35
4.2 AGES AND THE SEX CHARACTERISTIC.....	35
4.3 CHARACTERISTICS OF THE PARENTS.....	36
4.3.1 EDUCATIONAL CHARACTERISTICS OF THE PARENTS .....	36
4.3.2 REASONS FOR MIGRATION.....	37
4.3.3 LENGTH OF STAY OF THE PARENTS .....	37
4.3.4 REASONS FOR MIGRATION FROM THE RELATIVES. ....	37
4.3.5 REASON FOR MIGRATION .....	38
4.3.6 ECONOMIC STATUS OF THE MIGRANTS PRIOR TO MIGRATION.....	39
4.3.7 ECONOMIC SITUATION AT THEIR DESTINATION.....	39

4.3.8 PLACE OF RESIDENCE OF CHILDREN’S PARENTS.....	41
4.4 BACKGROUND OF THE CARE GIVERS / RELATIVES.....	42
4.4.1 EDUCATIONAL LEVEL OF THE CARE GIVERS/RELATIVES.....	42
4.4.2 MARITAL STATUS OF THE CARE GIVER/RELATIVE .....	45
CHAPTER FIVE .....	46
EXPERIENCES OF THE CHILDREN ASSOCIATED WITH THE PARENT(S)’	
ABSENCE.....	46
5.1 INTRODUCTION .....	46
5.2 REMITTANCES FROM THE PARENTS.....	46
5.3 THE RECIPIENT OF THE REMITTANCES, USES OF THE REMITTANCES	
AND NUMBER OF TIMES THE CHILDREN HAVE MEALS .....	47
5.4 HOW FREQUENT MIGRANT PARENTS REMIT THE CHILDREN LEFT	
BEHIND (CARE GIVERS /RELATIVE) .....	48
5.5 OWING SCHOOL FEES BY THE LEFT BEHIND CHILDREN .....	50
5.6 THE BENEFIT OF REMITTANCES .....	51
5.7 LIVING ARRANGEMENT OF THE CHILDREN .....	51
5.8 SUPPORTING FOR THE CHILDREN INCLUDES INSTRUMENTAL	
FUNCTIONS AND DEMANDS PHYSICAL PRESENCE, SINCE IT DEALS WITH	
“CONCRETE HANDS ON CARE, MORE ON A PERSONAL LEVEL.....	52
5.9 PSYCHOLOGICAL EFFECT OF PARENTS(S) ABSENCE.....	53
5.10 DISADVANTAGES ASSOCIATED WITH THE PARENT MIGRATION	
FROM THE CHILDREN.....	53
5.11 COMMUNICATION WITH PARENTS AND PARENTAL SUPPORT .....	60
5.12 INFLUENCES OF PARENTAL ABSENCE ON THE EDUCATION OF	
CHILDREN LEFT BEHIND.....	64
5.13 EFFECTS OF MIGRATION ON PERFORMANCE IN THE CORE SUBJECTS	
IN SCHOOL .....	67

CHAPTER SIX.....	69
SUMMARY, CONCLUSIONS AND RECOMENDATIONS .....	69
6.1 INTRODUCTION .....	69
6.2 SUMMARY .....	69
6.3 CONCLUSION .....	71
6.4 RECOMMENDATIONS .....	72
REFERENCES .....	73
APPENDIX 1.....	77
APPENDIX 2.....	85

**LIST OF TABLES**

Table 4.1 Educational Status of the Parents of the Children.....	36
Table 4.2 Length of Stay of the Parents at their Destination.....	37
Table 4.3 Cities of Residence of Children's Parents.....	41
Table 5.4 Psychological problems associated with the children.....	46
Table 5.1 Shows how the parents remit and how long it takes for the parents to send money.....	47
Table 5.2 Recipient of the Remittances, Uses of the Remittances.....	52
Table 5.3 Support for children school work by care givers and the number of time they have meal.....	55
Table 5.5 how often the migrant remit the children left behind.....	58
Table 5.6 Academic Performance after parents' Migration, children co-operating with the care givers, Obedience of children, Children creating problem.	59
Table 5.7 Ranking of the children in school prior to the parent's migration and after.....	68

**LIST OF FIGURE**

Figure 1.1 Parental migration Impact on the wellbeing of children left behind: A Child Right Approach.....	15
Figure 2.1 Map of Dangme West in Regional and National Context.....	25
Figure 4.1 Sex of the migrant children.....	35
Figure 4.2. Reason for Migration.....	38
Figure 4.3 Number of parents who have migrated.....	38
Figure 4.4 Economic status of the migrants prior to migration.....	39
Figure 4.5 Economic Situation after migration of the migrants.....	40
Figure 4.6 Ages of the Relative/Care Givers.....	42
Figure 4.7. Educational level of the care givers.....	43
Figure 4.8 Occupation of the care givers/relative of the left behind children.....	44
Figure 4.9 Marital status of the care giver/relative.....	45
Figure 5.1 How frequent migrant parents remit the children (care givers /relative).....	48
Figure 5.2 How frequent migrant parents remit the children left behind.....	49
Figure 5.3 Owing School Fees by the Left behind Children.....	50
Figure 5.4 Kinds of most remittances from the migrant.....	50
Figure 5.5 Living arrangements of the children.....	51
Figure 5.6 Psychological Effects.....	54
Figure 5.7: Kinds of Problems Created for the Care Givers / Relatives by children.....	56
Figure 5.8 Benefits of Parents Migrating.....	57

Figure 5.9 Frequency of migrant Parents communicate with the children.....	60
Figure 5.10 Feeling when communicate with parents.....	61
Figure 5.11 How often parents communicate with their children (from the left behind children).....	62
Figure 5.12 Relationship between migrant parent and children.....	62
Figure 5.13 Show the Kind of issues the children and the parents communicate about.....	63
Figure 5.14 Maintaining their position after parent absence or not.....	65
Figure 5.15 Absence of parents influenced academic performance and school attendance.....	66
Figure 5.16 Effects of migration on Performance in the core subjects in school....	67

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND OF THE STUDY**

Migration refers to the movement of people across a territorial boundary often involving a change in their place of usual residence. It involves the “detachment from the organization of activities at one place and the movement of the total round of activities to another”.(Goldscheider,1971:64). It is also defined as a geographic or spatial mobility involving a change of usual place of residence between clearly defined geographic units (Ghana Statistical Service GLSS 5, 2008).

Many people migrate within Ghana from the rural areas to the urban centres for many reasons. Migration into Accra, the administrative capital of Ghana is mainly due to the fact that all the Ministries, Departments and Agencies (MDAs) are concentrated there and they tend to employ many people both skilled and unskilled labour to work.

Others migrate from the rural areas to Accra and other urban centres to pursue higher education, marriages, visit family members/friends whiles others migrate to Accra as a stepping stone to travel overseas. Since Ningo Prampram District is very close to Accra, many inhabitants in the rural areas migrate to Accra and other cities to work and earn a living.

According to Boahen (1975) almost all ethnic groups in present day Ghana have migrated in one way or another in the past. The decision to move can be influenced by so many factors like the economic conditions and imbalances between areas, social, political and environmental conditions. Over the centuries, people have migrated in the face of physical, cultural and economic obstacles, to other lands in search of better lives for themselves and their families. The economic factor is particularly major in the case of developing countries.

According to Takounganag (2004), the severe economic difficulties, increased poverty and political conditions that have plagued many African countries in the last two decades resulted in considerable migration to Europe and United States. Nwajiuba (2005) in a research conducted in Southeast Nigeria observed that economic factors were the major motivation for migration among respondents.

The desire to move is influenced by a combination of individual and community factors. Push factors are the reason why people leave an area. They include lack of social services, insecurity, crop failure, war, among others. The pull factors are the reasons why people move to a particular area. They include better employment, political stability, better services and many more.

## **1.2 PROBLEM STATEMENT**

Several effects of internal migration, particularly of rural urban migration have been studied, for example, overcrowding and unemployment.

There have been concerns about the links between migration and supply of infrastructure and amenities in towns and cities. Yet concern about the welfare of children left-behind has not been given much attention. Migration may bring about both positive and negative effects on the wellbeing of the children less than 18 years of age, through a multiplicity of mechanisms.

Recent developments have made migration one of the main solutions to address pull in factors that is higher standards of living/ higher wages: Economic incentives provide both the biggest push and pull factors for potential migrants. People move to more developed countries will often find that the same work they were doing at home is rewarded abroad with higher wages. Nwajiuba (2005). To date, significant focus has been placed on remittances and property acquisition of the migrant on return, very little focus has been placed on the effects of migration on children left behind. There is therefore a need to assess the effect migration has on the children left behind.

Some studies paid attention to some aspects of the predicaments of children left-behind in rural areas. For instance, Tetteh (2008) sought to examine the extent to which children of migrant parents are considered as the primary beneficiaries of migration in their families. Appiah (2003) also studied the impacts of migration on children left behind, but focused on children of international migrant mothers who have been left-behind in rural areas. Parental migration tends to unfavourably affect the children left behind, most especially when they are left in vulnerable circumstances, as not all are likely to attain effective alternative parental care (surrogate care giving) and guidance (Crawford-Brown and Rattray 1994; Smith et al. 2004; Jones et al. 2004; Pottinger and Brown 2006 as cited in Jokhan, 2007). But, for some children, the experience may foster healthy growth,

development and strengthen kinship relations as they move out to live with other family relations, (Brodber 1974; Senior 1991). Even though the biological parents may be away, they do not lose contact with their children back home. Parents adopt varied means of interacting with and providing care for their children in order to be sure that the children are not in need or lack attention. These include sending remittances and contact through telecommunication and other electronic means such as Emails, skypes, telephone, letters, what sap and many others.

Ackers and Stalford (2004: 130-131 as cited in Asimah, 2008) suggested two forms of care that families can provide for children left-behind in the transnational space: Caring for and caring about.

Caring for include instrumental functions and demands physical presence, since it deals with “concrete ‘hands on care... more on a personal level” (Ibid.131). This dimension of caring challenges spatial and temporal separations that transnationalism engenders.

Caring about involves contact and emotional support and is illustrated by “the frequency and nature or quality of contact”. It comprises emotional functions like providing comfort, communicating by phone, e-mails and visits, participation in decision making on issues concerning the welfare of the child, and paying for care.

It is against this background that the present study attempted to examine the extent to which parent-child separation as a result of internal migration has influenced the children left-behind.

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

The general objective of the study is to examine the effects of rural-urban migration on the left behind children of migrants in Ahwiam and Lekpongnoor in the Ningo - Prampram District of the greater Accra region, Ghana. The specific objectives are:

1. To describe the socio demographic characteristic of the children and their parent(s)
2. To find out the factors that influenced the migrants to migrate to the urban centres
3. To find out if the migrants communicate with the children left behind
4. To examine the effect of rural-urban migration on the academic performance of the children of migrants.
5. To make policy recommendations based on the findings of the study

### **1.4 RESEARCH QUESTIONS**

The following are research questions that the study seeks to answer:

1. What factors influenced the migrant to migrate to the urban centres?
2. What are the effects of migration on the migrants children's school performance?
3. What is the kind of relationship that exists between the migrant(s) and their children left behind?
4. How often is the communication between the migrant parent(s) and their children?

### **1.5 RELEVANCE OF THE STUDY**

The research intends to study the effect of rural-urban migration on children left behind in the Ningo-Prampram district. It also seeks to examine the kind of relationship that exists between the migrant(s) and their children left behind. Furthermore, the study proposed to identify factors that influenced the migrant(s) to migrate to the urban centers.

The study findings will provide evidence based recommendations for policy makers in the Ministries, Departments, and Agencies (MDAs) and other stakeholders to make informed decision on rural-urban migration. The outcome will contribute to the discussion on raising the awareness of the effects of migration on children left behind by migrant.

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

### **1.6 ORGANISATION OF THE STUDY**

The study is organized into five chapters;

Chapter one is on the background of the study which also included the following aspect of the study: statement of the problem, research questions, objectives and relevance of the study.

Chapter two contains the literature review. This reviewed relevant and available literature on the topic under investigation. It also drew examples from other countries on rural-urban migration and children left behind.

Chapter three was divided into two sections. Section one of the chapter is on the research methodology employed for the study. The research design, population, sample size, sampling techniques, and sources of data are discussed. The second section of the chapter is on the profile of the study area, with particular focus on rural-urban migration history of the communities in the Ningo-Prampram District. That is, linking the profile of the District to the research under investigation.

Chapter four presented the empirical findings, analysis and results of the situation in the study area based on the research on demographic characteristics of the study population, reasons for migration, economic status of the migrants prior to migration and cities where the parents migrated to.

Chapter five also presented the empirical findings, analysis and results of the situation in the study area based on the research on the experiences of the children, remittances, living arrangement of the children, Psychological effect of parent(s) absence, communication with parents, relationship between parents and children, influences of parental absence and the effects of migration on children's performance.

Chapter six is the summary of the study, the conclusions based on the results, and recommendations for policy makers and further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This aspect of the study examined some of the literature on rural- urban migration issues and the effect on migrant(s) children using child right based approach in Ghana. It also covered some studies carried on surrogate mothers of children left-behind by migrant parents and the care such children receive in the absence of their parent(s), the positive and negative effects of the absence of the parent(s) on the children were also observed.

#### **2.2 MIGRATION**

Humans are always in continuous movement in their quest to achieve their desires. There are quite a number of human movements and these may include: nomadism, mobility, emigration and immigration. The National Geographic Society defines human migration as the movement of people from one place in the world to another for the purpose of taking up permanent or semi-permanent residence, usually across a political boundary (National Geographic Society, 2005). Adewale (2005) considers migration as the movement of people from one geographical region to another, which may be on temporary or permanent basis.

Kardulias and Hall (2006) also distinguish migration from other forms of human movement such as: nomadism, mobility and immigration. He explains nomadism as movement within a fixed circuit, but with no permanent or long-term residence(s); mobility as movement from one fixed location to another, or from one circuit of

nomadism to another, movement into new territory for the movers; migration as intentional movement to a new location; this is often a group process; the new territory might or might not already be occupied by others and migration as intentional movement of individuals or groups to a new, already occupied location, with an intention to stay for a long time or even permanently (Kardulias and Hall, 2006).

Migration is believed to occur at different scales: intercontinental and interregional with one of the most significant migration patterns being rural to urban migration which involves the movement of people from the countryside to cities in search of opportunities (National Geographic Society, 2005).

People involved in migration can be classified into different categories and these include:

**Emigrant:** A person who is leaving his country of origin to reside in another.

**Immigrant:** A person who is entering a country from another to take up new residence.

**Refugee:** A person who is residing outside the country of his or her origin due to fear of persecution for reasons of race, religion, nationality, membership in a particular social group, or political opinion.

**Internally Displaced Person (IDP):** A person who is forced to leave his or her home region because of unfavourable conditions (political, social, environmental, etc.) but does not cross any boundaries. Internally displaced people (also known as DPRE in many civil and military organizations which assist) are people or groups of people who

have been forced or obliged to flee or to leave their homes or places of habitual residency in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border

Migration Stream: A group migrating from a particular country, region, or city to a certain destination (NGS, 2005).

## **2.3 TYPES OF HUMAN MIGRATION**

There are different types of human migration and these may be classified as rural-urban, urban-rural, rural-rural or urban-urban.

### **2.3.1 RURAL-URBAN MIGRATION**

Rural-urban migration involves the movement of people from rural areas such as villages to urban centres such as cities. It is one of the most significant types of internal migration (Bilir, 2010). This form of migration is created by rapid population growth, fragmentation of agricultural and loss of its economic value due to inefficient agriculture policies, lack of employment in the agriculture sector, insufficient provision of social services such as education and health (Özbay, 2001). Migration from rural to urban areas was temporal in the beginning, it has however become permanent today (Bilir, 1995). For instance, the United Nations documented that 40% of the total least developed country's population lived in urban areas in 2000, compared to 26.1% in 1975. More specifically, 34% of the 2000 Sub-Saharan African population was urban – a jump of more than 62% over the last 15 years (Cornwell and Inder, 2004).

