

**UNIVERSITY OF GHANA
CENTRE FOR MIGRATION STUDIES**

**EFFECTS OF INTERNATIONAL MIGRATION OF PARENTS ON LEFT-
BEHIND CHILDREN: A CASE STUDY OF BASIC SCHOOLS IN
ABLEKUMA SOUTH DISTRICTS, GREATER ACCRA**

BY

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DECLARATION

I, Francis Kwame Fiakuna, hereby declare that except for references to other people's work which have been duly acknowledged, this dissertation is the result of my independent research conducted at the Centre for Migration Studies, University of Ghana, Legon, under the supervision of Dr. Mary Boatemaa Setrana. I also declare that as far as I know, this dissertation has neither in part or in whole been published nor presented to any other institution for an academic award.

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DEDICATION

This work is dedicated to my wife Mrs. Agnes Fiakuna, my children Francisca Eynam Fiakuna, Makafui Fiakuna and Esinam Fiakuna and who supported me in the course of this Programme.

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ABBREVIATIONS

ACRC-	African Charter on the Rights and Welfare of the Child
AMA-	Accra Metropolitan Assembly
CRC-	Convention on the Rights of the Child
CHAMPSEA-	Child Health and Migrant Parents Project in the South-East Asia
CEDAW-	Convention on the Elimination of All Forms of Discrimination Against Women
IOM-	International Migration for Migration
ILO-	International Labour Organisation
SU-SSC-	Special Unit for the South-South Corperation
SDQ-	Strength and Difficulties Questionnaire
UN-	United Nations
UNDP-	United Nations Development Programmes
UNICEF-	United Nations International Children`s Emergency Fund
UNCRC-	United Nations Conventions on the Right of the Child

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ABSTRACT

Migration has a profound impact on the developmental process of both developed and developing countries. However, knowledge and analysis of everyday experiences of children and their coping strategies with parental migration as left-behind children have received less attention in Ghana. In the context of migration, the negative impact of the family separation observed in broader family literature has resulted in a decrease in parental help and monitoring that is necessary for the development of children. The migration of parents has resulted in a decrease in parental monitoring of the necessary development of the children in addition to family separation especially in developing countries like Ghana. The general objective of the study was to assess the effect of parental migration on the well-being of left-behind children in the Ablekuma South District of the Greater Accra Metropolis. The research design that was adopted for the study was the mixed method. The sample size was made up of 52 respondents selected through a multi-stage sampling procedure. Instruments used were structured questionnaires and in-depth interview guides. The quantitative data were analyzed using SPSS and the qualitative through the use of thematic analysis. The results show that more than three-fifth (69.2%) of the children left-behind were affected negatively due to associated risks and the cost of migration incurred by their parents. The findings further revealed that a large proportion (90.4%) of remittances sent by parents were received by caregivers than any other group of people. It is concluded that migrants consider the importance of caregivers either of their relations or otherwise as the substitute to care for their left-behind children. Despite the numerous benefits migrations has on their households, it is recommended that with regards to left-behind children, the government of Ghana through the Ministry of Gender and Social Protection should include in their activities to offer education for caregivers and if possible streamline their work to make it formal to monitor their progress and performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Roughly 214 million people from less developed countries have lately been guessed to live in another country (UNDESA, 2016). Migration has been seen to have both financial and social implications since it often ends in significant changes in family life and structures. Due to this, children in developing countries have been progressively affected by migration. Although most often, children travel with their parent(s), the expense and risks involved in migration cause many to be left behind by one or both parents, who go to work in the hope of improving the living standards of children (UNICEF, 2007).

As a result, more and more children with one or no parents are growing up in developing countries (UNICEF 2007). In comparison to developed societies, these situations arise primarily from parental labour migration. The migration of parents represents a unique type of separation of parent and child, which at the same time provides financial and related social benefits (Dreby, 2010). McKenzie, 2005). A thorough examination of the role of parental migration in the children left behind will help to understand how diverse family organizations can be in developing countries and how new family forms shape the well-being of children. This assertion can be analyzed in a broader context when the international migration of one or both parents affects the children left-behind. Global migration has become an increasingly attractive aspect of globalization, affecting almost 200 million people in 2006 (Triandafyllidou, 2018; UN, 2006) and 244 million people in 2015 (UN, 2016). It plays a significant role in the spatial redistribution of people, which is considered as an integral part of daily lives (de la Garza, 2010).

People migrate in response to their individual needs, differences in resource distribution, and unequal opportunities (Coe, 2012). According to Takounganag (2004), in outlining some causes of global emigration on behalf of children stated that harsh economic challenges, heightened financial inequality and political instability especially in the last two decades in most African countries have resulted in considerable migration to Europe and North America in search for greener pastures. This indicates that globally, migrants keep on increasing as people tend to search for a better standard of living, employment, pursue further education, move away from conflict areas, bad weather conditions, and among others. The above reasons act as push and pull factors for migrants crossing international borders (IOM, 2010).

In Ghana, there are mixed findings on the absence of parents on left-behind children's health. Some researchers have proven that children of this kind sometimes find it hard to even settle fees at school, leading to dropping of school, while others suffer from health risks, such as malnutrition (Anarfi, 2003; Coe, 2012). On the contrary, Abutima, (2012) indicated that parents' absence does not affect their children's education. According to Hoang and Yeoh (2012), the mixed findings make it difficult for migrants to appreciate the changes that occur in the absence of their children. Dreby (2010) in a related study maintained that the social consequences of a parent migrating can negatively affect school enrollment and the school performance of the left-behind children. It also results in, lack of supervision, increased expectations for children to assume adult roles, or need for additional household labor (Coe, 2012). Thus, the emigration of a parent is notably associated with school performance, behavioral/psychological, and emotional problems for children left behind and added that later children often find themselves involved in local criminal activities on the streets and also exposes them to the risk of drugs and alcohol.

Cortina (2014) suggested that transnational migration of mother/Father has a negative impact on

the life satisfaction of the left-behind child. Because of separation from their parents, they are faced with several challenges such as learning difficulty and emotional disturbance, as a result of them not being able to communicate with their parents often and effectively. Many studies have suggested that domestic and international migration are possible alternatives to social and economic broad forces and that it can be investigated in a unified context (Pryor 1981). Although there are wide parallels, the family is interrupted at different levels and economic returns. This may lead to different ramifications for children. Using a mixed-method approach, the study, therefore, attempts to investigate the effects of international migration of parent's on left-behind children.

1.2 Problem Statement

Econometric analysis indicates that the influence of global parental migration can either be positive or negative (Edo et al., 2018). Migrant households are often sent substantially with the hope of the returns likely to be made out of it (Semyonoy & Gordzeisky, 2008). It ensures that the family's wealth and living conditions are increased. Such transfers might increase the education chances for children to the extent that they give more funds (e.g. to cover school expenses and reduce the cost of leaving school) to be allocated to education or to reduce the time and energy constraint of carers or demand for child labour (Brown & Porine 2005).). Though a significant portion of the estimated income is identified by some scholars as recurring costs and consumer goods (Canales, 2007), some argue that remittances allow parents to reinvest in their child's education more easily and more heavily (Lu and Treiman, 2011). However, the physical and psychological effect as a result of family separation has been highlighted extensively in family migration literature to be more negative than positive. The migration of parents results in a decrease in parental help and monitoring that is necessary for the development of children (Parrerias, 2005).

It also causes tension and conflict in families, especially in parental and child relations (Dreby, 2010). An additional household responsibility and commitments may be faced by the remainder of the parents or caregiver, thereby reducing the amount and quality of care given to children (McKenzie, 2005). Additional household commitments can also be endured by children themselves (Jones, Sharpe & Sogren 2004). Also, the absence of authority and traditional checks in the family is driven by emigration (Dreby, 2010). The left parent or caregiver is emotionally troubled (Lu, 2012). Not only does this anxiety worsen maternal deficiencies, but it can also unwittingly be passed to children and their general well-being. Some ethnographic researches have shown that children left-behind frequently lack love, concern, and anger towards their parents (Nazario, 2007). These adverse feelings and experiences are likely to have an uncomfortable, emotional, and behavioural effect (Lahaie, Hayes, and Piper & Heymann 2009). All these negative experiences can lead to poor educational success and even school discontinuation.