### **2.3.2 URBAN-RURAL MIGRATION**

Urban- rural migration involves movement of people from urban areas such as well-developed communities /cities into rural areas. People move from urban to rural communities due to a lot of factors. These factors range from inability to secure jobs, transfer from their place of work, retirement to high cost of living in the urban communities (Adewale, 2005).

### **2.3.3 RURAL – RURAL MIGRATION**

Rural-Rural migration involves the movement of people from one rural community to another. This normally occurs when people from one rural community move to another to engage in agricultural/ primary activities such as farming, hunting, quarrying, grazing among others. When resources in that community become scares or overstretched as a result of overcrowding, it compels the people to migrate to other rural communities. Most of the time the resource (land) becomes infertile for farming due to excessive usage.

### **2.3.4 URBAN-URBAN MIGRATION**

Urban-urban migration involves the movement of people from one urban centre to the other. This normally happens to senior public/civil servants who are normally transferred from one urban centre to the other as heads of Ministries, Department and Agencies (MDAs). There are other establishments that are concentrated in the cities such as Ghana Civil Aviation Authority, Meteorological department and their workers are involved in urban- urban migration in times of transfers.

## **2.4 FACTORS INFLUENCING MIGRATION**

Several reasons cause people to migrate and these may either be environmental, political, economic or cultural. These factors could be either pull or push factors. The Push Factors usually include food shortage, war, flood, lack of employment opportunities, among others. while the Pull Factors may include favourable climate, better food supply, availability of infrastructure, employment, freedom, among others. These factors could however act alone or together to influence the movement of a person (National Geographic Society, 2005). William (1970) revealed that some factors could results in movement which might be due to crisis, old age, transfer, retirement and invasion of pests and diseases. United Nations General Assembly (November, 2012) convened a panel discussion on the causes of migration and its impact on development. The panellists also identified various “push” and “pull” factors, but generally agreed that the failure of states to address and remedy large inequalities and to afford sufficient opportunities for social and economic mobility were substantial drivers of migration.

## **2.5 GENDER AND MIGRATION IN GHANA**

Features of contemporary Ghanaian migration are the increase in female participation. Males migration dominated until the 1960s (Awumbila and Manuh 2008, Twum Baah 1995). In the view of Awumbila and Manuh (2008), a significant share of migrants are now made up of women who move independently to fulfil their own economic needs and not simply joining a husband or other male family members as accompaniment. The ever increasing emigration of women especially mothers has both positive and negative consequences on the children left-behind.

“The potential problems for the education of children arising from the absence of one or both parents because of migration have always been postulated” (Battistella and Conaco, 1998:6) but there has not been a consensus on whether the effects are negative or positive when either or both parents migrate. According to Antman (2010), most of the studies done on families and family structure have shown that when fathers migrate, there is a negative effect on the educational attainment of the children left-behind. Battistella and Conaco (1998) on their 26 part think that the effects of parental migration on the children left-behind are reduced when the mothers stay behind with the children. Other studies also show that remittances from migrant fathers provide the necessary resources for the improved education of children left-behind.

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

Figure 1 illustrates some of the mechanisms by which parental migration may impact the wellbeing of children left-behind using a child rights-based approach derived from the Convention on the Rights of the Child.

### **2.6.1 THE EFFECTS OF MIGRATION ON CHILDREN LEFT BEHIND USING CHILD RIGHT BASED APPROACH**

Child Rights Approach is based on what is in children's best interests in the short and long term. It means that decisions about children must always consider children's interests and wishes, as well as the long-term implications of such decisions on children and their survival, development and protection.

Children have the right to participate in the family, school, community and society activities. Children have the right to information, expression, decision-making and association.

Child Rights Approach recognises children's social and economic contributions. It supports children's participation in all matters and all environments affecting the child: the family, school, community and society. It encourages parenting and learning methods that support and stimulate children's capacity to express themselves and to make decisions. (Adams, Jerry (2003)

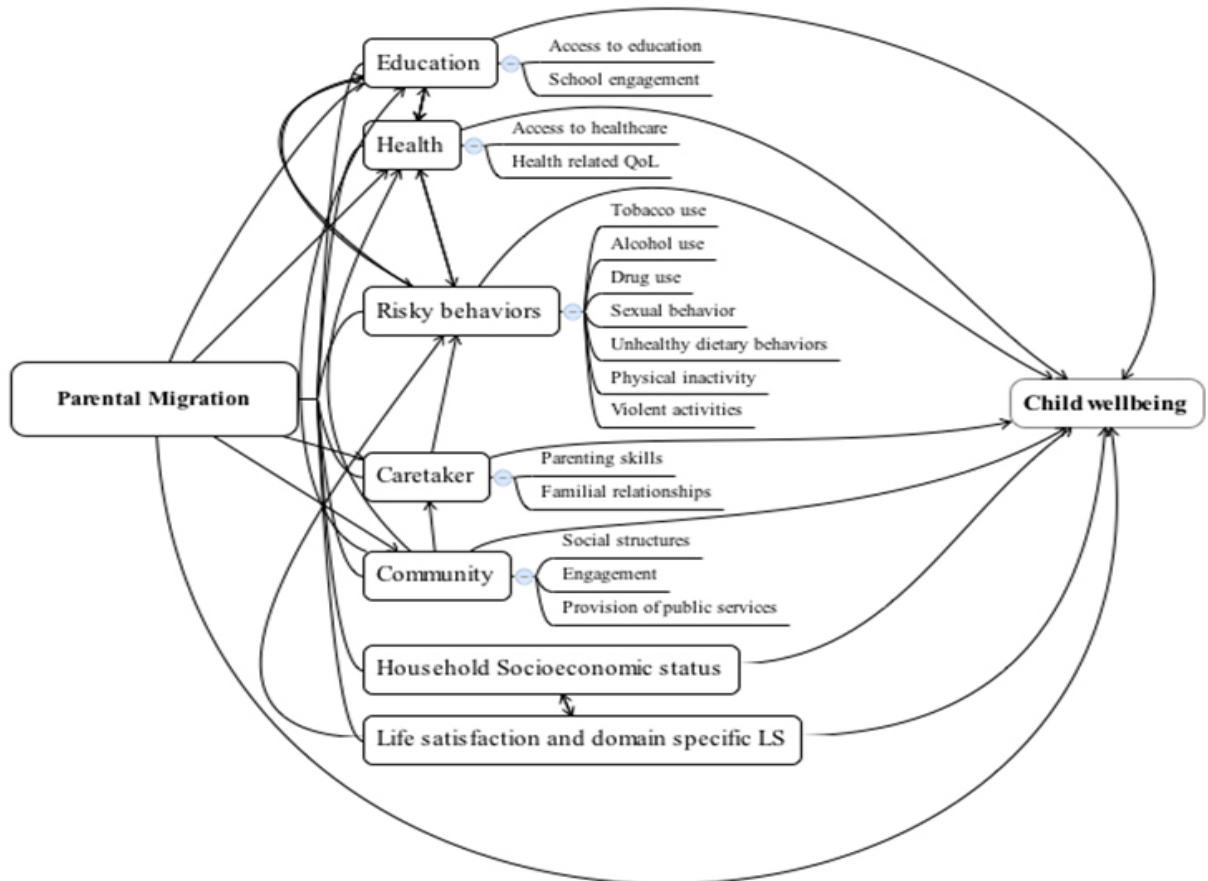
The Convention on the Rights of the Child (CRC) Article 1, defined a child as every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier' (United Nations (hereafter UN) 1989).

The Convention of the Right of the Child gives special recognition to the need for every child to grow up with parents, right to education and well-being, access to education, immunisation, adequate diet, clothing, shelter, medical attention or any other thing required for his physical and social development.

Parental migration inherently involves parental absence from the home due to the migration of one or both parents of the child. Migrating parents who make a decision by choice (voluntary) or due to circumstances beyond their control, leave their town of origin and either return later or not return later or leave their children behind. This movement has a number of effects on health, education, economic activities and social

costs and benefit on the children left behind. (Funkhouser 1995; Stark 1995; becker1974,1991). These effects may be beneficial or unbeneficial.

**Figure 1.1 Parental migration Impact on the wellbeing of children left behind: A Child Right Approach**



Source: UNICEF, 2010

## 2.6.2 THE IMPACT ON HEALTH OF CHILDREN LEFT BEHIND

Children are the most vulnerable to risk when being left behind; the well-being of children that are left behind is affected by different health conditions when parents

decide to migrate for any reason. Relatively, little is known about the health effects for children left behind. Hildebrandt and McKenzie (2005) find that migration is associated with lower health inputs for children left behind, including breastfeeding and vaccinations. The migration lottery to New Zealand find evidence that migration of a household member leads to worse diets and health outcomes for children left behind in Tonga, as measured by weight-for-age and height-for-age. However, Stillman et al. (2012) and Gibson et al. (2011b) use the same lottery programme to document improvements in health outcomes for children that migrate, thus adding to the more extensive literature comparing health outcomes of migrants and natives. Positive effects of migration on the health of remaining children have been documented in other contexts as well. Macours and Vakis (2010) present evidence that maternal migration has a positive impact on early cognitive development of children in Nicaragua, a finding they attribute to changes in income and maternal empowerment stemming from migration. Anton (2010) finds a positive effect of remittances on short-term and middle-term nutritional status of children in Ecuador as measured by weight-for height and weight-for-age. Kanaiaupuni and Donato (1999) show a positive effect of migration and remittances on infant survival in Mexico in the longer term.

### **2.6.3 RISKY BEHAVIOURS ON CHILDREN LEFT BEHIND**

Lahaie, et al. (2009) finds that the migration of a parent is significantly associated with academic behavioural and emotional problems for children left behind in Mexico. Later children often engage in local criminal gangs on the streets. Social workers agree that these children are in the risk group of drugs and alcohol. Children's risks can be studied within the context of place. According to Macintyre (2004), place is socio- culturally constructed locations in space which have different context to which peoples" lives and

experiences play out. The space is filled with actors acting out their lives with varying degrees of human movements including parental migration. Children in general face risks in their daily lives. Risks are part of life. Children risks can therefore be studied within the context of place. According to Macintyre (2004) place is a socio-culturally constructed location in space. The place is filled by actors, acting out their lives with varying degree of human movement including parental migration .However, parental migration even though it seems to improve the lives and welfare of children in many ways, it also in many cases serves as a catalyst to make children suffer some risks (UNICEF, 2008).

According to Asis (2006), children left behind are sometimes exposed to many risks which are normally overlooked by scholars in studying the effects of migration (see also Reyes, 2007) More so, UNICEF (2008) further posits that ,among the family members left behind by migrant parents, children suffer the most risks as it also exposes them to physical abuse due to improper treatment from care givers, the personal life styles of the children through unmet basic needs especially, if migrants fail to remit home.

#### **2.6.4 MIGRATION AND EDUCATIONAL ATTAINMENT OF THE CHILDREN LEFT BEHIND**

Education and schooling is one of the most important investments in the development of social and human capital of the children left-behind. In many developing countries migration has improved the possibility for children to attend school and engage in other social activities important for children's development (Parreñas 2001; Whitehead and Hashim 2005). Authorities working in conjunction with schools have observed that

children are unable to concentrate and to follow lectures. They remain apathetic to the surrounding and blankly.

There is a legal framework for the full development of children, backed by the 1998 Children's Act. In fulfilment of the right to life, development and survival, and non Discrimination against children, section 8 of the children's Act of Ghana stipulates that all Children are entitled to free compulsory basic education. Dubbed the Free Compulsory Universal Basic Education (FCUBE), it provides an avenue for the children to have educational rights and ways for the child to develop to full potential. The Act also includes regulations on formal education and apprenticeship in the informal sector. The 1992 Constitution, which is currently in use in the country, indicates that basic education should be free and compulsory to all children of school age.

The country is doing considerably well in the educational sector in the context of the limited resources of the country and the need to budget for other sectors of the economy. The quality of education is still low, according to standardized mathematics and English tests, especially for public schools. Health indicators have been particularly disappointing. Child malnutrition is higher today than it was a decade ago. Under-five infant mortality, which is a major indicator of development, is higher today than five years ago and maternal mortality has not declined (GSS, 2009).

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

Governments over the years have enacted and implemented legislations and programmes which have targeted the improvement of children's welfare, (even though these programmes and legislation do not make specific reference to children left behind). These legislations and programmes come after the country's ratification of the UNCRC

and African Charter on the Rights and Welfare of the Child (ACRC). Some of these legislations include the following:

The Children's Act 1998 (Act 560) is an Act that reforms and consolidates the law relating to Children. The Act sets the legal minimum age of marriage (which is 18) as well as minimum age for employment (which is 15 years old), although it allows children aged 13 to engage in light, non-hazardous work. The Act 560 in Ghana emphasises the child's right to life, development and survival (Article 6 of the UNCRC). It seeks to guard the child against all forms of discrimination, included in this Act is the principle of the, best interest of the child' implying that any decision made concerning the children should be made in the best interest of the child.

Implying that in all actions concerning the child, the, best interest" should be held paramount. The principle of non-discrimination with specific regard to its effects on children is protected under the Children's Act; the best interest" principle of the child is stated in the Children's Act. According to sub-section (2) of section 2 of the Children's Act, all courts are bound to take this principle of best interest as a guiding standard to their decisions regarding children.

Also accompanying the children' Act is the Juvenile Justice Act 2003 (Act 653) which seeks to protect the right and welfare of juveniles and young offenders.

Furthermore, the government of Ghana in fulfilling its obligation under the UNCRC in the area of children's rights to life and survival has developed a comprehensive early childhood care and development to give a good start for all children. The programme seeks to promote nutrition as well as reduce the infant and under five mortality rates,

even though it still faces challenges like inadequate logistical support like infrastructural development.

The Government of Ghana has established the Ministry of Women and Children Affairs to have an oversight responsibility to the successful implementation of programmes and legislations concerning children.

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

Care includes the provision for the basic needs to make life comfortable. Care for children to provide for their basic needs is needed for their self-development (Bass, 2004). In times of parental migration child care is entrusted to the extended family relatives as well as friends with support sometimes from the migrated parents. Care can also be offered as a joint responsibility for children in the African culture, giving by the parents/caregivers together with member in the society. In this study, I will focus more on physiological and material needs than other needs as emotional and social needs.

### **2.6.7 CARE OF THE FAMILY IN THE ABSENCE OF THE PARENTS**

The extended family is very relevant in child care in most developing countries. When parental migration takes place, its significance is crucial and cannot be under estimated. Battistella and Conaco (1998) indicated that, in the Philippines, the contribution of the extended family and of the *kumpadre* system (It is a kinship system which extends one's relationships beyond one's immediate family) for the upbringing of children are particularly relevant in the case of parental international migration because, parents can leave knowing that there is someone to whom they can entrust their children. They, however, lament the eminent adverse circumstance that such children may find themselves since the extended families are not able to provide the accustomed care and

support to the children. When it comes to caretaking arrangements for children left-behind, a good number of them are left in the care of kin; in most cases, grandparents (Clarke, 1999, Hondagneu-Sotelo and Avila. 1997). Most of them prefer having their biological mother as their children's care providers rather than the mothers of their husbands because they are sure that their children will be well cared for by their maternal grandparents and they will not be affected much as a result of the parental absence.

An aspect of this kind of care involves sending down gifts and food items of all kinds in barrels, in the case of the Caribbean. As a result, children left behind in most parts of the Caribbean are referred to as "barrel children" (Jokhan, 2007). Caring for on the other hand includes instrumental functions and demands physical presence, since it deals with "concrete hands on care, more on a personal level" (Ackers and Stalford, 2004: 130-131 as cited in Asimah, 2008) This is the responsibility of the caregivers, and the state of the children's wellbeing depends on how effective this kind of caring may be.

However, the literature has shown that there are instances where mothers return to find out that their children have been overly pampered by grandmothers to the extent that they are spoilt-rotten children and the blame goes to the grandmothers. In some cases they also get less attention from the elderly grandparents which reduces their academic performance (Bakker et al, 2009).

Clark (1999) also revealed in her study on "Mothering, Work, and Gender in Urban Asante Ideology and Practice" a different reason for the preference of maternal grandmothers as caregivers. Children under this kind of care receive all the love and attention that their mother would have given them and tend not to be adversely impacted by the parental separation. In cases where kin are the caretakers the undesirable impact

of the parental parting is minimal as compared to strangers acting as caretakers in the instance where Hondagneu-Sotelo and (1997) Tetteh (2008) stated that some employ nannies as care providers for their children. In some instances, older siblings who are also children are entrusted with care for the children; this is usually the case when the mothers travel as it is the norm among the Latina mothers in Mexico. But the case is different in some parts of Asia. In China, Luo et al (2008:3) stated that:

it has been reported that children in kinship care are more likely to feel indifferent, introverted, inferior, and unsociable; more likely to have psychological problems, learning disabilities, and difficulties getting along with others; more likely to smoke, drink excessively, abuse drugs, and skip school; and even more likely to commit crimes. This indicated that the extent to which care by kin is desired varies from country to country, its effectiveness is not a universal phenomenon.

There are also instances where the children are left on their own. Such children tend to be in a much dangerous situation as they lack the mother or father figure to direct and provide guidance in the affairs of their lives. In other instances, left- behind children are also in the care of family friends and in boarding institutions as discovered by Tetteh (2008) in her study on “Voices of left behind children: a study of international families in Accra, Ghana”. In all these situations, efforts are made by the care-givers and the parents through their remittances to make the living conditions of these children as comfortable as possible. However, this is not the case in all households in Ghana. As Appiah (2003) posited, mothers who migrated from some parts of the Amansie East District of the Ashanti Region in Ghana to the La Cote d’ivoirs did so clandestinely without the necessary arrangements made for the care of the children. The situation of the children

would have become worse but in the Ghanaian society and indeed Africa the traditional cultural value encourages a whole community to involve in the upbringing of children and not to be left in the sole hands of their biological parents. However, Appiah (2003) did not find differences in the health and nutritional status of the children left-behind and those who have non-migrant parents because of the traditional values that discouraged discrimination against fostered children. This is a common value in Ghanaian societies in particular (Mazzucato and Schans, 2008) and most African societies in general.

## **CHAPTER THREE**

### **METHODOLOGY OF THE STUDY**

#### **3.1 INTRODUCTION**

This research was conducted in order to find out the effect of rural–urban migration on left behind children of migrants. The study also sought to find out why the parents migrate.

#### **3.2 STUDY AREA**

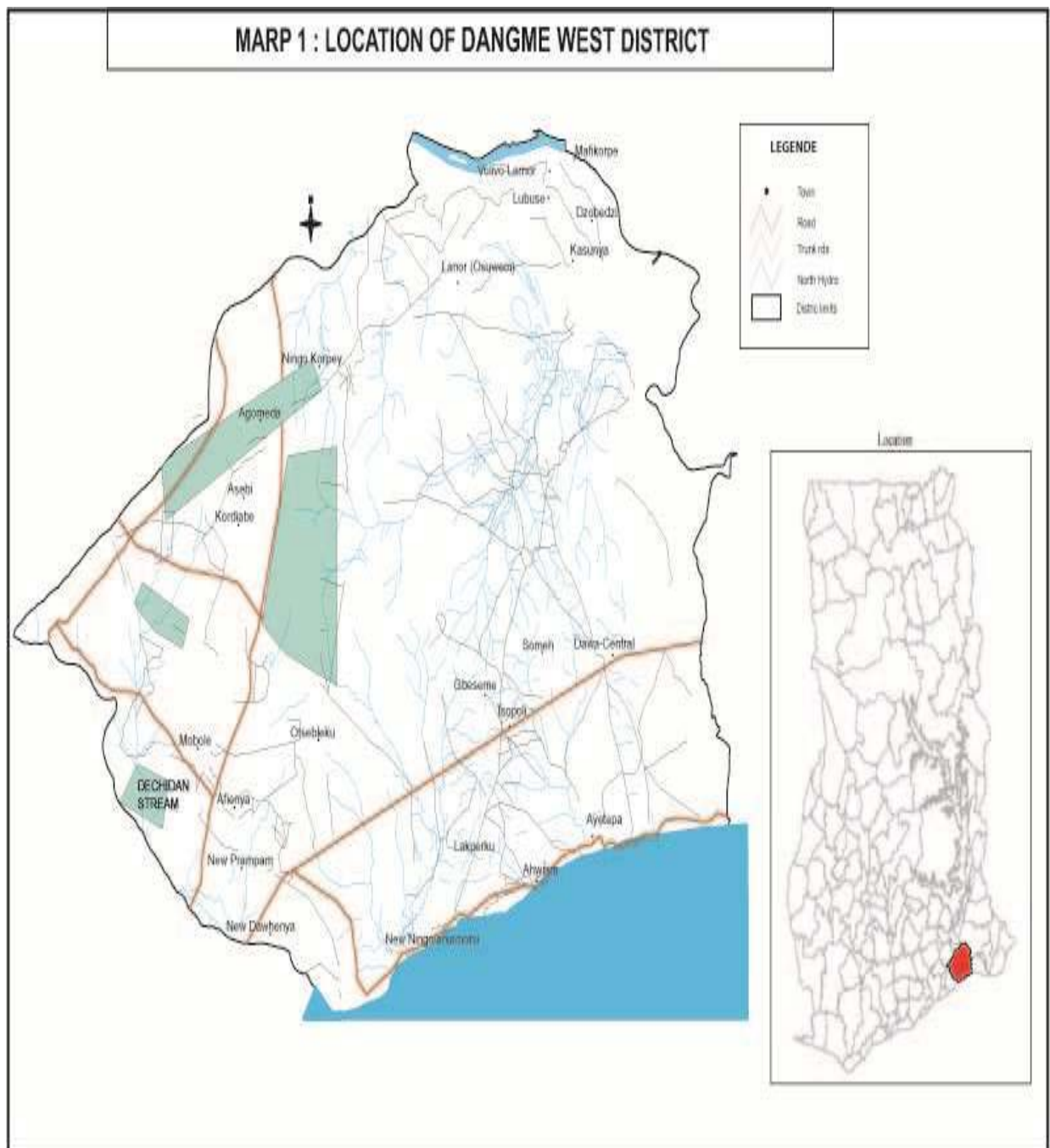
This research was conducted in two communities in the Ningo Prampram District in the Greater Accra Region. The study was carried out in the Prampram District of Greater Accra region of Ghana. Two (2) communities, namely Ahwiam and Lekpongkor were selected for the study.

Ningo-Prampram District is situated in the southeastern part of Ghana in the Greater Accra Region. The district can be located between latitudes  $5^{\circ}45'$  and  $6^{\circ}05'$  degrees north and longitude  $0^{\circ}05'E$  and  $0^{\circ}20'W$ . In all, the district occupies a total land area of about, 749.84 square km. The district has Prampram as its capital.

The District as depicted on figure 3.1 was redemarcated in June 2012 when it was carved out of Dangbe West District. It is bordered in the North by the Shia-Osudoku District Assembly, the South by the Gulf of Guinea, East by the Dangbe East District Assembly and the west by Kpone-Katamanso District Assembly. The District has a coastline stretching over 37 kilometers.

The coastline along the southern part of the district provides enormous advantage for the fishing industry. Additionally, the geographic location of the district, being closer to Accra and Tema Metropolis also provides advantage for migration into Accra the capital and Tema a busy port city.

Figure 2.1 Map of Dangme West in Regional and National Context



Generally, the district has a slightly lower population density than the average for the country (55.3 persons per square kilometer) against the national average of 63 persons /km. The district population is 120, 649, female dominate 52% which is 63,163 and male 47% which is also 5748 (GLSS) The district's density is even far lower than the regional average of 441, which is to be expected because of Accra and Tema, and Ashiaman which fall within the region. The population is however, concentrated along the coast especially in the bigger settlements like Prampram, Old Ningo, and Lekpongunor.

There are about 93 settlements in the Ningo-Prampram District. Majority of these settlements are small communities of less than 200 persons. The few major urban centers with population of between 2,000 and 10,000 are located along the coast and along the major arterial roads that give accessibility to the district.

### **3.3 STUDY DESIGN**

The study employed both qualitative and quantitative methods. This was to gain in-depth knowledge and understanding of the complex nature of the relationship between migrants and their children left behind in the Ningo-Prampram District. It also increases the validity of the findings by examining the same phenomenon in different ways. It can result in better data collection instruments. Mixed method also promotes greater understanding of the findings.

### **3.4 STUDY QUESTIONNAIRES**

Two structured questionnaires (appendix I) were used for the data collection: one for the children 15-17 years. The other questionnaire was administered to the relatives taking care of the children. These questionnaires were pretested at Oyarifa because it is predominantly Ga community. The questionnaires were pretested to check that the questions were understood by the targeted respondents. This was a beneficial exercise as it allowed for some modifications to be made to the questionnaires before they were finally administered to the children and the relatives/care givers.

#### **3.4.1 VARIABLES MEASURED**

Below are the variables that were measured using the questionnaire.

#### **3.4.2 DEMOGRAPHIC CHARACTERISTICS**

All the children interviewed were asked about their age, sex, educational level of their parents, how long their parent(s) have migrated, which of the parents has migrated or both have migrated and the cities they have migrated to in Ghana.

#### **3.4.3 LIVING ARRANGEMENT**

The children were asked about their living arrangement that is whether they are living with one of their parents or someone else. They were also asked if they are not living with any one of their parents and who they are living with. The children were also asked the following: If their care takers assist them in their school work, remittances from their migrant parent(s) that is how often they send them money, what the money sent is used

for and who decides what the money should be used for, and they have been having problems with their care givers.

#### **3.4.4 EFFECTS OF MIGRATION ON EDUCATIONAL PERFORMANCE**

The children were asked about the positions they were getting before and after their parent(s)' migration. The influence of their parent(s)' absence on their positions in class, school attendance, among others.

#### **3.4.5 PSYCHOLOGICAL EFFECT OF CHILDREN LEFT BEHIND**

The children were asked whether they feel sad, have problems concentrating in class, having problem remembering things, difficult making decision, and whether they become annoyed and easily loose temper because of parents migration. The children were asked whether there are benefits of their parent's migration. They were asked about disadvantages of their parent migration and how they feel about remittance.

#### **3.4.6 COMMUNICATION WITH PARENTS AND PARENTAL SUPPORT**

The children were asked whether they felt shy talking to their parent(s) -father or mother. They were also asked about how often they communicate with the parents, the kind of relationship that exist between them and their parents. They were asked whether they owe school fees while their parent(s) has migrated. They were also asked about the challenges they face at school, house etc. that was not addressed during the interview.

### **3.4.7 CARE TAKERS AND RELATIVE PERCEPTION ABOUT MIGRATION**

The second questionnaire (appendix II) was given to the care takers and relative of migrants. This questionnaire had closed ended questions with pre categorised responses for the care takers and relatives to tick the responses that best answered a particular question. This was done to save them time and not to disturb their work schedule.

### **3.4 SOCIO -DEMOGRAPHICS CHARACTERISTIC OF THE CARE TAKERS AND RELATIVES**

The relative and care takers were asked about their ages, marital status, religion, educational level and their occupation. They were also asked about their family situation including other individuals in their households and their number. The respondents were asked about the number of individuals in their homes who were engaged in some form of economic activities.

### **3.4.1 MIGRATION ON THE MIGRANT OUTCOME**

The care givers /relatives were asked about the factors that influenced the migrant to migrate to the urban centres, the economic status of the migrants prior to migration and the current socio economic status of the migrant(s).

They were also asked how often they remit the left behind children and the kinds of remittances they received from the migrants. They were also asked whether the remittance was enough for the up keep of the children for their education.

The caregivers / relatives were asked whether the children performance was improving or deteriorating after the parents' absence. They were also asked whether the children are cooperating with their (givers /relative) daily activities, been obedient, creating problems

and if there are, what kinds of problems they pose to them. They were also asked about the recommendations for the migrants and their children.

### **3.4.2 SAMPLE INCLUSION CRITERIA**

In the study, purposive sampling was used. Purposive sampling allowed a researcher to choose participants to be included in the study based on knowledge of specific characteristics of the sample that would best represent the population (Berg, 2004). This method of sampling also enables the researcher to use his own judgement to select cases that will assist in answering the research question and meet the objectives. The sample selected is usually small but informative in relation to the cases in the study (Neeuman, 2003). One way of doing a purposive sample is to find people who share particular characteristics. For example, in this study, the researcher selected/interviewed only children whose parent(s) have migrated to urban areas in Ghana. It would be difficult, if not impossible, to get a full list of such children whose parents have migrated and take a random sample from them; if I sampled everyone and then asked everyone if they all had their parent migrated to the urban centers, I would waste a lot of time on people whose parent have not migrated.

In this study, a total number of 80 children within the ages fifteen (15) to seventeen (17) years were sampled. These ages are expected to be able to understand the questionnaire and express themselves well.

A total of forty (40) care givers / relative taking care of the children left behind were also interviewed. Their inclusion was based on the fact that they are the ones the migrants left

their children to take care of. Their views on the effect of rural–urban migration on children of migrant left behind situation were therefore regarded as important.

### **3.5 STUDY POPULATION**

The respondents targeted for this study were children whose parent(s) have migrated. In Ghana a child can be define as anybody below 18 years. Children ages 15-17 year were targeted because they could understand the questionnaire and express themselves well.

Type 1: Households with both migrant parents of children aged 15-17 years currently away prior to the time of the study.

Type 2: Households with only migrant father of children aged 15-17years currently away prior to the time of study.

Type 3: Households with only migrant mother of children aged 15-17 years currently away prior to the time of study.

### **3.5 SAMPLE SIZE DETERMINATION**

Using a confidence interval of 95 percent and allowing 5% margin of error, sample size of hundred and ten (110) was calculated using Epi Info version 3.6. In order to calculate for the missing of answered questionnaires, researcher therefore used 120 respondents for the migrants Children left behind by migrants and care givers/ relatives in the Ahwiam and Lekpongnor community. A total of 40 care givers/ relatives (respondents) and 80 children left behind were purposively sampled from Ahwiam and Lekpongnor in Ningo- Prampram district.

### **3.7 SAMPLING PROCEDURE**

This study aims at investigating the effect of rural-urban migration on the migrants' children in the villages within the selected district. Purposive sampling was used as it permits the researcher to choose participants to be included in the study based on knowledge of specific characteristics to present the population (Berge,(2004) . Both the quantitative and qualitative methods of data collection, analysis and reporting were adopted and used for the study. Again, the study depended on both secondary and primary data for its sources of information. The primary source of data was households at the local community in the Ningo- Prampram district. Care givers/relatives of the children left behind within the communities were selected and interviewed. The secondary sources included published research articles, journals and publications, websites, published and unpublished works.

### **3.8 DATA COLLECTION PROCEDURE**

A letter of introduction was first obtained from the Center for Migration Studies, University of Ghana and submitted personally to the District Education Office and copied the head masters of the identified schools. Data collection began firstly with interviews of the left behind children followed by the care givers/relatives taking care of left behind children.

At Lekpongnor and Ahwiam the questionnaires were shared to the pupils whose parents have migrated. They sat under one mango tree, the questionnaire were read to them and translated into Ga –adengue for them to really understand.

The children interviewed were randomly selected and out of that 40 of their parents/ care givers were selected for the interviewed in their respective homes.

### **3.9 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. Open-ended questions were also included in collecting additional information.

The questionnaires were distributed to children and their care givers /relatives, the questionnaire for the children had five sections. Two questionnaires were developed and used. These are (i).Question for the children left behind, (ii). Care givers/Relative taking care of the left behind children.