One significant, but understudied issue is how the extent of disruption in the family depends on the destination of migrant parents. International migration may involve long periods of division and less often than internal migration interaction among parents and children. While many foreign migrant parents expect short naps, they generally last years (Nazario, 2007). Such a lengthy detachment could lead to significant decreases in support from parents which could ultimately affect the social aspect of human life for a child.

Despite empirical evidence, the experiences of the children of migrants (one or both parents) and careers and their coping policies received less attention in Ghana, and this is the void to be filled by this study.

1.3 Research Objectives

The general objective of this study/research is to; assess the effect of parental international migration on the well-being/ welfare of children left behind in the Ablekuma South District Assembly of the Greater Accra Metropolis in Ghana. The specific objectives are:

1. To describe the living arrangements made by international migrant parents for their left-behind children
2. To assess how international migration of parent(s) affect school attendance and educational Performance of children left behind
3. To examine how international migration affects the health of left-behind children
4. To make policy recommendations based on the findings of the study.

1.4 Significance of the Study

This study has several implications, including the findings from this study which will give district policymakers and other stakeholders evidence-based suggestions to make informed decisions regarding child care. The outcome will contribute to the discussion on raising the awareness of the impact of migration on left-behind children as a result of international migration. Furthermore, the study will add up to existing literature and empirical evidence on the topic under study and can be used as a reference point for other researchers to rely on.

1.5 Organization of the Study

The research is organized into six chapters. The first chapter deals with the introductory aspects, covering the background of the study, the statement of the research problem, objectives of the study, research question, of the study, significance/importance of the study, and organization of the study.

Chapter two covers the literature review. It reviewed existing literature on the effect of the international migration of parents on left-behind kids.

Chapter three focuses on the research methodology and specifically features details of research design and data analysis and limitations.

Chapter four presents the analysis and discussion of the findings. It included socio-demographic characteristics and living arrangements of the left-behind children.

Chapter five focuses on the effects of migration on the educational performance of left-behind children.

Chapter six looks at the health of left-behind children and policy recommendations that have been suggested based on the findings of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The section reviews publications relevant to the study. It covers transnational migration and behind children's, custody of the child due to unavailability of parent(s), migration and education of left-behind children, international migration and health effect on left-behind children, the effect on child psychological health, connection with the mental wellbeing of adult left behind households members, element affecting the psychological fitness of left-behind kids, the result of parental labour migration on child nutrition, policy frameworks on left-behind children, theoretical perspective; the microeconomic model of global migration, child rights-based approach, risky behaviours of children left behind and conclusion.

2.1 International Migration and left-behind children

The significant increasing number of migrants results in children being affected by all kinds of migration both positively and negatively. As Whitehead and Hashim (2005) have pointed out, the children can be affected when the family, husband, mother or both migrate; when the children migrate to families and migrate separately from their families, Save the children (2006) reports that studies conducted in countries like Ecuador, Albania, Moldova, Philippines and Mexico in partnership with „UNDP“ and the Special Unit for the South-South Corporation (SU-SSC), show that migration affects children when relegation is necessary. Notwithstanding the above assertion, about a million Sri Lankans are left behind in search of employment by their mothers outside the country. In Moldova as well, 31% of children between the ages of 0-14 years were left by one parent and 5.4% by the two parents. In 2002, 13% of Mexicans and nearly (22%) of immigrants from Salvador living in

the US had children left in their countries of origin. Research carried out by UNICEF in Moldova shows that the unavailability of fathers usually leads to excessive household duties for children. The task played by migrant children varied from those of other children. In the research, migrant children have been observed to have more money than their peer group and these children can offer luxury goods, such as fancy clothes and costly electrical devices, thanks to the transfers they get from outside. The research concluded, however, that these children have no family care at all and are at risk for housing treatment. Children could also end up on the streets or go to other countries through trafficking (UNICEF, 2006).

For children below five, it was also discovered that because they are separated from their parents, they run a risk of "missing out" their progress in early childhood and of facing emotional/psychological problems (Cortes 2008). Children who are left behind normally, as part of their adjustment to adult life, they face pressure to become labour migrants. Nation surveys by UNICEF also show the risk of drug abuse, teenage pregnancy, psychosocial issues, and violent comportment is growing for both children and adolescents left behind. In another UNICEF research in Moldova, a rise in the rate of juvenile crime from 1993 to 2000 was found to be strongly linked to an increase in the number of children left behind who account for almost 60 percent of the wrongdoer. This finding is inconsistent with the results of Toth's (2007) research on migrant and non-migrant children. The study found that children whose parents were overseas had less damage as they were mostly left to look after their mothers. Furthermore, the extended family managed to assume the role of both parents even in the absence of both parents so that, although there had been emotional trauma, children would receive sufficient attention, love, and supervision to minimize the risks of their parents' absence (Toth 2007:5).

In that direction, Battistella and Conaco (1998) studied migrant children in the Philippines and concluded that migration does not affect children left behind, especially in families where their mother remains behind. Nevertheless, their impacts depend on whether the extended family complements the void that has arisen as a result of parent migration. This makes it important to determine the extent to which children are affected by their parent's migration that the gender differences in which the parent(s) has migrated and also the role played by family members in the provision of the necessary support for children left behind by their parent(s). Several scientific studies have demonstrated that transfer (remittances) payments have a high potential to reduce credit constraints and also increase opportunities for children to be educated in migrant families (McKenzie and Rapoport, 2006). In general, the money received via remittances is used to fulfill everyday needs, to purchase land, to build homes, to build up investments, and to pay for the education of children (Adi 2003). Current studies on transfers (remittances) suggest that migration mainly influences children's educational results by transfers and no other networks. Although the relocation of a family member may have a variety of other implications on school children in those families as well as the possible beneficial effects that migration may have. For instance, a child's parent's unavailability as a result of migrations may lead to less work by the parent for the child's education and can also lead to housework or full-time work for the child in order to meet his or her basic need (McKenzie and Rapoport 2006).

2.2 Care of the Child in the Absence of 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 underestimated. 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 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 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) recorded that children who are cared for in parenthood have a greater probability of being withdrawn, introvert, lower and non-social, a greater probability of having psychological problems, learning disabilities, difficulty getting together with others, a greater risk of smoking, drinking excessively, abusing drugs and smoking, and even more likely to be crime-complaints. 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 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 caregivers 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’voire 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.

2.3 International Migration and Education of Left-behind Children

The expected impact of migration on children's education quality can be positive or negative, given the multiple links between migration processes and children's education (Nobles 2008). Most of the studies on transfers (remittances) indicate that children's access to education is facilitated. It has been proposed that the money received from migration is used to relax the credit barriers that could otherwise make the cost of schooling too high (McKenzie and Rapoport). Moreover, in an attempt to explore the impact of international migration on child education, Kandel & Kao (2001) contend that very little of the Mexican study on the impact of immigration on education balances the result of, on the one hand, improved material migration resources and, on the other, negative impacts of parental absence. Kandel & Kao (2001) used a stratified random sample of 7600 grammar, junior high schools, and high school students from Zacatecas (state capital of Mexico) and 25 rural areas to analyze the consequences of perpetual migration and child temporary stays abroad for school performance. In their study they indicate that the act of migrating parent(s) may be detrimental to child education, given that very few migrants are prepared for the implications of their separation. It is also suggested that experiences in the area of parental and family migration increase significantly when a child is old

enough and the initial decision to migrate frequently takes place in late-adolescent teenagers, at the cost of additional school years (Nobles 2008). This was argued for where some studies suggest that young people in Mexican communities who expect to move in the future pay less attention to the educational qualifications of Mexico because they are aware of the fact that their work searching is less important in the United States. In many sending communities in Mexico, it is an unexpected fact that most of the Mexican migrants entering the US work in largely unqualified work, and know what is valuable are about finding a job, working experience and documentation instead of previous school years. As a result, they tend to miss secondary education in Mexico, and this possibility of migration for left-behind children can diminish their opportunities for investing in education, which reduces the remittance effect (Chiquiar & Hansen, 2005).