#### **3.9.1 PILOT STUDY**

The questionnaire was pre-tested at Oyarifa in order to assess the appropriate questions to capture the required data and other information.

### **3.10 DATA ANALYSIS**

The data collected, that is both the qualitative and quantitative data, 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 diagrams, frequency tables, pie charts, bar graphs, among others.

The qualitative was manually administers and analysed

### **3.11 ETHICAL CONSIDERATION**

Researcher first visited the community and introduced himself to the community. A brief introduction about the study was also made and a day was fixed for the study to be

carried out. On the appointed date, the researcher was introduced to the community the subject of the study. The respondents were assured of the confidentiality of the information that was to be obtained. The consent of the caretakers /foster parents was sought before the children were interviewed.

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

The limited time available for the study did not allow for the detailed study of the caretakers and relative. Also some of the students did not understand the English language and therefore need to translate it into their local language.

## CHAPTER FOUR

### DEMOGRAPHIC CHARACTERISTIC OF THE STUDY POPULATION

#### 4.1 INTRODUCTION

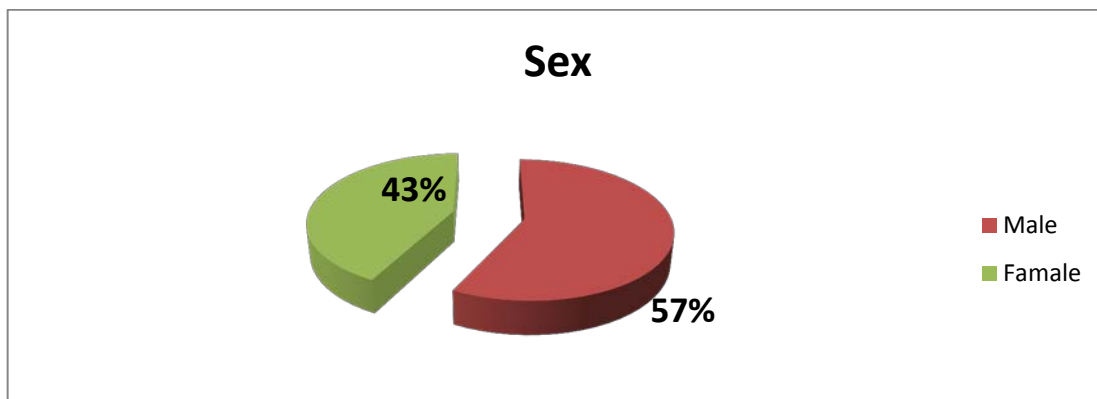
The Socio-demographic characteristics of the children, their parents and care giver are described in this chapter. The following are included: Age, sex and educational levels.

#### 4.2 AGES AND THE SEX CHARACTERISTIC.

The ages ranged from 15 to 17 years. These children were purposively selected because they are expected to be able to understand the questions addressed to them when interviewed and also give responses that are credible.

The left behind children were Junior high school students

**Figure 4.1 Sex of the migrant children**



**Source: Field work June, 2013**

Majority (57%) of the respondents (children left behind) are males while the female form 43 percent. (Figure 4.1)

### 4.3 CHARACTERISTICS OF THE PARENTS

#### 4.3.1 EDUCATIONAL CHARACTERISTICS OF THE PARENTS

Education is an important characteristic of any population and individuals. Therefore, the educational level attained by the parents of the children before they left Ningo prampram district is presented in this section.

**Table 4.1: Educational Status of the Parents of the Children.**

Educational Level of the parents	Mother		Father	
	Frequency	%	Frequency	%
No education	5	6.3	0	0
Primary School	8	10.0	8	10
Junior High /middle school certificate	22	27.5	41	51
Senior High /Secondary school	25	31.3	24	30
Vocational	18	22.5	0	0
Tertiary	2	2.5	7	9
Total	80	100.0	80	100

**Source: Field work, June 2013**

Table 4.1 gives an overview of level of education attained by the parents of the children. From Table 4.1, it can be observed that the majority of the fathers (81%) have secondary education (Junior High /middle school and senior high/secondary school). On the other hand the mothers have mostly secondary (58.8%) and vocational (22.5%) education. None of the fathers has any education while 6.3% of the mothers have no education. Also only 2.5% of mothers and 9% of fathers had tertiary education. Generally the educational status of the fathers is higher than that of the mothers.

### 4.3.2 REASONS FOR MIGRATION

### 4.3.3 LENGTH OF STAY OF THE PARENTS

Most of the parents had lived at their destination for six or more years. From Table 4.2 half of them has been away for ten and more years. Some 26.25% have lived in their destination for less than five years.

**Table 4.2 Length of Stay of the Parents at their Destination.**

No of years parents have migrated	Frequency	Percentage
0-2years	9	11.25
3-5years	12	15.0
6-9years	18	22.5
10 years and above	41	51.25
Total	80	100

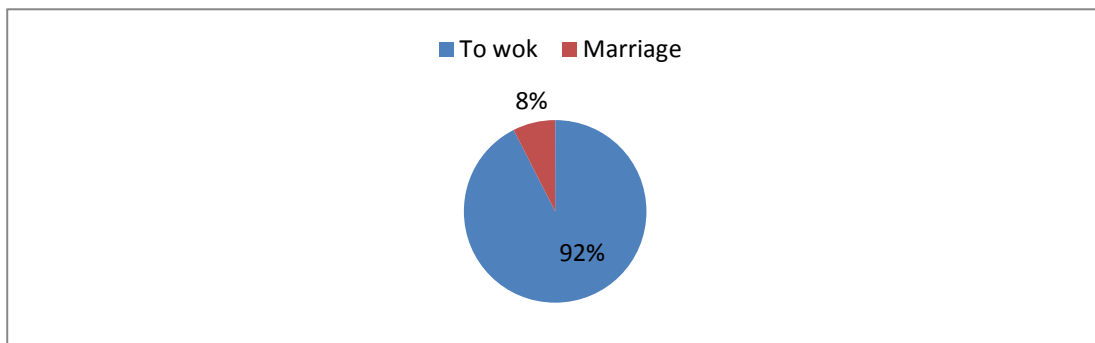
**Source: Field work, June 2013**

### 4.3.4 REASONS FOR MIGRATION FROM THE RELATIVES.

According to the left behind children/caretaker, there are many factors that influence parents /people to migrate from the rural areas to the cities. With regards to this study, majority of the migrant parents (92.5%) migrated to the urban centres to work to earn money as there are no employment opportunities in the rural areas. Few (10%) migrate due to marital reason.

#### 4.3.5 REASON FOR MIGRATION

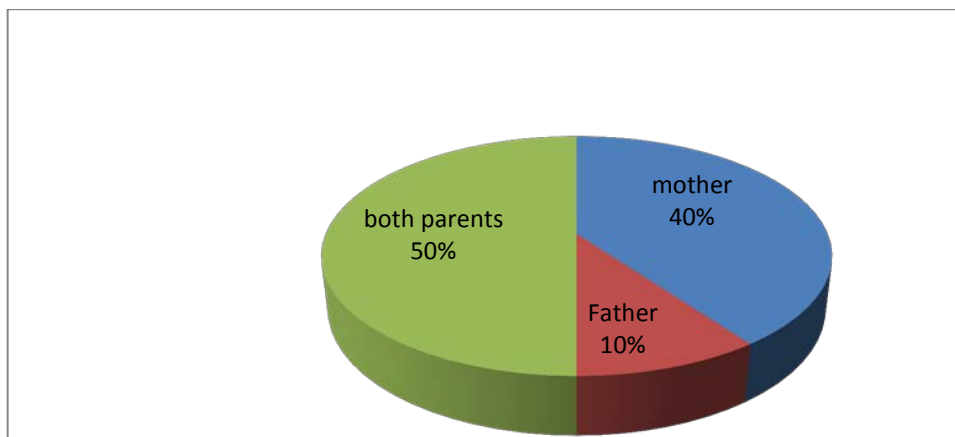
Figure 4.2 Reason for Migration



Source: Field work June, 2013

#### 4.3.6 PARENT WHO HAVE MIGRATED

Figure 4.3 Number of parents who have migrated

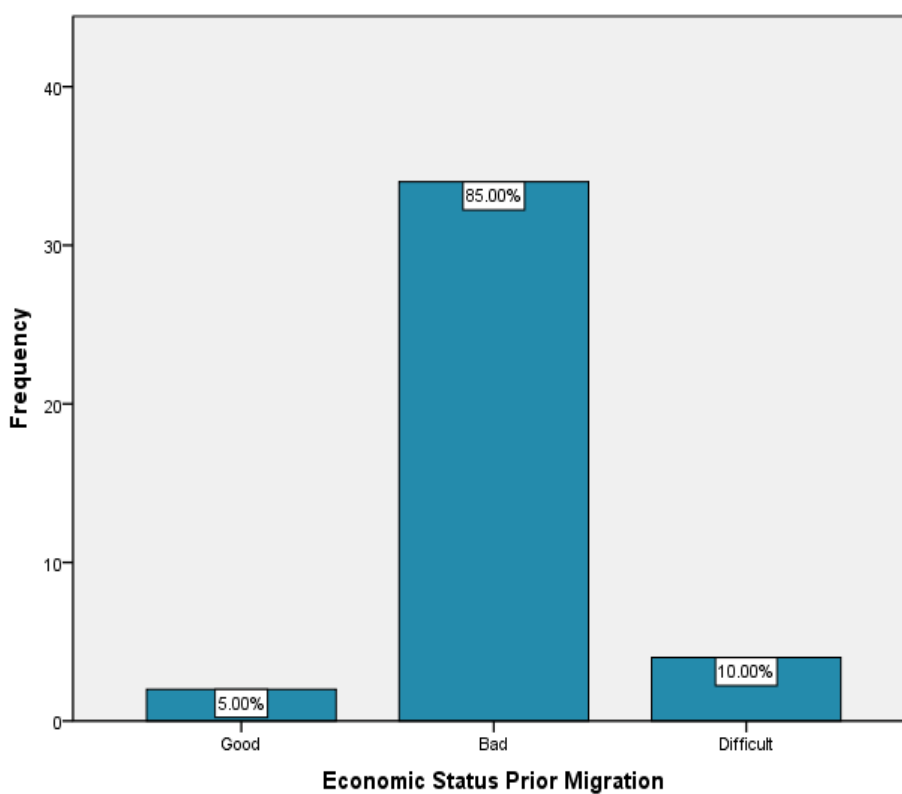


Source: Field work, June 2013

Highest percentages (50%) of the parents who have migrated are couples. This implies that such children may need more support than others.

#### 4.3.7 ECONOMIC STATUS OF THE MIGRANTS PRIOR TO MIGRATION

Figure 4.4 Economic status of the migrants prior to migration.



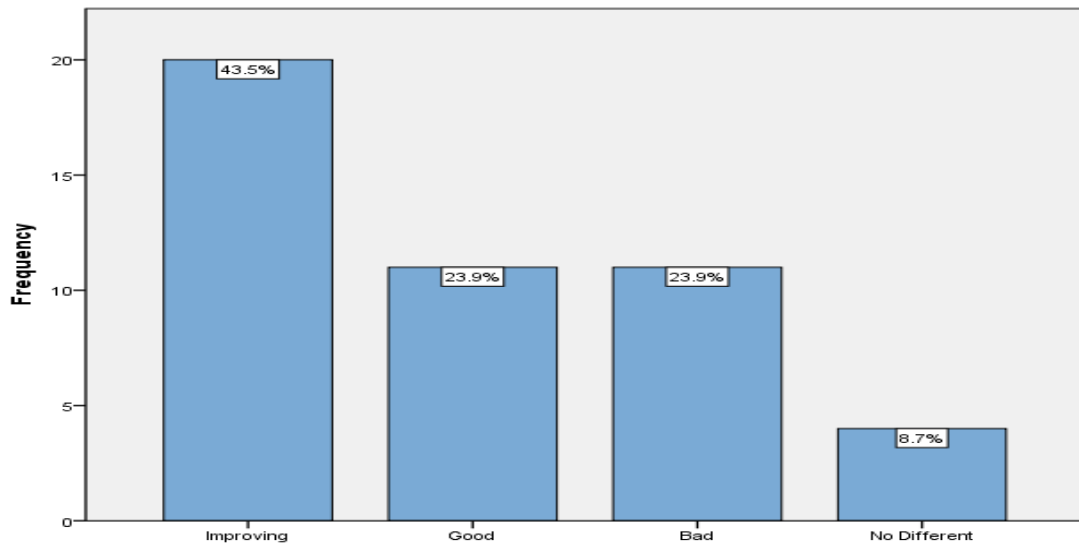
Source: Field work, June 2013

It can be observed from the figure above that majority (85%) of the migrants economic status was bad ,prior to migration whiles 10% of the migrants were in difficult economic status .Only 15% of the migrants economic status were good prior to migration.

#### 4.3.8 ECONOMIC SITUATION AT THEIR DESTINATION.

Many of the parents migrated from the rural areas to the urban canthers due to difficult economic situation at the origin.

**Figure 4.5 Economic Situation after migration of the migrants.**



**Source: Field work, June 2013.**

From Figure 4.5. it can be observed that the highest percentage (43.5%) of the migrants have improvement in their economic situation while 23.9% of the migrants economic status is good. The economic status of 23% is also bad while few (8.7%) there is no difference in their economic status. All these responses were given by the care givers of the children.

#### 4.3.9 PLACE OF RESIDENCE OF CHILDREN'S PARENTS.

**Table 4.3: Cities of Residence of Children's Parents**

Cities where parents have migrated to	Frequency	%
Accra	41	51.25
Kumasi	16	20.0
Ho	8	10.0
Takoradi	7	8.75
Koforidua	3	3.75
Sunyani	3	3.75
Tamale	2	2.5
Total	80	100

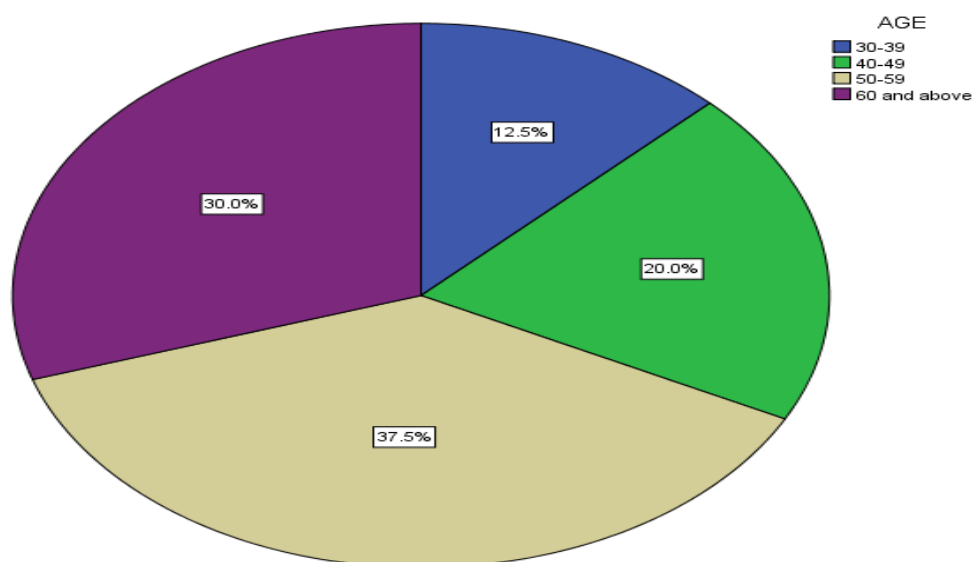
**Source: field work, June 2013**

Table 4.4 shows the cities of residence where parents of children left behind resided. A significant number of the children (51.25%) have parents residing in Accra. Most of the rest of the children also have parents residing in other cities: Kumasi (20%), the second largest city in Ghana. Only few parents lived in Ho (10%), Takoradi (8.75%) and the rest of towns.

#### 4.4 BACKGROUND OF THE CARE GIVERS / RELATIVES

This section will describe the findings from the study on the care takers /relative, where focus will be on their socio-demographic characteristics, perception of migration on the migrants, migration of the parents and outcome.

**Figure 4.6 Ages of the Relative/Care Givers**

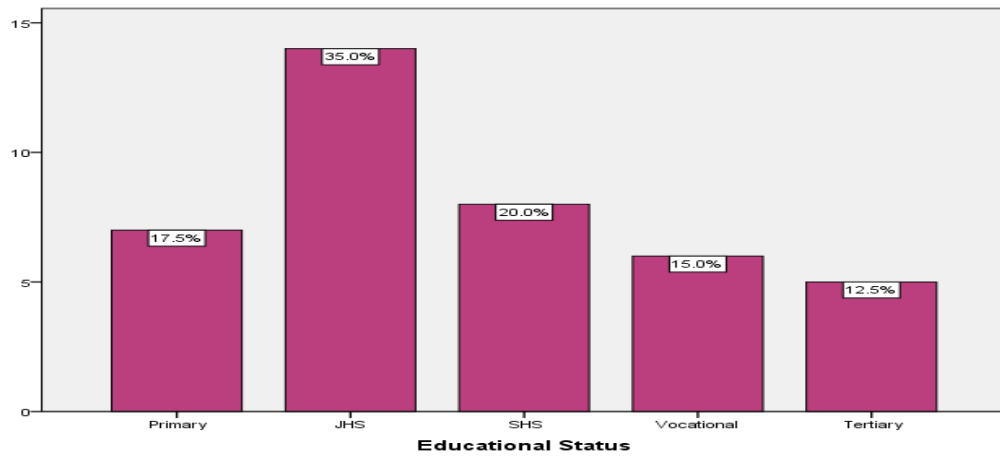


**Source: Field work, June 2013**

Figure 4.6 highlights the ages of care givers/relatives of the migrant. It can be observed that the highest percentage (37%) is within the ages of 50 -59 years. Thirty per cent falls within ages 40-49 years whilst 20% of them are within the ages 30-39 years.

##### 4.4.1 EDUCATIONAL LEVEL OF THE CARE GIVERS/RELATIVES

Figure 4.7 shows the educational level of the care givers/relatives. Education is an important characteristic of any population and individuals. Therefore, the educational level attained by the care givers/relatives of the children is important. This can be an indication of how they can support the left behind children the left-behind children.

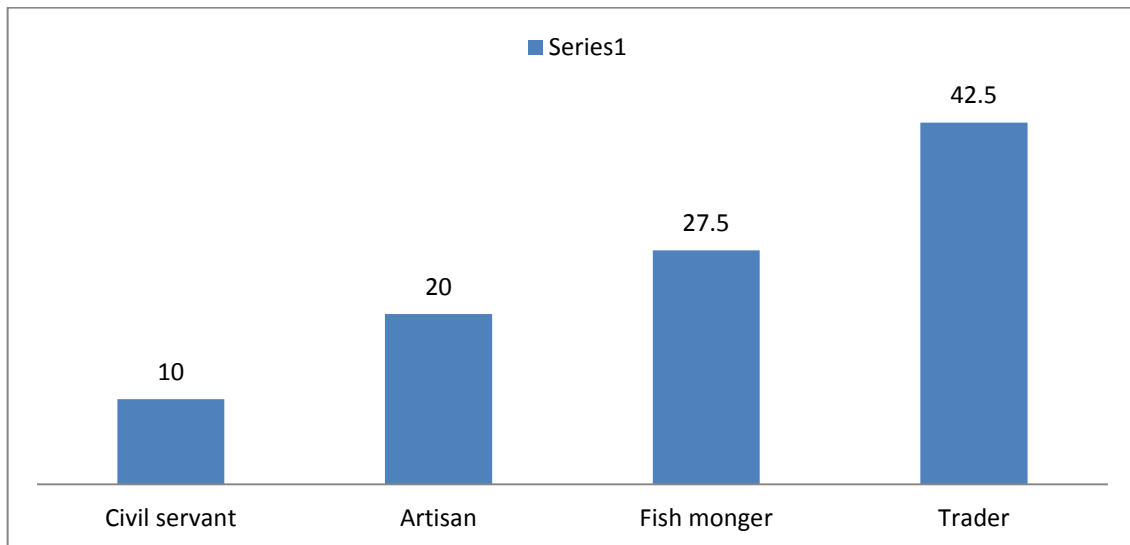
**Figure 4.7 Educational level of the care givers.**

**Source: Field work, June 2013**

Most (35%) of the care takers/relatives completed Junior high /middle school, while 20% completed senior high/Secondary school. Close to fifth (17.5%) completed primary school.

#### 4.4.2 OCCUPATION

**Figure 4.7 Occupation of the care givers/relative of the left behind children**

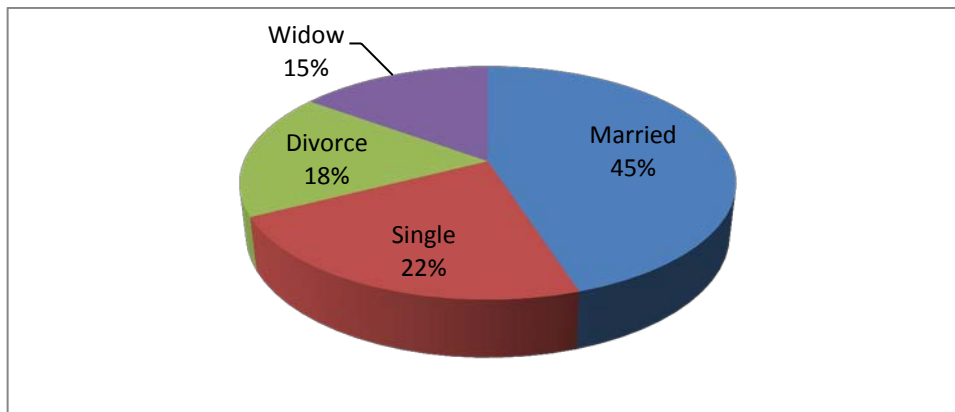


**Source: Field work, June 2013**

Most (42.5%) of the care givers/relatives were traders while 27.5% are fish mongers and 20% artisan. Few 10% are civil servants. Most of the care givers have occupation that may allow them to provide care for the children .Only the civil servants may not have adequate time to care for them.

#### 4.4.3 MARITAL STATUS OF THE CARE GIVER/RELATIVE

**Figure 4.9 Marital status of the care giver/relative**



**Source: Field work, June 2013**

From figure 4.10, it can be observed that 45% of the women were married and 22% of the women were not married. This implies that the migrant left their children with couple so that the children will be trained under the couples.

## CHAPTER FIVE

### EXPERIENCES OF THE CHILDREN ASSOCIATED WITH THE PARENT(S)' ABSENCE

#### 5.1 INTRODUCTION

The children left behind stay with different care givers (relative and non-relatives) in the absence of their parent(s): Some stay with one parent who has not migrated. In the absence of the parents the children have various types of needs. The way these needs are provided can give them various kinds of experiences, these experiences are discussed in this chapter.

#### 5.2 REMITTANCES FROM THE PARENTS

**Table 5.1 shows how the parents remit and how long it takes for the parents to send money**

	Variable	Frequency	Percentage
Remittances from the migrant parents	Yes	44	55.0
	No	36	45.0
	Total	80	100
How often the parents send money	Once a month	58	72.5
	Twice a year	17	21.25
	Thrice or more	5	6.25
	Total	80	100

**Source: Field work, June 2013**

It can also be observed that 55% of the left behind children are getting remittances from their migrant parents while 45% said they do not receive any remittance from their parents.

Majority (72.5%) of the children said their parents send them money once a month while 21.25% said their parents send them money twice a year. Few (6.25%) said their parents send them once a year.

### **5.3 THE RECIPIENT OF THE REMITTANCES, USES OF THE REMITTANCES AND NUMBER OF TIMES THE CHILDREN HAVE MEALS**

**Table 5.2: Recipient of the Remittances, Uses of the Remittances**

Recipient of the remittances	Myself	11	13.75
	Care taker	65	81.25
	Grand parent/uncle	4	5
Total		80	100
The uses of remittances	Fees	12	15
	Food	74	92.5
	Both foods and fees and cloths	14	17.5
Total		80	100

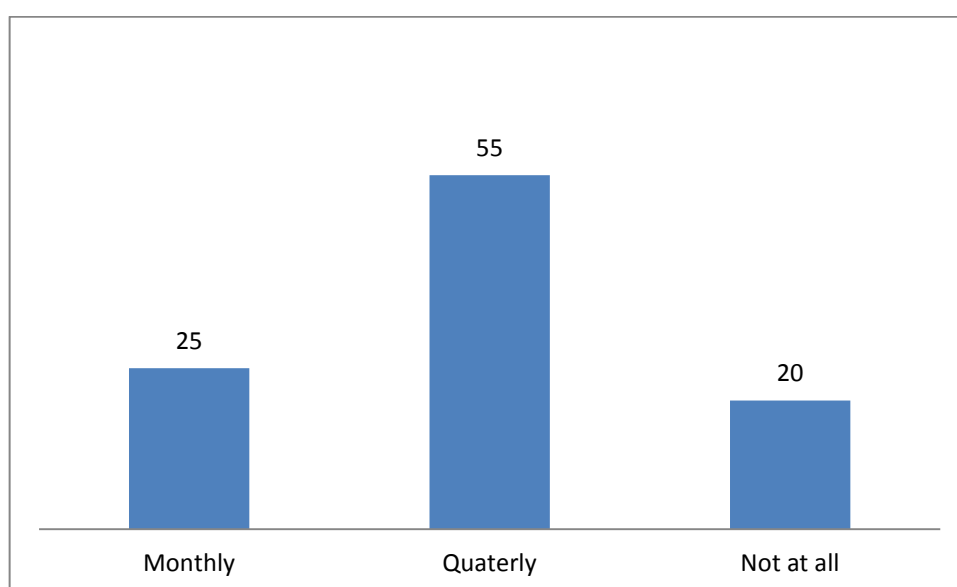
**Source: Field work, June 2013**

From Table 5.3 it can be seen that most of the children (81.25%) said care takers decide on how to use the remittances sent by their parents while few (13.75%) said they decided how to spend the remittances and 5% of the remittances are decided by their uncles and their grandparents.

Majority of the children (92.5%) said the money sent by their parents is used for food and 88% of the remittances spent on school fees.

#### **5.4 HOW FREQUENT MIGRANT PARENTS REMIT THE CHILDREN LEFT BEHIND (CARE GIVERS /RELATIVE)**

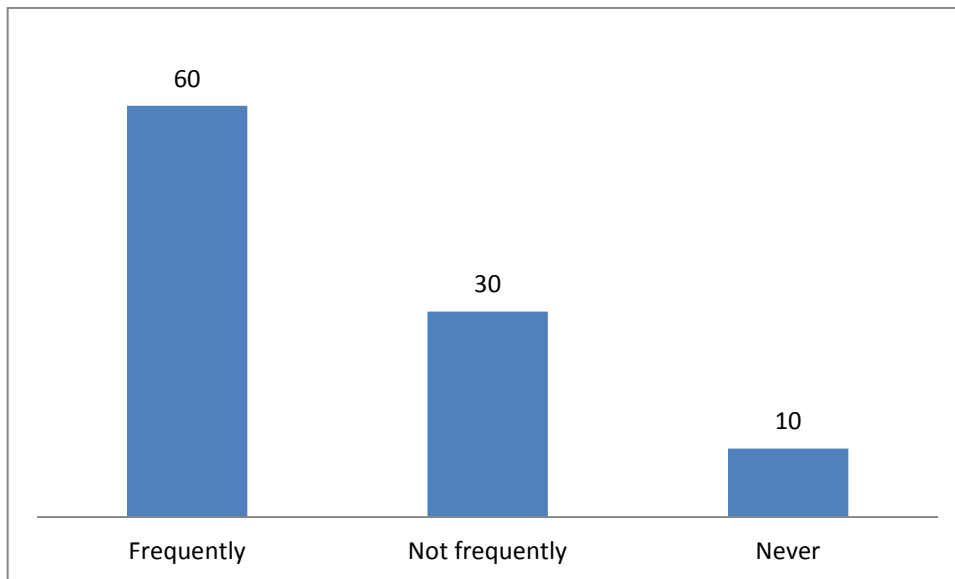
**Figure 5.1: How frequent migrant parents remit the children (care givers /relative)**



**Source: Field work, June 2013**

The care takers were asked how often the migrants remit the children. More than half (55%) of the care givers /relatives said the migrant parents remit the children at least once every quarter while 25% said the migrant parents remit the children monthly. However, 20% of the caregivers /relatives said they do not receive remittances from the parents.

**Figure 5.2 How frequent migrant parents remit the children left behind (children left behind)**

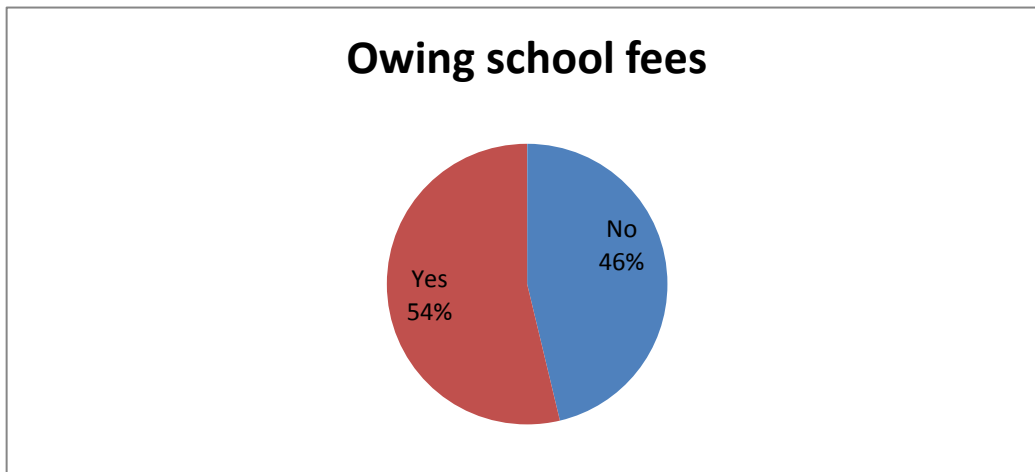


**Source: Field work, June 2013**

It came out from the studies that majority (60%) of the children said their parents remit them frequently. Almost a third (30%) said their parents remit them but not frequently while 10% said their parent did not remit them at all.

## 5.5 OWING SCHOOL FEES BY THE LEFT BEHIND CHILDREN

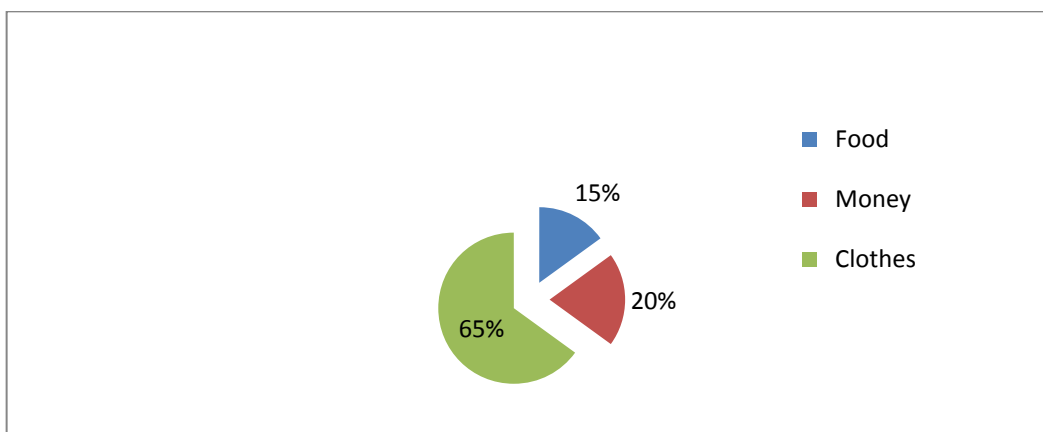
**Figure 5.3: Owing School Fees by the Left behind Children**



**Source: Field work, June 2013**

The figure above shows that 54% of the children said they have one way or other owed school fees before while 46% said they have never owed school fees before. This implies that their parent economic situation is improving.