In his study of children in Zacatecas (Mexican), Kandel and Kao (2001) have found that children from migrant homes are less likely than non-migrant children to demonstrate an intention to college and this confirms the hypothesis above. Research by McKenzie & Report (2005; 2006) using ENADID, a nationally representative cross-sectional household sample, reported that there is a slight yet negative influence on school attendance of boys in a migrant household and an irrelevant effect on the attendance of girls in school. The study showed that the negative effects on the education of children between 12 and 18 years of age, and 16 and 18 years of age staying in migrant homes reduce the possibility of boys finishing high school and of boys and girls finishing high school. Migration gives boys more chance of migration rather than school completion and also increases girls' household duties, particularly those whose parents are living abroad. Regarding women in socioeconomic disadvantages, the authors found that the negative impact of migration on schooling is far lower. This result was attributed by McKenzie & Rapport

(2006) to the benefits offered by transfers (remittances) to poorer families. The above results were contended to be the opposite in the Hansen and Woodruff (2003) study where they deduce that family migration improves the educational achievement of children, though this improved performance is pretty much limited to children of very undereducated mothers.

In a 2003 survey conducted in the Philippines by children and the family, migrant children are more likely to attend college in private colleges and also have better performance and grade levels, and also promote the above argument (Cortes 2008). Migration favors children financially; it is claimed in most studies because migrants generate income four times as much as they would if they were in the country. Children from emigrant families were more likely than non-migrant households to attend private schools (Bryant 2005).

In 2005 a survey of 450 students from Guayaquil (Ecuador) found results that contradicted the latter. The research which sought to explore students' emotions about their parents' absence, their relationships with their family, academic achievement, and the use of remittances in their home, concluded that people with migrant parents scored worse than most students and their scores were poorer. The absence of one or more parents of the kids was also found to increase the children's household responsibilities, and the effect of this is negative (Cortes 2008). Migration usually affects children whenever the people in whose care a child is left lack the necessary skills to monitor them and are also unable to assist them with their work at school. A lack of sufficient monitoring by the member of the family impacts education for children, which is replaced by leisure activities like watching TV. This is mostly in situations, where schools have no system to influence these trends, but this can also cause children to drop out of school in extreme situations (Toth, 2007).

Some studies have reported parent(s) migration to stigmatize children in certain cultures that ultimately affect children's academic performance in school. For example, a study in Ecuador showed that migration has negative associations in teenage schools in small towns and is related to deprivation, ethnicity, and rapid social movements. The study reported the baseless negative opinions on migrant children held by parents from non-migrating school children, teachers, and other school boards and influenced the school performance of these children who are left behind. Nonetheless, contradictory to the above, it was observed in the very same study that in government schools' migrant children appear to become champions in their classrooms because they have access to more income from non-migrant families than children (Cortes 2008).

The effects of migration on family life may also be shown in the poor school performance of children. This is particularly common in most Mexican communities, where the majority of fathers are dominant figures in households and generally responsible for educating children. The emotional and psychological costs inherent in a father's unavailability due to migration for a long time may lead to problems in child discipline, lack of motivation, or unable to attend classes. As a result of these encounters these children tend to drop out of school early (Nobles 2008).

2.4 International Migration and health effect on left-behind children

Transnational labour migration has become an indispensable element in not only stimulate economic growth in most countries in Asia but also in reshaping the conventional contribution of parenting and caregiving practices for millions of children of expatriate workers (Lam, 2013). The labour balance sheet migration usually entails a trade-off between economic well-being and closeness for households of expatriate laborers (Devasahayam, 2009). In addition, for governments whose economy depends on money sent from abroad (remittances), labour expatriate requires positioning foreign exchange gains against negative social and health impacts.

Studies on the impacts of migration on left-behind children's health have produced mixed results. Although remittance money can provide access to better food, lack of a caregiver in the household could lead to poor children's eating choices (Demurger 2015). Measurements such as diet quality and height-for-age have suggested that older children do not benefit when a parent migrates (Gibson et al. 2011), but younger children may benefit from parental migration (Demurger 2015). Nuanced migration research finds lower mortality rates for migrant children of which the experience is regarded as successful and greater rates for children without migrant parents or with a failed migrant parent (Yabiku et al. 2012). And, the gender of the migrant parent can affect the impacts of migration on a variety of health measures and cognitive tests (Nguyen 2016). When a family member migrates, household routines, systems of support, and power structures may be disrupted (Demurger 2015). This may cause distress or anxiety among the adults and children of the household (Lu 2012). A study of rural Chinese high school students found that their self-esteem was reduced when both parents migrated to urban areas, particularly among those who already had low self-esteem (Zhan et al. 2014). However, other studies found little effect of migration on emotional health (Ren and Treiman 2016; Vanore et al. 2015). And, while a study of children in Southeast Asia found that children of migrants were less happy than children with both parents at home, their happiness increased over time (Jordan and Graham 2012). This may indicate the resiliency and adaptation of children to changes in routine and family structure over time.

Few studies evaluate multiple measures of migration impacts on left-behind children. Among those that do, variation is found in the effects of migration on left-behind children. In a study that evaluated the behavior, emotional well-being, and health of left-behind children, those who were left behind had worse behavioral outcomes and health than children whose parents remained in

the community, but there was no difference in the children's satisfaction with life events (Murphy et al. 2016). The impact of migration on left-behind children may also depend on which household member migrates. One study in China found that sibling migration benefited left-behind children's education, while parental migration did not (Lu 2012b). Other studies compared the effects on children's emotional well-being of living with parents in the home community to having one parent migrate, two parents migrate, or migrating with a parent (Ren and Treiman 2016).

2.4.1 Effects on Child Psychosocial Health

The psychological well-being of children whose parents (mostly mothers) are global expatriates has been investigated by a small but growing literature research. Contemporary affirmation reveals different patterns of psychosocial health. Most research examined the psychosocial health results of children of expatriate parents by juxtaposing them with children without expatriate parents. The most usual mechanism used to recognize behavioral and psychological difficulty in children and teenagers was the Strengths and Difficulties Questionnaire (SDQ) (Goodman, 1997). The SDQ, a short behavioral test questionnaire for children ages 3–16, was established in the United Kingdom and has been used in many nations in clinical and epidemiological contexts. A 2011 study by Graham and Jordan explores the emotional well-being in four Southeast Asian countries of children under the age of 12 of which the mothers were migrant workers. Multivariate version reveals that left-behind children in Indonesia and Thailand were most anticipated to have beggarly psychological effects as compared to children in a non-expatriate family. This discovery was not duplicate in the Philippines or Vietnam. Interestingly, the emotional well-being of children in international families in the Philippines was either better than or not importantly conflicting from that of children in non-migrant families, at least for

psychological and conduct disarray. Young children ages 3–5 were most anticipated to demonstrate behavior difficulty than former children in all four research nations. The impacts of gender were more consistently important, with girls less plausible to demonstrate conduct problems across all countries except the Philippines. Only in Vietnam and the Philippines were girls importantly plausible to have psychological problems. Adhikari et al. (2014) suggested that the mother's earlier migration history had an outstanding connection with the mental health challenges of the children left behind, highlighting the need for successful blueprint to avert mental health challenges among children.

Results from the only broad-based investigation of a sample of migrant workers' households in Sri Lanka that was nationally representative and that evaluated migrant families regardless of the gender of a migrant parent indicated that the absence of one or both parents would lead to social, emotional maladjustment and behavioral problems between left and left children (Wickramage et al., 2015). In the left-hand households, two of every five children displayed mental disorders with elevated emotive and conduct disorders. Boys were also more susceptible than girls to psychopathology. In families where the father was a foreign worker, psychological effects were found. The related longitudinal research also carried out by the researcher's shows that migrant fathers are more affected in their families than in their mothers (Siriwardhana et al., 2014).