**Figure 5.4 Kinds of most remittances from the migrant**



**Source: Field work, June 2013**

From figure 5.4 majority (65%) of the migrant remit the children with money while 20% remit their children with food .Few (15%) said they remit the children with clothes.

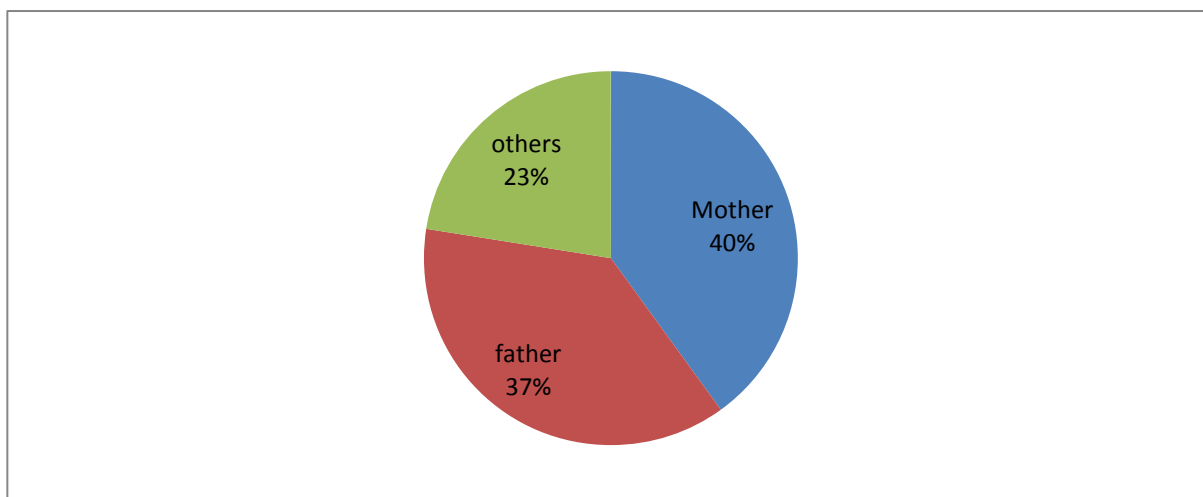
## 5.6 THE BENEFIT OF REMITTANCES

A question was asked about the benefit of the remittances. Below are their responses. Majority of the children 59 out of 80 are very happy about their parent's migration because it is beneficial and very good to them and is really helping them than their colleagues who are staying with their parents. Only 21 children stated that they do not have any benefit on their parent's migration and therefore there is no need for them to travel because if they were with them they would have helped them to make life easier.

## 5.7 LIVING ARRANGEMENT OF THE CHILDREN

Migrants parents tend to leave their children behind with different people, both and non-relatives/close associates relatives.

**Figure 5.5 Living arrangements of the children**



**Source: Field work, June 2013**

It can be observed from the Figure 5.1 that largest percentage (40%) of the children are living with their mothers followed by those living with their fathers (37.5%). Close to a

quarter (22.5%) of the children left behinds are living with care takers .This implies that migrant fathers are probably more likely to migrate and leave their children behind than mothers.

### **5.8 SUPPORTING FOR THE CHILDREN INCLUDES INSTRUMENTAL FUNCTIONS AND DEMANDS PHYSICAL PRESENCE, SINCE IT DEALS WITH “CONCRETE HANDS ON CARE, MORE ON A PERSONAL LEVEL**

**Table 5.3: Support for children school work by care givers and the number of time they have meal.**

Support for children in their assignment	Frequency	Percentage
Yes	29	36.25
No	51	63.75
Number of times the children have meals		
Twice	33	41.25
Thrice	47	58.75
Total	80	100

**Source: Field work, June 2013**

It can be observed from table 5.3 that 63.75% of the children’s, care takers do not help them in their school assignment at home, while 36.25% of the care givers assist them with their classes works at home. Since most of the care givers /relatives have low educational status they are probably not able to assist the children. Care for children to provide for their basic needs is needed for their self-development (Bass, 2004). In times

of parental migration child care is entrusted to the extended family relatives as well as friends with support sometimes from the migrated parents.

Fifty nine per cent of the children had three meals in a day while 41.25% eat twice in a day.

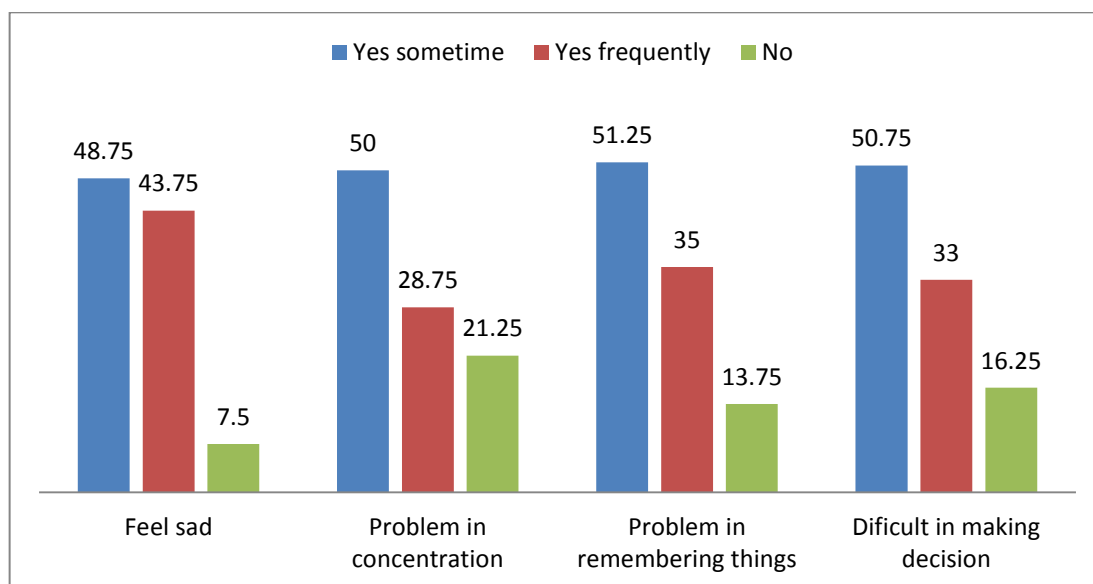
### **5.9 PSYCHOLOGICAL EFFECT OF PARENTS(S) ABSENCE**

Migrant children left behind tend to have psychological effects due to the absence of their parent(s) and this tends to affect their social and mental development.

### **5.10 DISADVANTAGES ASSOCIATED WITH THE PARENT MIGRATION FROM THE CHILDREN**

With regards to the study findings, the respondents (children) mentioned some of the disadvantages associated with parental migration.

Majority of the children left behind (67) stated some disadvantages associated with their parents migration. They said they sometimes missed their parents and also how the care takers take care of them may be different from their biological parents. The care takers sometimes harass them and beat them up with canes, ladles, belt and stick. The care takers do not mind them when they are sick but when their biological children are sick they have time for them. Teenage pregnancy was also mentioned as a disadvantage because the care takers would not mind the time they come home to sleep and also do not even advise them well. Few (13) said they do not have any disadvantages towards their parent's migration.

**Figure 5.6 Psychological Effects**

**Source: Field work, June 2013**

With regards to psychological effect of children left behind, Figure 4.8 shows that, 48.75% of the respondents said they sometimes feel sad, 43.75% said they frequently feel sad while 7.5% of the respondents said they do not feel sad about their parent(s).

Half of the respondents said they sometimes have difficulty in concentrating while 28.75% of the respondents said they frequently have problems in concentrating as a result of the migration of their parents. However 21.25% of the children do not have problem concentrating.

A little above half (51.25%) of the children sometimes have problems remembering things while 35% frequently have problems in remembering things due to their parents' migration. Few (13.75%) of the respondent do not have problems in remembering things.

With regards to decision making 50.75% of the respondents said they sometimes have difficulty in making decision while 33% said they frequently have difficulty making decision. However 16.25% said they did not have any difficulty in making decision.

A substantial proportion of the children have various psychological problems. They may need counselling. According to Asis (2006), children left behind are sometimes exposed to many risks which are normally overlooked by scholars in studying the effects of migration (see also Reyes, 2007). UNICEF (2008) further posits that, among the family members left behind by migrant parents, children suffer the most risks as it also exposes them to physical abuse due to improper treatment from caregivers, the personal life styles of the children through unmet basic needs especially if migrants fail to remit home.

**Table 5.4 Psychological problems associated with the children**

	No	Yes sometimes	Yes frequently	Percentage
Annoyed easily	25.0	67.5	7.5	100
Loose temper easily	26.25	65	8.75	100
Use of alcohol	90	10	0	100
Police case before	95	5	0	100
Smoking	87.5	12.5	0	100
Argue easily	77.5	22.5	0	100

**Source: Field work, June 2013**

Table 5.4 shows that 67.5% of the children sometimes become annoyed easily while 7.5% said they frequently feel annoyed as a result of their parents migration. However 25% of the respondents said they do not feel annoyed.

Sixty five per cent of the respondents said they sometimes lose their temper easily while 8.75% said they frequently lose their temper due to their parent's migration. However 26.25% of the respondents do not lose their temper.

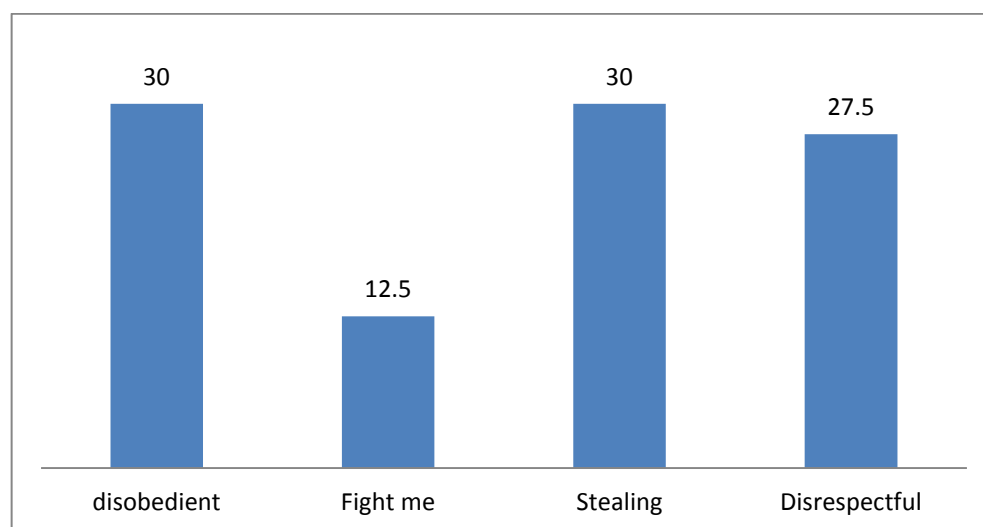
Use of alcohol is also a psychological effect on the children left behind. The finding shows that 90% do not drink alcohol while 10% of the children sometimes drink alcohol. It is significantly small but it is a major issue which needs to be addressed.

Ninety five per cent of the children had had no police case before while 5% said they sometimes have police case.

It came out from the finding that 87.5% of the children have not smoked before while 12.5% said they sometimes smoke cigarette and wee.

Most of the respondents (77.5%) of the children said they do not argue easily while 22.5% said they sometimes argue easily with their peers, care giver and their teachers.

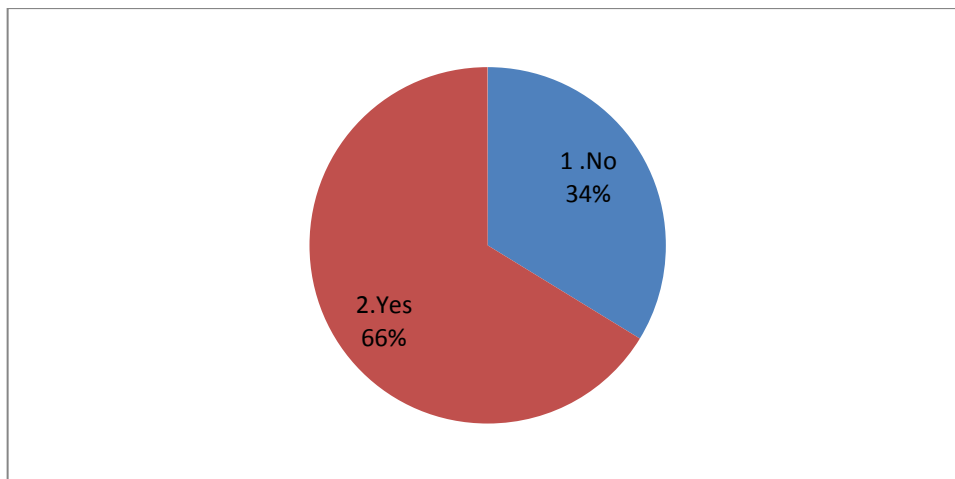
**Figure 5.7: Kinds of Problems Created for the Care Givers / Relatives by children**



**Source: Field work, June 2013**

From figure 5.7, the care givers/relatives said 30% of the left behind children are disobedient and thieves. While 27.5% of the children are disrespectful and a few (12.5%) of the children fight with them (care givers/relative).

**Figure 5.8 Benefits of Parents Migrating**



**Source: Field work, June 2013**

It came out from the finding that 66% of the children said there is more advantages in their parent's migration. The rest (34%) of the children also said they do not see any importance of their parent's migration. This is because their parents do not send anything (remittances) home.

**Table 5.5 how often the migrant remit the children left behind**

	Frequency	Percentage
Not Enough remittance for upkeep of or the children left behind	34	85%
Enough remittance for upkeep of or the children left behind	6	15 %
No influence of migration on children left behind education	17	42.5%
Influence of migration on children left behind education	23	57.5%
There is no better performance of migrant child after the parents migration	17	42.55
Better performance of migrant children after the parents migration	23	57.5%

**Source: Field work, June 2013**

Table 5.5 indicates that 85% of the care takers /relatives said remittances that the migrant send are not enough for the up keep of the children while 15% said the remittance is enough

**Table 5.6 Academic Performance after parents' Migration, children co-operating with the care givers, Obedience of children, Children creating problem.**

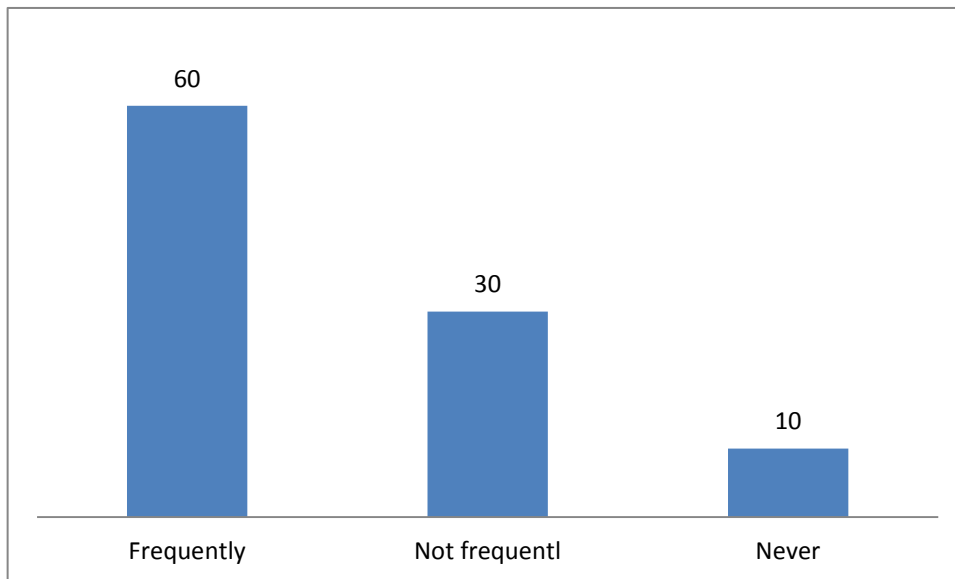
Performance of children	Options	Frequency	Percentage
Bad performance of migrant children after the parents migration	poor	27	67.5
	Not poor	13	32.5
Total		40	100
<b>OBSERVATION BY CARE GIVERS ON CHILDREN</b>			
Co -operation of the child and the care taker.	Yes	32	80
	No	8	20
Total		40	100
Obedient child	Obedient	28	70
	Not obedient	12	30
Total		40	100
Children creating problems	Create problems	6	15
	Not create problems	34	85
Total		40	100

**Source: Field work, June 2013**

Majority (70% and 80%) of the caregivers said the left behind children are obedient and co-operating respectively. Only 30% and 20% said the children are not obedient and not co-operating respectively. Most (85%) of the care givers/relatives said the children do not create problem whiles 15% said the children create problems for them.

## 5.11 COMMUNICATION WITH PARENTS AND PARENTAL SUPPORT

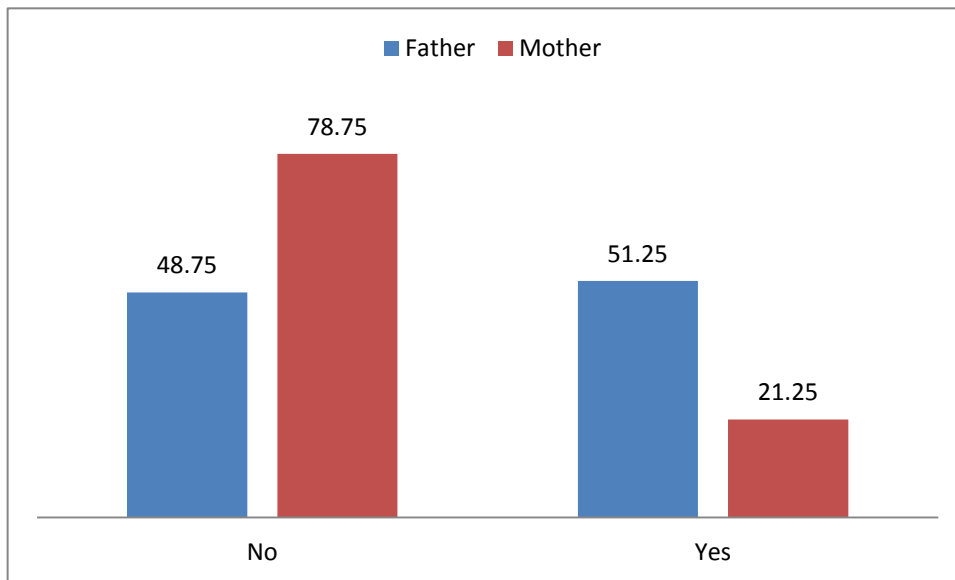
**Figure 5.9: Frequency of migrant Parents communicate with the children.**



**Source: Field work, June 2013**

From figure5.9, the children left behind indicate the number of times migrant parents communicate with them. It can be observed that 60% of the parents communicate with their children frequently while 30% communicate with their children but not frequently. Few (10%) do not communicate with the children left behind at all.

### 5.10 Figure Feeling when communicate with parents

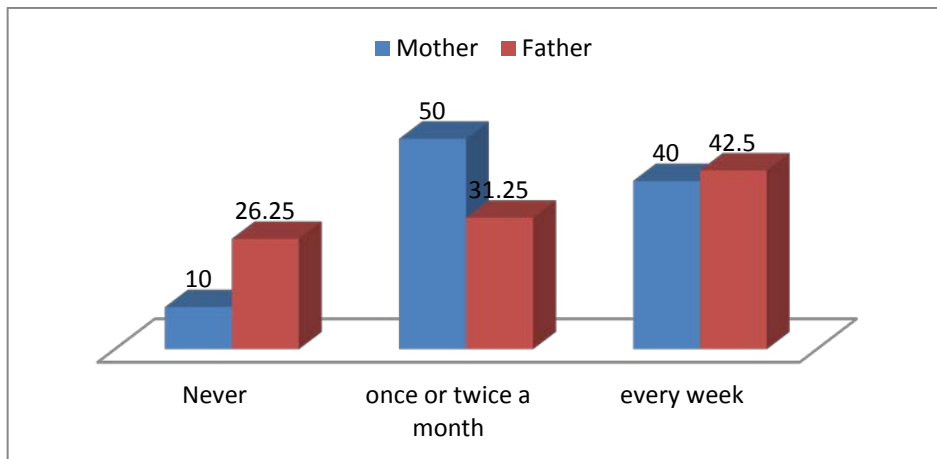


Source: Field work, June 2013

The findings show that 78.75% of the children do not feel shy when communicating with to their mother's whiles 21.25% feel shy to talk to their mothers without any reasons.

A little above half (51.25%) said they feel shy talking to their fathers while 48.75% said they do not feel shy communicating with their fathers. It can be deduced from the finding that children generally feel shy to communicate to their fathers than their mothers.

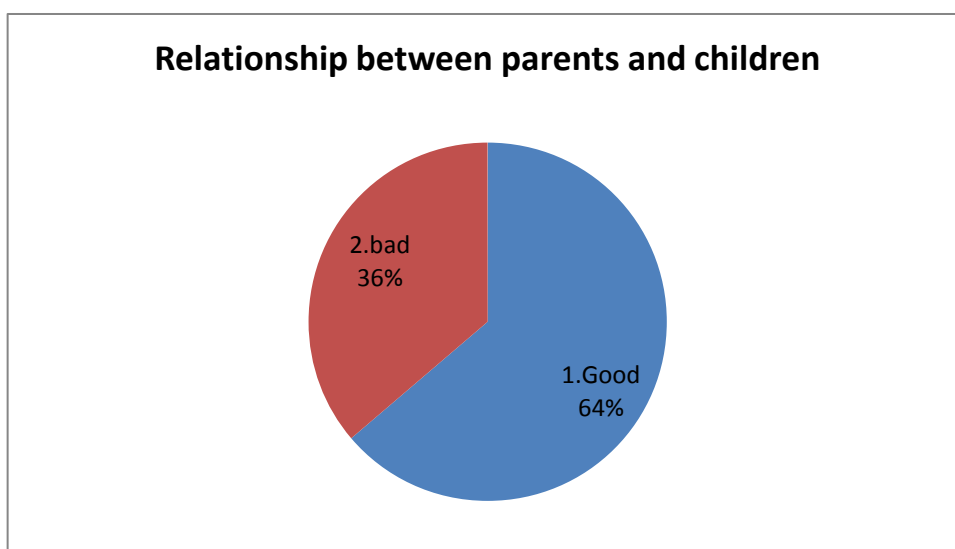
**Figure 5.11: How often parents communicate with their children (from the left behind children)**



**Source: Field work, June 2013**

Figure 5.1 shows clearly that 50% of the mothers communicate with their children at least once or twice a month while 31% of the fathers communicate with their children once or twice a month. It can be deduced from this that mothers are more concerned about the welfare of their children left behind than their fathers.

**Figure 5.12 Relationship between migrant parent and children**



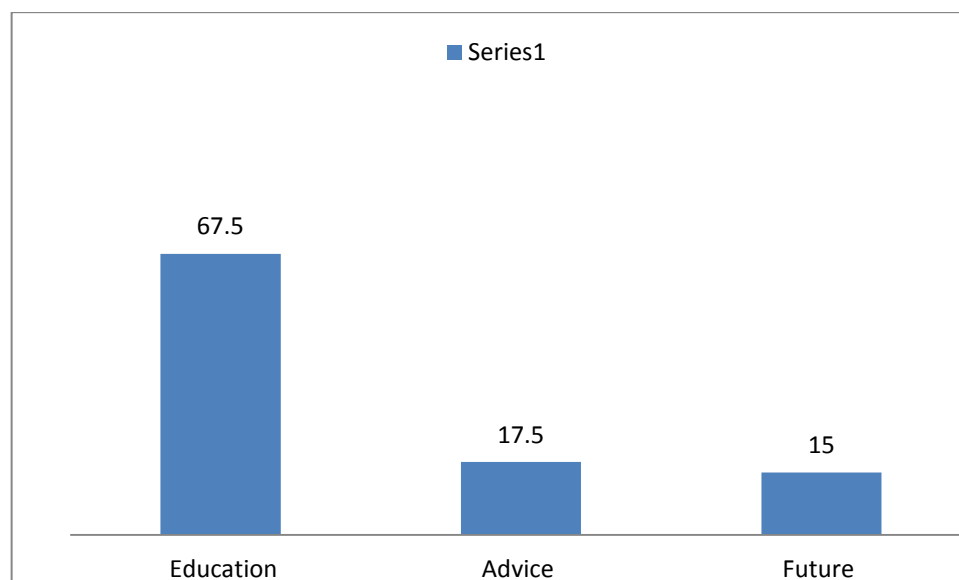
**Source: Field work, June 2013**

Majority (64%) have good relationship with their parents while 36 % said their relationship with their parents is bad.

Children communicate with their parents:

1. When there is a problem between them and care takers
2. When they need money to pay school fees and feeding
3. When care takers beat/maltreat them
4. During festive occasions eg Christmas, Easter among others.

**Figure 5.13 show the Kind of issues the children and the parents communicate about**



**Source: Field work, June 2013**

From figure 5.13 most (67.5%) of the issues talked about were on education of their children when they called them. Fifteen per cent said their parents communicate with them on how they will get a better future while 17.5% said their parents advise them to move away from bad friends.

### **Challenges the migrant children face at school and home**

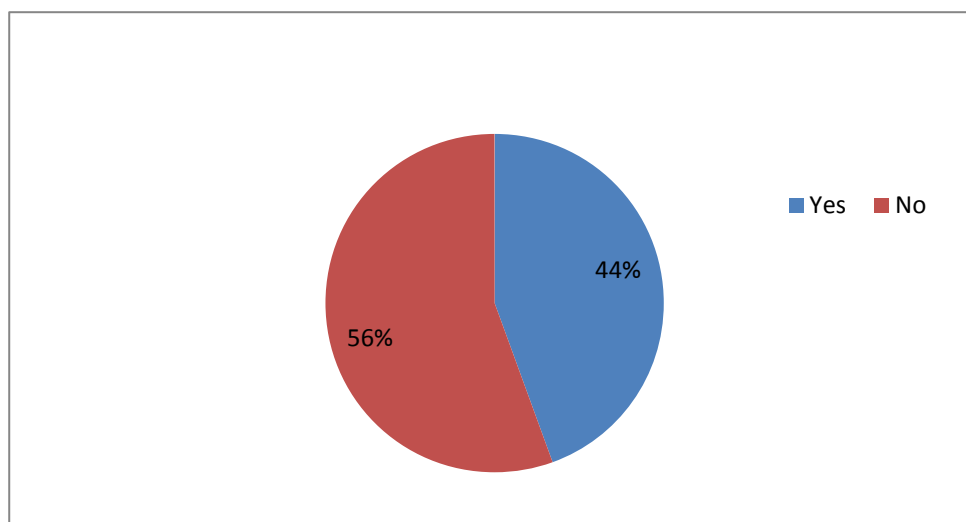
Respondents stated numerous challenges they face at school and homes. These have been summarized into 7 broad areas; these are (1) Care takers insult them when they have not done anything wrong (2). Care takers beats them any how and they could use clubs, sticks, belt etc. (3) When the care takers biological children do something wrong they tend to blame them (4). In school the care takers do not attend their Parents Teachers Association (PTA) meetings and teachers tend to blame the children.(5) Left behind children go to school late because they have to do some menial jobs in the morning before they go to school . (6) There is no proper caring for left behind children when they are sick (7) Left behind children are compelled to sell things/item after school and some time before school.

The respondents also suggested solutions which the challenges identified could be solved and that is when their parents are coming home they should not inform the care takers so that they will come and see what is happening to them in their absence.

### **5.12 INFLUENCES OF PARENTAL ABSENCE ON THE EDUCATION OF CHILDREN LEFT BEHIND**

This section is on the influence parental absence has on the education of children left behind. It includes their position in class, school attendance, and performance in core subjects. Education is perhaps the most important aspects of the development of children such as the under study. Their future career depends on how their schooling is today. For these reasons the education of the children was examined.

**Figure 5.14 Maintaining their position after parent absence or not**



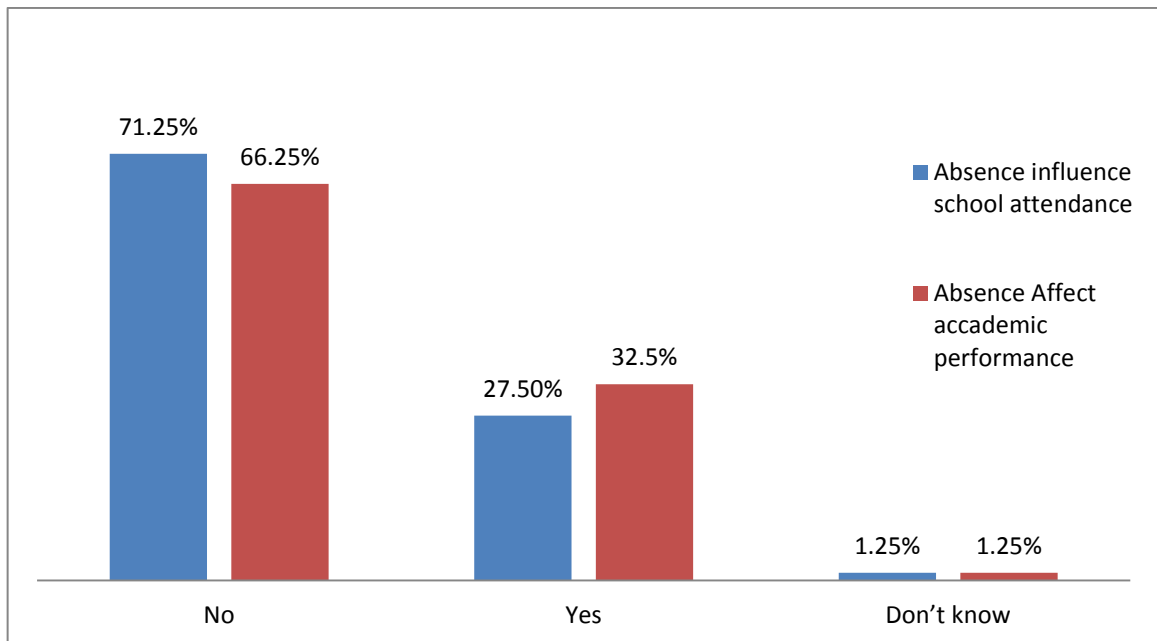
**Source: Field work, June 2013**

Figure 6.1: Showing the percentage of children maintaining their position or not

From figure 6.1 it is clear that the migration of children's parents has some effect on the educational performance of children left-behind. Majority (56%) of the migrants' children said there are no changes of their positions after their parent's migration. However 44% said their position in class changed due to their parent's migration.

This is substantial even though some other factors might have contributed to the change in position of the children who could not maintain their position after the migration of their parents.