Hewage et al. (2001) used the Executive Function (EF) exam to detect a child's influence of cognitive abilities, such as work remembrance, logic, adaptability in tasks, making plans, performance and internalization and externalization of attitude. The EF was assessed twice for one year for each child studied. Home dynamics and rankings of children's conduct internalization and externalization have also been caught. In un-migrant homes, immigrant-group children have poorer RF and more behavioral problems. Senarath et al. (2011) demonstrate that

the unavailability of a Dad staying with the left-behind child, the mother having a grade 5, change of main caregiver number of time, staying with a relative (or not living in own home), the child not interacting well with the caregiver, and not being allowed to participate in leisure activities at school were purposefully correlated with unusual psychological health among children of migrant women.

2.4.2 Factors influencing the psychosocial health of left-behind children

Proximal variables that may impact the psychosocial result of left-behind children recognize by evaluating of a survey from the review of study include: (a) ability to communicate consistently and often with expatriate parent(s) (b) the presence of credible child-care readiness arrangement and helpful approach for the primary caregiver/s; (c) suitable breathing space for such caregivers; (d) competence and capacities in child-rearing to successfully supervise or make good use of remittances to boost child growth and development; (e) child education support; (f) access to health services and health insurance schemes that are affordable, fair and quality. According to the Child Health and Migrant Parents Project in South-East Asia (CHAMPSEA), children in the Philippines seem to have better access to advanced technologies (like e-mail and Skype) and thus have more opportunity to improve specific agencies in various ways than kids in Indonesia and Vietnam (Graham et al., 2012).

While Internet communication is much more price-effective than telephone use, it has been confirmed that almost all migrants and their households have not been able to purchase the devices or have been computer illiterate (Graham et al., 2012). Compared to non-migrants, fewer Vietnamese migrant families own cell phones (Lam et al. 2013). The presence of an emotional weakness of many Indonesian fathers who are carers was also greater in the CHAMPSEA study (30.8%) than mothers who are caregivers (26.9%). Nevertheless, the opposite is true for

participants from migrant families in the other two nations, whereby mother caregivers (14.8% Filipino; 22.9% Vietnamese) are much more likely than father caregivers to be emotionally insecure (10.7% Filipino; 11.8% Vietnamese). It is challenged to assume that mothers taking care of the family can "better cope merely on the basis of traditional roles." Nevertheless, one-fifth of Indonesia's left-behind adult caregivers, the Philippines and Vietnam, irrespective of gender, may face possible mental weaknesses. It is also speculated that as global relocation is becoming more common in heavy-emigration societies, some issues of child behavior may diminish with children evolving along adaptive paths (Graham 2011).

Acceptance of the normalcy of international upbringing by communities and families (particularly with small-skilled domestic servants) could decrease weakness and allow resilience in left-behind children. The Philippines does have a long tradition and history of global labour migration, which can help to promote the normalization of migration within the social structure, directly and indirectly. The Philippines was among the first states to set up social services and welfare programs for foreign employees and their families. Additional research needs to be done to decide how to secure and dignified labour migration experiences are allowed by such programmes and how they can safeguard migrant children. Enabling a culture of promoting and acknowledging migrant family activities includes collaborations with civil society, the private sector, media, and NGOs (Luthar, 2000).

2.4.3 Effects of Parental Labour Migration on Child Nutrition

With high malnourishment levels in low- to middle-income countries, which are also significant source countries for labour migrants, exploring the impact of both good and bad parental migration on child nutrition is important, particularly for policy formulation. Cash transfers from migrants can affect the health of children along two broad routes. First, as a result of the parent's

remittances, the migrant-sending household may have improved cash to buy food and other goods, which may enable children's nutritional needs to be properly met. Second, the absence of a parent can reduce the amount of time spent preparing food and/or taking care of the nutritional needs of the child by changing the allocation of time and tasks within the household. A literature review recognized only a few studies that investigated dietary results in migrant children and even fewer studies that were undertaken in Asia. Research by Cameron and Lin (2011) demonstrated that a parent's absence in migrant-sending families had a detrimental impact on Thailand's short-term child food. The researchers suggested, nevertheless, that increasing amounts of family remittances may help to reduce the detrimental impact on child nutrition. Frank and Hummer (2002), who researched Mexican migrants and non-migrant families, discovered that members in a migrant-sending family reduced the chances of low birth weight, mainly due to better maternal nutrition by receiving remittances. Wickramage et al. (2015)'s study in Sri Lanka demonstrates that over one-quarter (30%) of left-behind children aged 6–59 months were grossly overweight or severely underweight compared with 17.7% of non-migrant children (Jayatissa, 2009).

2.5 Policy Frameworks on Left behind Children

The liberties of migrant workers and their families have been emphasized in the International Labor Organization (ILO) conventions on the rights of migrant workers (Nos. 97 and 143) and the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families of 1990, that entered into force in 2003. The General Recommendation 27 of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) seeks to expound on the conditions that add to the particular insecurity of women migrant workers and their experiences of gender and sex segregation as a

purpose and result of violations of human rights. In the context of international migration, the UN Committee on the Rights of the Child also called for the protection of children's rights (Bryant, 2005).

The resolution of the World Health Assembly on Migrants ' Health encourages a system of "free, dignified, and healthy migration" to support both migrants and their families (WHO, 2010). The International Organization for Migration (IOM) and the World Health Organization (WHO) have led international efforts to encourage the Member States in promoting migrant-sensitive health systems, implementing "mainstream migration health" policies and practices, and ensuring that all migrants and transient communities have a right to health (WHO, 2010). The High-Level Dialogue on International Migration and Development of the United Nations General Assembly and the Global Forum on Migration and Development has expressed the need for health determinants linked to migration as a key component of global development (Brolan et al., 2013). Notwithstanding the rising political debate on migration on the international development agenda, observers have suggested that global migration policies have failed to consider and take a family perspective (Yeoh, 2012), calling for more scientific evidence on migrant and mobile health status (PloS, 2013). For example, in some Asia-Pacific countries, programmes and practices have been introduced to support the welfare needs of international families. Which include migrant workers and their families ' pre-departure orientation programmes, healthcare insurance, and welfare financing initiatives for migrants, and specific credit to support investment requirements. The Philippines (PhilHealth), Sri Lanka, Thailand, and India (Mahatma Gandhi Pravasi Suraksha Yojana) have comprehensive health insurance policies to migrant workers and their relatives. The Sri Lankan Foreign Employment Bureau (SLBFE) also provides to migrant families facing major financial difficulties child education scholarships and school

equipment. Moreover, established practices focus primarily on the actual migrant worker, with very little focus on their household during most of the various stages of the migration process: when considering migration (pre-migration), when preparing for migration (pre-departure) and during the absence (separation) of the family member (ADB, OECD, and ILO, 2014).

2.6 Theoretical perspectives

For this study, two different types of theories were used for the study. They include the microeconomic model and child rights-based approach.

2.6.1 The microeconomic model

According to this model, the economic literature places a great deal of emphasis on spatial variations of revenue possibilities as a cause of migration. Sjaastad (1962) has formally incorporated the idea that people migrate in reaction to economic possibilities in the model. Migration is seen in this microeconomic model as an asset that yields a favourable net return if the reduced income gap away from home is a positive thing and the costs of transportation less. Todaro (1969) strengthened the model by including the unemployment rate in the receiving area, resulting in "expected returns." Several writers, mainly those who have faulted neoclassical economic theory in general and who are struggling against neoclassical doctrine, criticized and rejected the model. The theory, however, is flexible enough to integrate the effects of broader structural changes at the core of macro migration theories.

2.6.2 Child Right Based Approach

Child Rights Approach is rooted in what is in the best interest of children both in the short and long term. This implies that decisions that affect children, must take into account their interest and wish, as well as the long-term implications of such decisions on their survival, development,

and protection as a whole. Child Rights Approach acknowledges the socio-economic achievements of children that promote the inclusion of children in all issues and contexts that impact the child: parents, education, culture, and society. This also encourages parenting and learning methods that support and stimulate children's capacity to express them well and to make decisions, without fear or favor, Adams and Jerry, (2003).

Article 1 of the Convention on the Rights of the Child (CRC) defined a child as any person under the age of eighteen unless, in accordance with the law pertaining to the child, a majority has been reached 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 their parents in ensuring their well-being, access to education, immunization, adequate diet, clothing, shelter, medical attention, or any other thing required for his physical and social development. [Funkhouser (1995); Stark (1995); becker (1991)] held the assertion that parental migration inherently involves parental unavailability from the home, due to the migration of one or both parents, who decided to leave their place of residence as a result of circumstances beyond their control, either to return later or otherwise. These movements though has their financial benefits in terms of poverty alleviation, it also has the tendency of, negatively affecting the health, education, survival, social cost, and the absolute well-being of the children left behind.

2.7 Risky Behaviours on Children Left Behind

Lahaie et al. (2009) found that parent migration is strongly related to academic and emotional problems for children in Mexico. Later children frequently engage on the streets with local criminal gangs. Social workers accept that these children belong to the drugs and alcohol risk group. In the scope of the place, the threats for children can be discussed. Macintyre (2004) states that the place is socio-cultural spaces that have different contexts, where the lives and

experiences of people are played. Space is filled with actors acting out their lives with varying degrees of human movements including parental migration. In general, children face risks in their everyday lives. Risks form part of life. Therefore, the risks of children can be analyzed in the context of place.

The area is a socio-cultural site in space according to Macintyre (2004). The place is filled with actors, with different levels of movement, including parental migration. Nevertheless, even though parental migration tends to enhance children's lives and their health, it is often used as a tool to place children at risk (UNICEF 2008). In Asis (2006), children left behind sometimes face many risks that scholars usually ignore in their analysis of migration effects (see also Reyes, 2007). Furthermore, UNICEF (2008) argues that children suffer most from the family members left behind by migrant parents, as they also become subject to physical abuse because of improper caregiver treatment, the styles of children's personal lives through unsatisfactory basic needs, in particular, if migrant fails to remit from their homes.

2.8 Summary

In summary, it has been deduced from the literature that both international and internal migration can lead to either positive or negative outcomes on the education and health of left-behind children. It was also revealing that remittances from international migration can help improve the education and health status of left-behind children. The unavailability of a parent or both can have a psychological effect on the mental health of the child, given the absence of any international policy frameworks that protect the liberty of migrant workers and their households. There is, therefore, a need to enforce these laws to ensure the protection of migrants and their children in the international migration dispensation.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

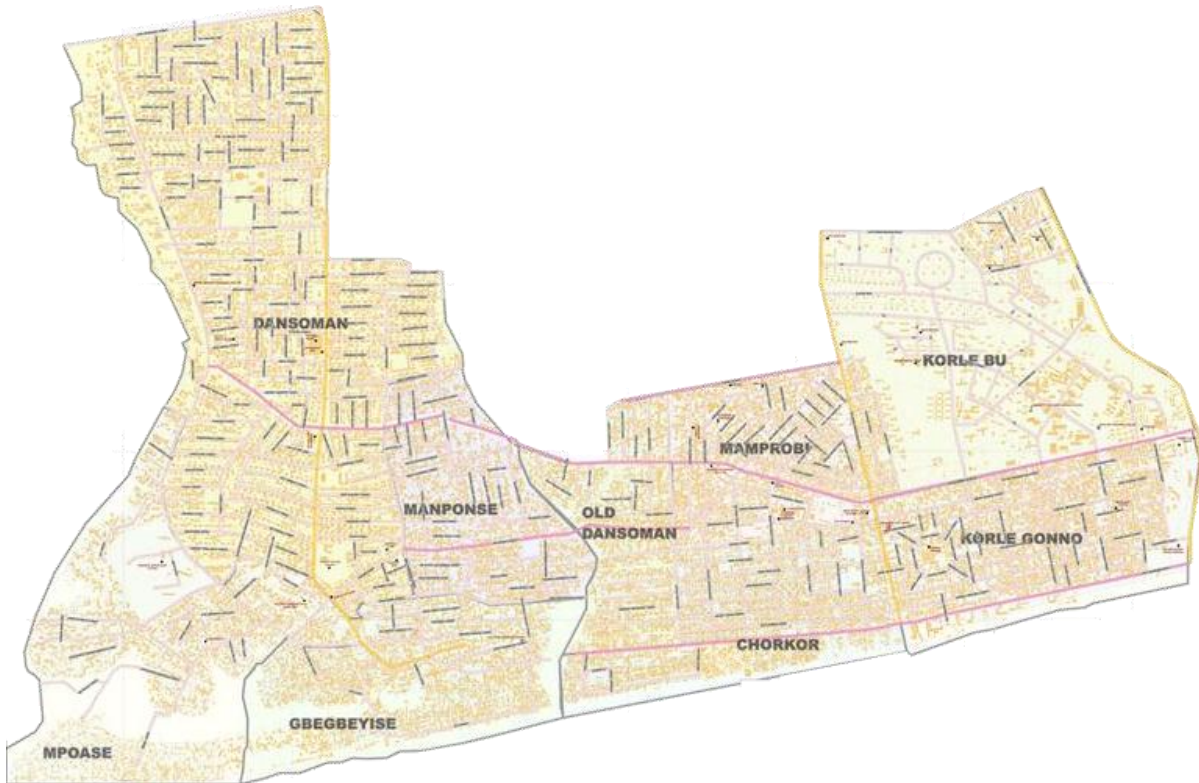
The methodology adopted for the analysis is discussed in this section. It starts with the field of study, development of research, data sources, population, testing, sampling, research method, ethical concern, validity and reliability, pilot, and data analysis.

3.2 Study Area

One of the Six (6) Sub Metropolitan District Councils of the Accra Metropolitan Assembly (AMA) is the Ablekuma South Sub Metropolitan District Council. The Sub Metro is the Metropolis ' largest, sharing its boundaries with Ablekuma Central, Ablekuma East, and Ashiedu Keteke and covers an area of 15.1 sqkm (Adam, 2018). According to the 2010 housing census, the sub-metro has an estimated population of 257,543 with 22,751 houses and 69,401 households (GSS, 2010). In 2018, using the 3.1 percent Greater Accra Growth Rate, the population of Ablekuma South is projected to stand at 315,051. The demarcation from the current office location moves to Ring Road West (Mortuary Road) via the Kpakpo Oti Road intersection, then from Ring Road West to Laterbiokorshie intersection (Zoti) and turns left from Laterbiokorshie Road to link road intersection to Chemu Road (Summer Hut Junction). Then from Sempe Traffic Light Street (I.B.E) to Oblogo Road (Russia Road) through Mampong Stream, then from Mars Road Intersection Oblogo, then from Mars Road Intersection to Dansoman Roundabout. It then proceeds from the main road from Dansoman to Poultry Farm Avenue to Dansoman High Street through to SSNIT Flats and back to Otordjor, Opetekwei, Gbegbeyise, and Shaibu. The South Metro area of Ablekuma has made a tremendous contribution to Accra's economic development (Ofosuaa et al., 2015).

Fishing and fish mongering activities are the dominant economic activity within the Sub-Metro because most of its communities are found along the coastline (GSS 2010).

Figure 3.1 Map of the Study Area



Source: Google map (2019)

3.3 Research Design

An excellent research design helps ensure that the information gathered is meaningful to the research problem and is gathered through goals and economic processes (Smith and Gerald, 2010). A research design is a ' framework ' that directs the study, according to Burns and Grove (2005). It implies that it directs activities during the study by a detailed plan. The present study employs a mixed method of research design. In this case, both the quantitative and qualitative method of research approach was used to address the research questions. According to Castro et al. (2010); Creswell et al., (2003), the use of mixed methods is important because of the strengths and weaknesses of individual methods. Thus, by employing both types of research the strength of each approach can make up for the weaknesses of the other.