**Figure 5.15 Absence of parents influenced academic performance and school attendance**

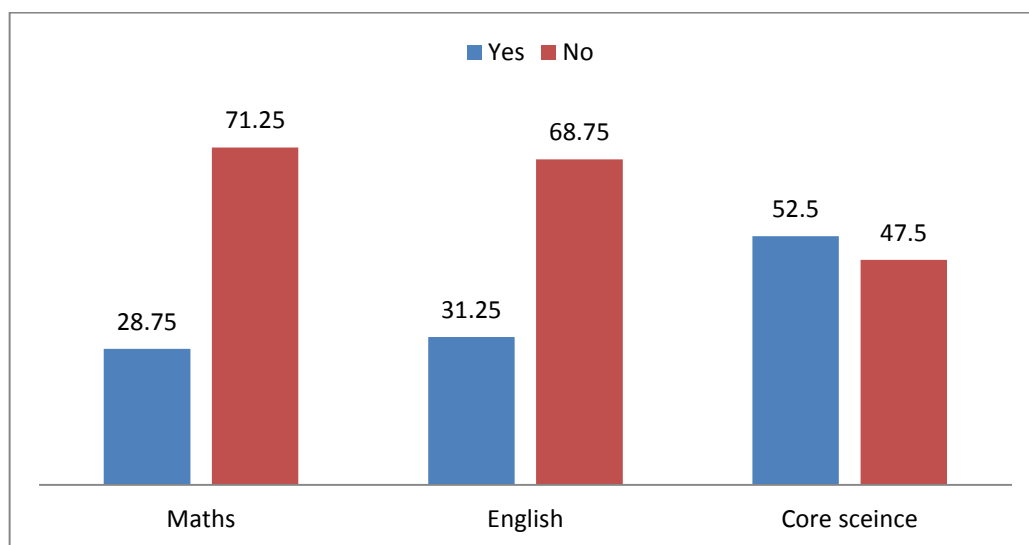


**Source: Field work, June 2013**

Figure 5.15 Shows that the majority (71.25%) of the children said the absence of their parents does not affect the academic performance whiles 27.50% said it does. Most of children (66.25%) said the absence of the parents does not affect their school attendance whiles 32.5% of the students indicated that the absence of their parent influence the school attendance.

### 5.13 EFFECTS OF MIGRATION ON PERFORMANCE IN THE CORE SUBJECTS IN SCHOOL

#### 5.16 Effects of migration on Performance in the core subjects in school



**Source: Field work, June 2013**

It can be seen from figure.5.5 that majority (71.25%) said the parent's migration does not affect their mathematic marks in class. Only few (28.25%) said it has effects on their marks in mathematics in school. In English language 68.75% said their parent's migration does not have effect on their English studies whilst 31.25 said otherwise. With the core science a little above half (52.5%) said their parent absence have effects on the core science, 47% said the absence of the parent does not have effect on their core science.

**Table 5.7 Ranking of the children in school prior to the parent's migration and after**

	Rank	Frequency	Percentage
Ranking before the parents migration	1-10	42	52.5
	11-20	31	38.75
	21-30	5	6.25
Total		78	100
Ranking in last term	1-10	41	51.25
	11-20	28	35.0
	20- and above	11	13.75
Total		80	100

**Source Field work, June 2013**

The rank within which the children were getting before and after the parents migration were examined. It can be seen from the table above that 52.5% of the children were ranked in 1-10 position prior to their parents' migration and almost the same percentage were in that rank after the parents migration.

However the table shows a higher percentage (38.8%) of the children were in the 11-20 ranked before the parents left compared to the percentage (35%) afterwards.

Furthermore, the proportion in the 21+ rank prior to the parents' migration (6.3%) had doubled to 13.8 % after they had migrated

## **CHAPTER SIX**

### **SUMMARY, CONCLUSIONS AND RECOMENDATIONS**

#### **6.1 INTRODUCTION**

Parents migrate and leave children behind. This phenomenon has been studied among children of international migrants. The present study sought to find the knowledge by examining the effects of rural urban migration on the left behind children in Ahwiam and Lekpognor in the Ningo-Prampram District of the Greater Accra Region.

It also examined the relationship between the parents and the children with respect to their communication and the influence of the parent's absence on the children's education.

Both quantitative and qualitative methods of data collection were employed in Ningo - Prampram District for the study among children aged 15-17 years.

#### **6.2 SUMMARY**

All the children interviewed were within the ages of 15to 17 years. They were made up of the boys (57%) and girls (43%). Number of years of migration is associated with increased risk of poor social, economic and health outcomes for both the mother and the child (Dickinson, Fullerton, Eastwood, & Sheldon, 1997). Meanwhile more than half (51.25%) of the children's parents have migrated for more than 10 years.

The city of the residence of the parents of children were mainly Accra 51% and Kumasi 20%. The rest of the parents resided in Ho 10%, Takoradi 8%, Koforidua (3.75%), Sunyani (3.73%) and Tamale (2.5%).

Large percentages (40%) of the children are living with their mothers while 37.5% are living with their fathers. The rest are living with care givers

About 76.25 of the children were not having problems with their care givers/relatives while 22.75% said they have problems with them. Remittances have been an important means of support for family members remaining at home. With regards to this study, 55% of the migrants remit their children with money, foodstuff or clothing, while 45% of the children said their migrant parents do not. This may be that the remittances are not enough for them or because they do not receive the remittances directly. Most of the children (81.25%) said the care givers decide on how to use the remittances sent by their parents. In this study, 58.75% of the children said they had three meals in a day. Some (41.25%) of the children also said they eat twice in a day. It shows that some of the children are not getting adequate nutrition.

Over 70% of the children said the absence of their parents does not affect their academic performance. The study also reveals that 66.25% of the children said the absence of their parent does not have any effect on their school attendance.

Over 70% of the children said the absence of their parent does not affect the marks they score in mathematics, while 68.75% of the children said their parents' absence does not affects the marks they are scoring in English. However, 52.5% of the children said their parents absence affects the marks they are getting in core science. Almost 50% of the children said they sometimes feel sad and 43.3% said they frequently feel sad due to

their parents' migration. This can lead to suicide in adolescents though it is not a major issue in the Ghanaian society.

Half of the respondents said they sometimes have difficulty in concentrating while 28.75 % of the respondents said they frequently have problems in concentrating as a result of the migration of their parents. The use of alcohol is also a psychological effect on the children left behind. Although 90% of the left behind children do not drink alcohol, the 10% of the children who sometimes drink alcohol must be supported with counselling. The study shows clearly that 50% of the mothers communicate with their children at least once or twice a month. A lower percentage (31%) of the fathers communicate with their children once or twice a month which implies that mothers communicate with their children more frequently than the fathers.

### **6.3 CONCLUSION**

This paper primarily serves the purpose of introducing, prompting, and facilitating further discussion and research on the effect of rural urban migration on children left behind by the migrant.

The migrant parents migrated from the rural areas to the cities to work. Migration does not have effects on academic performance of most of the children left behind as the findings indicate. This is because other factors contribute to the academic performance of the children, not just parental absence.

This study also highlighted that some of the children have psychological problems due to the absence of the parents and therefore the care givers /relatives need to carefully monitor the left behind children to detect their psychological problems and seek support for them.

#### **6.4 RECOMMENDATIONS**

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

1. The migrant parents must be able to visit the children left behind regularly since it is one of the desired expressed by the children.
2. Migrant parents must be able to send remittances at regular interval to enable the care takers/relatives to take good care of their children left behind in order to achieve their full potentials.
3. Migrant parents are entreated to live with their own children where possible as stipulated by the child right convention.
4. Migrant parents must endeavour to communicate more with their left behind children and care takers /relatives through phone calls, Skype, what sap, e-mail, letters, remittances among others to know the children's problems.
5. Ghana Education Service (GES) should liaise with the Ghana Health Service (GHS) to set up a special unit to counsel students who might have psychological problems due to parental absence as most of the children said they could not concentrate or take decisions on their own.

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6.) For how long have your parent(s) migrated to the city? .....

7.) Which of your parent(s) has migrated to the city? .....

8.) In what city have your parent(s) migrated to ?

.....

#### SECTION B :LIVING ARRANGEMENT

1). Do you live with any of your parents at home?

1. Yes, with only my mother

2. Yes, with only my father

3. Yes, with my mother and father

4. No.

1b). If no, who takes care of you?

1. Mother's sister

2. Father's brother

3. Mother's brother

4. Father's sister

5. Please specify..... (For example: Friend of mother, friend of Father, pastor, etc).

2.) Does your care taker help you with your school work at home?

1. Yes

2. No

2b) If yes, in what way.....

.....

3). If one or both parents are living in the city do they remit you?

1. Yes

2. No

3b). If yes, how often do your parent(s) send you money from the city?

(1) Once a month

2. Once a year

3. Twice or more times a year

4). When your parent(s) send money who receives it?

1. Yourself

2. The person that takes care of you

3. Another family member. Please specify your relations with this

person:.....

4. Other. Please specify.....

5). What is the money sent to you by your parent(s) used for most of the time? Please choose one of the following:

(1) School fees and supply (books)

2. Food

3. Clothing

4. Other, Please specify.....

6). When your parent(s) send you money who decides how to spend it?

1 Yourself

2 Your parent(s)

3 The person that takes care of you.

4 Another family member. Please specify your relations with this person.....

7). Do you sometimes have problem(s) with your care taker? 1. Yes 2. No

7b). If yes, what kind(s) of problem(s)?

8) How many times do you eat in a day?

1. Once

2. Twice

3. Thrice

## SECTION C : EFFECTS OF MIGRATION ON EDUCATIONAL PERFORMANCE

1). What position were you getting before your parent(s) migrated?

1.1-5

2.5-10

3.11-15

4.15-20

5.Above 20

2). Do you still get that position?

1. Yes                      2.No                      3.Do not know                      4.No response

3). Has your parent(s) absence influenced the position you get now?

1. Yes                      2.No                      3.Do not know                      4.No response

4). Has your parent(s) absence affected your school attendance?

1. Yes                      2.No                      3.Do not know                      4.No response

5). Has there been any changes(s) in the marks you get in:

1. Maths                      1.Yes                      2.No

2. English                      1.Yes                      2.No

3. Integrated science                      1.YES                      2.NO

6).Has your parent(s) absence improved your academic performance in the above subjects.?

1.Yes                      2.No

.Has your parent(s) absence deteriorated your academic performance in the above subjects.?

1.Yes                      2.No

8). What was your position/ranking in class last term?

(1) 1-10

(2) 11- 20

(3) 21- 40

(4) Above 40

9). How many times were you absent last term?

1. 0-5 times

2. 6-10 Times

3. 10 and above

#### SECTION D: PSYCHOLOGICAL

1). Do you feel sad because your parent(s) has migrated?

1. No

2. Yes, sometimes

3. Yes, frequently

4. Other specify.....

2). Do you have problems concentrating in class because your parent(s) has migrated?

1. No

2. Yes, Sometimes

3. Yes, frequently

4. Others specify.....

3). Do you have problems remembering things because your parent(s) has migrated?

1. No

2. Yes, Sometimes

3. Yes, frequently

4). Do you find it difficult making decision because your parent(s) has migrated ?

1. No

2. Yes, Sometimes

3. Yes, frequently

5). Do you feel annoyed easily because your parent(s) has migrated?

.1 No

2. Yes, Sometimes

3. Yes, frequently

6). Do you lose your temper easily because your parent(s) has migrated?

1. No

2. Yes, Sometimes

3. Yes, frequently

7). How do you feel about your parent(s) absence?

.....

8). Do you use/drink alcohol?

1.No

2.Yes, Sometimes

3. Yes, frequently

9)). Do you smoke cigarette?

1. No

2. Yes, Sometimes

3. Yes, frequently

10). Have you ever had problem(s) with the police before?

1.No

2. Yes, Sometimes

3. Yes, frequently

11). Do you get into arguments too easily?

1.No

2. Yes, Sometimes

3. Yes, frequently

12). Are there any benefits you derive from your parent(s) migration?

.....

13). What disadvantages will you associate with your parent(s) migrating?

.....

14). How do you feel about the remittances? Are they beneficial to you?

.....

16. Additional Information

Is there any other information you would like to add that was not addressed in this questionnaire? 1.No 2. Yes,

If yes, specify

.....

SECTION E: COMMUNICATION WITH PARENT(S) AND PARENTAL SUPPORT

1. Do you feel shy talking to your father?

1. No 2. Yes, Sometimes 3. Yes, frequently

1b) If yes, why?.....

2. Do you feel shy talking to your mother?

1. No 2. Yes, Sometimes 3. Yes, frequently

2b. If yes ,why?.....

3. If your mother is living in the city, how often do you speak/communicate with her?

(1) Never (2) Once or twice a month (3) Every week

4. If your father is living in the city, how often do you speak/communicate with him?

(1) Never (2) Once or twice a month (3) Every week

5. When do you communicate with your parent(s)?

.....

6. What is your relationship like with your migrant parent(s)?

.....

7. What kind of things do you talk about with your parent(s)?

.....

8. Do you sometimes owe school fees?

.....

9. What are the challenges you face at school, house etc. that was not addressed during this interview?

**Acknowledgement:**

I would like to thank you for your time and responses that you have provided. I would like to assure you that the information you have given me is confidential and will not in any way be traced back to you. The information you have provided will be vital for improvements in migration and the impact of children left behind. Thank you!!

## APPENDIX 2

### THE EFFECT OF RURAL-URBAN MIGRATION ON CHILDREN OF MIGRANT LEFT-BEHIND.

#### QUESTIONNAIRE FOR PARENTS AND RELATIVES

*I am a students of the centre for migration studies, University of Ghana –Legon . I am undertaking a research project as part of my course requirements in migration studies. The study aims to investigate the Effects of Rural-Urban Migration on the Migrants' Children Left-Behind.*

*I would like to ask you a few questions regarding the effects of rural-urban migration on the migrants' children left-behind. Your participation is very important for the success of this project.*

*'I would like to assure you that information you will share with me will only be used for research purposes and will not be traced back to you. You are also free not to participate or discontinue with the interview at any time. However, your input will be greatly appreciated as it will impact on the rural-urban migration on the migrants' children left-behind.*

#### A) SOCIO -DEMOGRAPHIC CHARACTERISTICS

##### 1. Age

1) 20 – 24

2) 25 – 29

3) 30 – 34

4) 35 – 39

5) 40 -44

6) Don't know

7) Other specify \_\_\_\_\_

2. Number of people in your household: Adults \_\_\_\_\_ Children \_\_\_\_\_

3. How many of the adults (18 – 59 years) are engaged in some type of economic activity?

\_\_\_\_\_

4. How many are your biological children?-----

-----

5. Religion            1) Christian            2) Muslim    3) Orthodox

4) Pagan                    5) Other ,specify\_\_\_\_\_

6. Occupation

1) Civil /public servant

2) Artisan

3) Fish monger

4) Fisherman

5) Farmer

6) Business man/woman /trader

7) Other specify

7. Marital status :

1) Single

2) Married

3) Divorced

4) Widowed

8. Education level:

1) Primary school

2) Junior secondary/middle school

3) Senior secondary Vocational/O'level/A'level

5) Tertiary/ University 6) never been to school

7) Other, specify \_\_\_\_\_

## **SECTION B:**

1. Are there any effects of migration on the migrants' children left behind?

2. What is the kind of relationship that exists between the migrant(s) and their children left behind?

3. How often does the migrant parent(s) call the children on telephone or send them letters/messages?

#### MIGRATION OF THE PARENT AND OUTCOME

1. What factors influenced the migrant ((s) to migrate to the urban centres?

2. What was the economic status of the migrants prior to migration?

3. What is the current socio – economic status of the migrant(s)?

4. How often does the parent(s) remit you?

5. What kinds of remittance do you receive from the migrant(s)?

6. Is the remittance enough for the up keep of the child/Children.?

1. Yes

2. No

#### **Psychological effects of children left behind**

1. Does the parent(s) absence have any influence on the child/children's education?

1. Yes

2. No

2. Has the child/children performance changed for the better after the absence of the parent? 1. Yes 2. No

3. Has the child/ children performance changed for the worse after the absence of the parent (s)?