3.4 Sources of Data

For the study, there were two different types of data sources which were both primary and secondary data sources. With regard to the primary data, the researcher collected data from the survey participants through self-administration of questionnaires to solicit their views, opinions on the subject under study. The secondary data sources comprised of data collected from the internet such as jstor.org, journals, articles, and other academic sites, database, google advance search, the above source also included the use of the internet photographs and recordings, reports and other information.

3.5 Target Population

According to Barnerjee (2010), a population is an entire group about which some information is required to be ascertained. The target populations of this study were (52) left-behind children who

were between ages 2-18 years, (12) caregivers of the left-behind children, and (10) officials of the Ministry of Gender. The study focused on these people because they represent the study area of this work.

3.6 Sampling Procedure

Sampling is also important for research since it is impossible to study entire populations with resources such as time, money, distance, and working load (Leech 2004). For quantitative sampling, the study employs a multi-stage sampling procedure in collecting data from their various basic schools in the Ablekuma South Metropolitan Assembly in the Greater Accra Region. Multi-stage sampling according to Bryman (2007), preserves time and provides clearly defined steps through which participants of the study will be selected in an unbiased fashion. In the second stage, after identifying the various basic schools, convenience sampling was used to administer the questionnaires to the respondents. This method was used to allow respondents to be engaged in the study, voluntarily as and when they are ready for the study within the data collection period. For qualitative, purposive sampling was used to identify the caregivers of the left-behind children due to parental international migration as well as some officials of the gender ministry.

3.7 Sample Size

A sample size is a number of individual samples and findings, such as a scientific experiment or a public opinion poll in any quantitative setting. The sample size must be thoughtfully fixed to ensure that valid and broad conclusions can be drawn. Fixing the correct sample size requires specific data on research issues in the study population. The sub classifying of the sample also requires analysis, variation, accuracy, availability, and cost. The data collected from specimens shall be reported on an accelerated schedule or a questionnaire during the investigation. The

method to choose the number of observations to be included in a sample is to determine sample size. For quantitative sample size determination, Krejcie et al (1975) formulae for sample size determination was used to determine the sample size for the study, based on the formulae a sample size of (52) left-behind children were used for the study out of the total target population of (60) respondents. The formulae is stated as follows;

$$s = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}.$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum Sample size).

d = the degree of accuracy expressed as a proportion (.05).

Also, for qualitative data, (10) caregivers of the left-behind children were selected for the study as well as (8) Gender Ministry officials. The sample size was used because the interview of these respondents had reached saturation.

3.8 Quantitative Data Collection Method

The study partially employed questionnaires for data collection. Couper (2000) notes that the survey method provides the most effective and convenient way of reaching the targeted population. The questionnaire was designed according to the objectives of the study. Thus, data were collected on the living arrangements made by international migrant parents for their left-behind children, how international migration of parent(s) affect school affects school attendance and educational attainment of children left behind, how adult migration affects the

the health of left-behind children. The use of questionnaires helps in collecting quantitative data that provide statistical descriptions, relationships, and analysis.

3.9 Qualitative Data Collection Method

An interview was also conducted to collect information from the caregivers as well as officials of the Gender Ministry. The interview guide was designed based on the objective of the study, hence, living arrangements made by international migrant parents for their left-behind children with caregivers, how international migration of parent(s) affect school, affect school attendance and educational attainment of children left behind, how adult migration affect the health of left-behind children and if there was any policy in place by the Ministry of Gender for the left-behind children.

3.10 Validity and Reliability

Validity is defined as the length to which a concept is precisely measured in quantitative research, (Heale et al., 2015). In order to ensure that the data collection sheet information was accurate in this analysis, a structured questionnaire was used to resolve research concerns and study objectives. The reliability of all procedures in the design and conduction of the study was also ensured by documenting so that the future investigators could replicate them.

3.11 Pilot Study

The data collection instrument was pretested at Ablekuma North Municipal Assembly in the Greater Accra Region. The sample size for the piloting was 30 participants. Some concepts and statements have been rephrased based on the findings of the pilot study. The purpose is to allow a participant in the study to understand the questions better and to also know the time allocation for every question.

3.12 Data Analysis

For the quantitative data analysis, the statistical Package for Social Science (SPSS) version 24.0 was used to analyze data. The data analysis sought to reduce, organize, and bring out significant patterns from the data. In order to discover significant patterns, the study will make use of cross-tabulation to draw the relationships between the various variables. Both inferential and descriptive statistics were deployed for the analysis. The statistics were therefore presented with the aid of statistical tables and charts.

For the qualitative data analysis Nvivo software was used to analyze data that was collected from the interview. The data analysis was therefore undertaken by identifying themes and sub-themes of the data collected.

3.13 Ethical Considerations

The following comments were made by Clough and Nutbrown (2002) about research ethics: “in order to understand, researchers must be more than technically competent. They must enter into chattered intimacies, open themselves to their subjects” feeling worlds, whether these worlds are congenial to them or repulsive. They must simultaneously confront the duality of being represented and experienced, both conflicted, both genuine. The following ethical considerations have been considered during the course of study in accordance with the rules and regulations concerning the conduct of research using human subjects. The quantitative and qualitative research areas of this study are covered by these considerations. An introduction letter was received from the Head of the Migration Center at the University of Ghana for permission to conduct the report. Written informed consent was also sought from the caregivers and their teachers both at home and in the schools where the instruments were administered to the

respondents. Confidentiality of the nature of the data collected and the right to withdraw from the study were ensured to the respondents. Anonymity was maintained by the use of numbers (codes) rather than the requesting of respondents' names. The purpose of the study, goals, and specific expectations of participation included general information about the consent form. They were informed of their privacy and that data obtained will not be made available to others except by the research supervisor. Also, the names used in the study are pseudonyms and do not represent the actual names of the participants in the interview.

3.14 Limitation of the Study

There were some limitations worth stating in the process of administering the questionnaires and conducting interviews for the study. They include the following:

1. Bureaucratic protocols involved at the Ministry of Gender and Social Protection was quite frustrating in getting officials to respond to key informants' interviews.
2. Most of the caregivers requested for financial gains before they could fully cooperate and engage in the in-depth interviews. Their time was appreciated by offering them souvenirs after the interviews. This action was taken because respondents spent most of their time working which translates into their livelihoods aside the receipt of remittances and therefore did not want to short-change them for participating in my research.
3. It was difficult to have full concentration and participation of the left-behind children because the majority were reluctant to share information while others promise to return for the survey after break time but never showed up.

CHAPTER FOUR

SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE LEFT BEHIND CHILDREN AND CAREGIVERS AND LIVING ARRANGEMENTS FOR THE LEFT BEHIND CHILDREN

4.0 INTRODUCTION

This chapter discusses the socio-demographic characteristics of the respondents and the living arrangements for left-behind children. The socio-demographic profile offers research analysis indicators such as age, sex, ethnicity among others to see its effect on left-behind children.

4.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE LEFT BEHIND CHILDREN

The characteristics of any population represent the actual status of such groups of persons as far as their quality of life is concerned (Singh, 2016). In this study, the socio-demographic variables that were considered included sex, age, ethnicity, religion, education, type of parent who migrated, country to which parents have migrated, and lengths at which parents have been away.

The survey result of the socio-demographic characteristics of the respondents is indicated in Table 4.1. The result shows that little over half (51.9%) of the respondents were female while were males (48.1 %). The left-behind children reported in the study are consistent with the scholarly work of UNICEF (2007). The organization argues that children in developing countries have been progressively affected by migration. This is due to the associated risks and costs of migration, which cause many children to be left behind by parent(s), who work to improve the living standards of their children. More than half (69.2%) of the left-behind children were those between the ages of 12-18 years. The least age group sampled (5.8 %) were those between ages 2-6 years. The various age groups reported in the study is consistent with the

scholarly work (Duan and Liang 2004; Duan and Zhou 2005; Duan and Yang 2008; Duan et al 2013a; UNICEF and UNDP 2017) which was noted in their study of migrants left-behind children in China, that the left-behind children of the migrant's parents were below age 18.

About (40.0%) of the respondents belong to the Akans ethnic groups, followed by (25.0%) who were from the Ga-Damangme ethnic tribes of Ghana. The religious affiliation of the respondents shows that the majority (86.5%) of them were Christians while the Moslems (accounted for 11.5%).

Table 4.1: Summary of Socio-demographic Characteristics

Variables	Number	Percentage
Gender		
Male	25	48.1
Female	27	51.9
Total	52	100
Age		
2-6	3	5.8
7-11	13	25.0
12-18	36	69.2
Total	52	100
Ethnicity		
Akan	21	40.4
Ga Dangbme	13	25.0
Ewe	11	21.2
Guan	3	5.8
Mole-Dagbani	2	3.8
Others	2	3.8
Total	52	100
Religion		
No religion	1	1.9
Christian	45	86.5
Islam	6	11.5
Traditionalist	-	-
Others	-	-
Total	52	100
Total	241	100

Source: survey, 2019

The education status of the respondents shows that (see Table 4.2), about (38.5%) were in junior high school. This was followed by those in primary (accounting for 34.6 %). The least sampled education reported in the study SHS accounted for (26.9%). The school attendance reported in the study among the children of the migrant parent contradict the finding of Wu (2004), Who

claimed that in China, since most of the migration is by individuals rather than whole families, most of the time the school-age child is left in the community when their family moved to the big city for work.

Little above half of the respondents (51.9%) have both parents living outside Ghana. Only (36.5%) of the respondents had their fathers living outside the country. Those with their mothers living outside Ghana accounted for (11.5%). The desire of most couples who may want to have their spouses uniting with them while they have migrated outside the country might have accounted for the high cases of both parents migrating as sampled in the study.

4.1.1 MIGRATION HISTORY OF THE TRANS-MIGRANT PARENT(S) AND CONTINENT LIVING.

This section attempts to investigate the migration history of the international migrant parents from the left-behind children.

With regards to international migration, Europe as a continent recorded more than two-fifth (44.2%) as the most visited destination of migrant parents followed by the Americas (36.5%). Australia and Oceania accounted for the least percentage (1.9%) while none of the migrant parents visited Antarctica.

The lengths at which migrant parents have left their children were also reported in the study. The highest sampled was 4-7 years (accounting for 30.8%). The relatively long period of stay away from family left behind can have devastating effects on the left-behind children. In a similar observation, Gibson et al. (2013) concluded that the length of migration is the expected outcome in evaluating the relationship between migration and the family left behind, both in the short and long term. Migration can have a disturbing effect on the family in the short term as a result of

reduced market and household production load (Démurger, 2015). As migration is expensive and does not necessarily lead to instant employment at the landing-place, it may even change into lower earnings for the household that finance the migrant, (Démurger, 2015). In the long term, the forgone economy and family production may be rewarded for by the redistribution of labour among family members who remain behind (Démurger, 2015).

When the children were asked why parents migrated these were their responses. According to literature, one of the main reasons why people migrate is for the alleviation of poverty in the family (Todaro, 1989). In this study, the need to seek economic opportunities (accounting for 73.1%) served as the main intention for parent's emigration. While education (19.2%) served as the second reason why parents migrated. The need to visit friends and relatives accounted for (7.7%). The main reason for migration as reported in this study is consistent with other research findings (example Benjamin et al., 2005; McKenzie and Rapoport 2007), which suggest that the need to seek better employment opportunities by migrants due to remittances has proved to help in reducing income inequality in countries like Mexico. In an interview, a respondent explained that

My brother had to travel to London to look for greener pastures because things difficult for him. He couldn't look after his family he had no choice than to leave. he spends a lot of money for the upkeep of his child and other family members [Solomon, 52 years old uncle and a caretaker].

Table 4.2: Continuation of Summary of Socio-demographic Characteristics

Variables	Number	Percentage
Education		
Primary	18	34.6
JHS	20	38.5
SHS	14	26.9
Total	52	100
Type of parent who migrated		
Mother	6	11.5
Father	19	36.5
Both	27	51.9
Total	52	100
Continent visited		
Africa	6	11.5
America	19	36.5
Asia	3	5.8
Australia and Oceania	1	1.9
Europe	23	44.2
Antarctica	-	-
Total	52	100
Lengths of migration		
4	4	7.7
6-11 months	12	23.1
1-3 years	16	30.8
4-7 years	13	25.0
8-11 years	7	13.5
11 years and above	52	100
Total		
Reason for migration		
38	38	73.1
Economic opportunities	10	19.2
Education	4	7.7
VFR		
Total	52	100

Source: Fieldwork, 2019

4.2 LIVING ARRANGEMENTS

Parental unavailability, in particular, is known as causes of some „displacement, disruptions, and changes in caregiving arrangements in the households (ECMI/AOS-Manila, SMC & OWWA, 2004). To overcome these disruptions various arrangements are put in place to minimize or eliminate any inconveniences caused by the absence of parents. Findings from this study suggest that various arrangements were made before the departure of a parent. Attempts to investigate who is currently taking care of the left-behind children suggested various caretaking arrangements (see Table 4.3). For instance, where the father had migrated, it was usual for a mother to see to the upkeep of children across all the ages, however, the highest age group sampled under mother’s care (61.1%) were those between ages 12-18. About (66.7%) were father’s brothers and were also between ages 12-18 years, while (80.0%) were mother’s brothers and were within ages 15-18 years respectively.

In a qualitative interview conducted for a caregiver, the respondent narrated his story like this:

I take care of these children. The eldest is 18 years while the younger brother is at age 15. Things became difficult for their mother so he had to travel to look for greener pastures. She left these children under my care. We had a contract to this effect. The contract is that I would take care of the children while she sends all the money to pay for their school bills and feeding [Manu, 45 years old tailor and migrant mother’s brother].

Table 4.3 Assessment of Children age and person child was left behind

Age	Child's age and person with whom child is staying with							Total
	Mother	Father	Mother's Sister	Father's brother	Mother's brother	Father's sister	Others	
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	
2-6yrs	1(5.6)	0(0.0)	1(11.1)	0(0.0)	0(0.0)	0(0.0)	1 (11.1)	3(5.8)
7-11	6(33.3)	0(0.0)	1(11.1)	2(33.3)	1(7.7)	0(0.0)	3(33.3)	13(25.0)
12-18	11(61.1)	4(100)	7(77.8)	4(66.7)	4(80.0)	1(100)	5(55.6)	36(69.2)
Total	18(100)	4(100)	9(100)	6(100)	5(100)	1(100)	9(100)	52(100)

Source: Field survey 2019

Remittances receipts play an important role in left-behind families including caregivers of left-behind children. The impact of such remittances depends on the frequency of receipt (Vargas-Lundius et al., 2008) and the task that accompanies the remittances. It was in this vein that caregivers' views on receipt of remittances were ascertained. It was evident that an overwhelming majority (90.4%) received remittances from migrant parents (wife or husband). In terms of husbands of families, this serves as an additional income to mothers of these children who are left behind. This result is in line with Adams (2009), who argues that a family member's migration generally brings extra income to the family by sending money back home and can, therefore, ease the budget constraint on the home country or region for family members. Empirical literature tells us that remittances help reduced poverty and this was shown in a study done by Lokshin et al. (2010) that in Nepal, one-fifth of the poverty reduction between 1995 and 2010 was as a result of labour migration and remittances. According to the study, international

migration played a major role and bit of domestic migration. In a qualitative interview conducted for a caregiver, the following assertion was affirmed in an interview.

My husband does very well when it comes to sending money home to look after these children since he had been away to America. Every month he sends money for the children's upkeep especially towards their schooling [Beatrice, 38 years old mother and public servant]

Disaggregated into which parents are most likely to remit, both parents (nearly half 48.9%) are most highly likely to remit. This was followed by fathers (representing 38.3 percent)

. The least likely to remit are mothers which accounted for (12.8%). However, as indicated in Table 4.5, the chi-square test reveals statistically no significant relationship between the type of parents and the sending of remittances ($\chi^2 = 1.892$, $df = 2$, $P = 0.388 > 0.05$).

Table 4.4 Remittances from parents

Responses	Frequency	Percentage (%)
Yes	47	90.4
No	5	9.6
Total	52	100

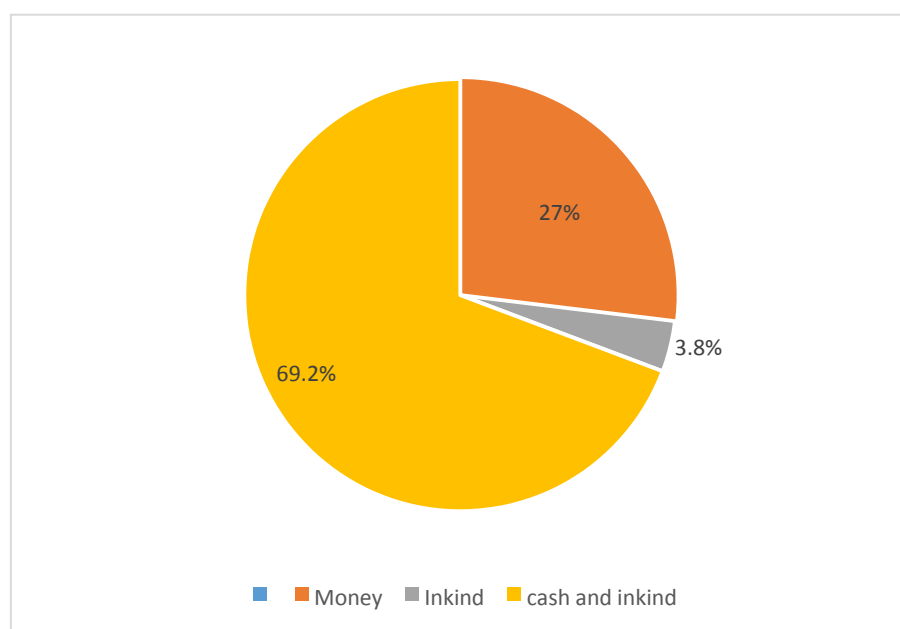
4.5: Type of parents and the likelihood of remittances

	Yes	No	Total
Type of parent	N (%)	N (%)	N(%)
Mother	6(12.8)	0(0.0)	6(11.5)
Father	18(38.3)	1(20.0)	19(36.5)
Both	23(48.9)	4(80.0)	27(51.9)
Total	18(100)	4(100)	9(100)

Source: Field survey, 2019 ($\chi^2 = 1.892$, $df = 2$, $P = 0.388 > 0.05$)

The kind of remittances migrant received range from money, in-kind, and both cash and in-kind (see Figure 4.1). However, many of the participants received both cash and in-kind remittances (69.2%), the least remittances received, in-kind accounted for (3.8%).

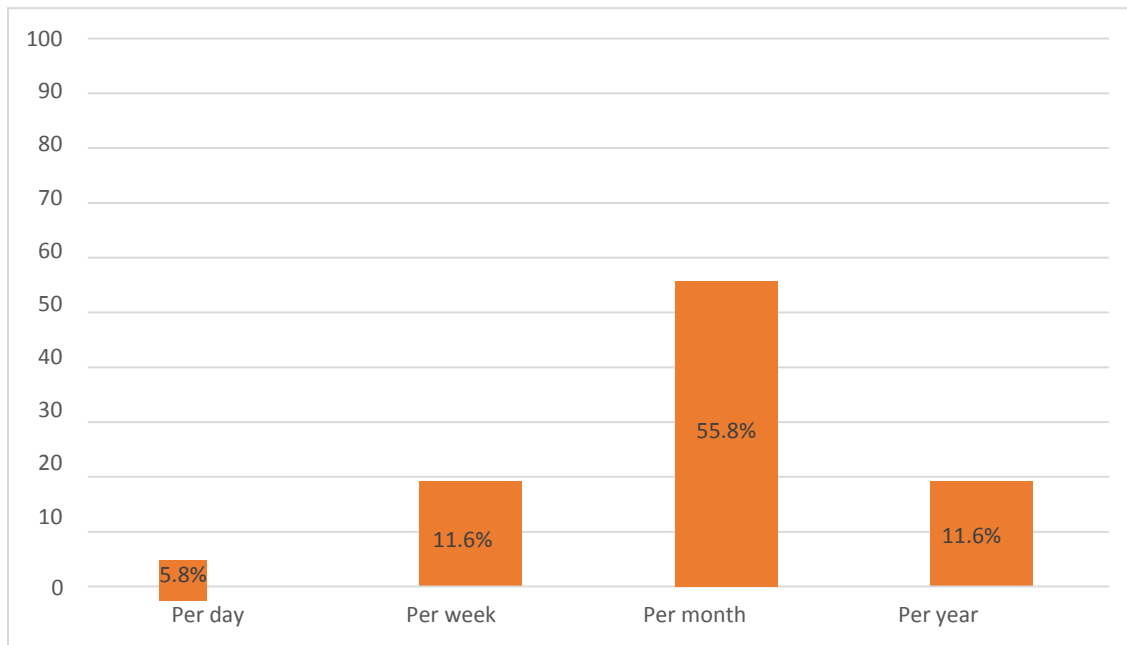
Figure 4.1 Kind of remittances



Source: Field Survey, 2019

As with remittances received periodically, (see Figure 4.2) more than half of the respondents 55.8 percent received remittances every month. The least remittances received were those received daily accounting for 5.8 percent.

Figure 4.2 Remittances received per day/week/month/year



Source: Field Survey, 2019

Table 4.6 Survey result shows that remittances often sent by both parents were largely received by caregivers of the children 57.5 percent. Grandparents accounted for 66.7 percent often received from migrants’ fathers on behalf of the children. Given the fact that the children were under the care of caregivers, it was not surprising that most of the remittances pass through their caregivers.

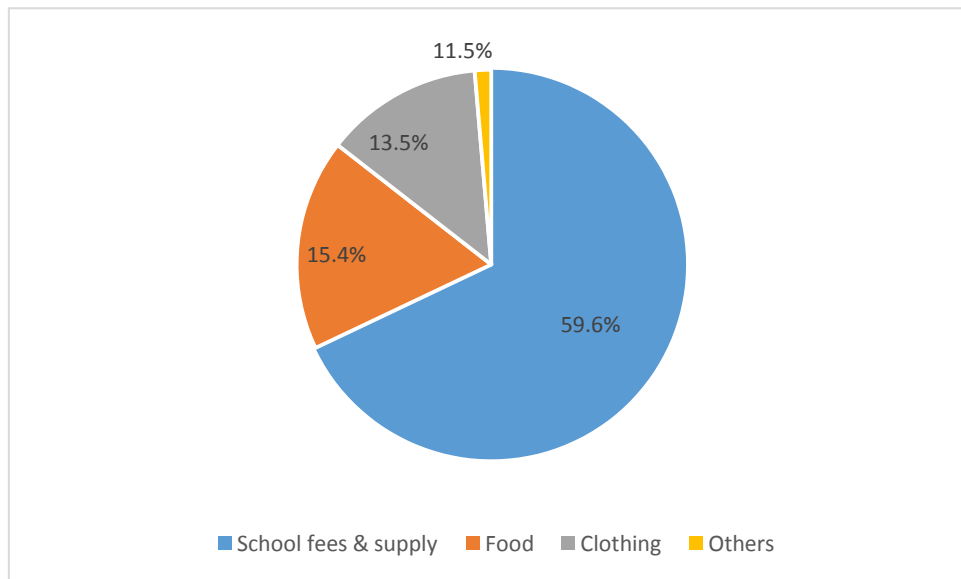
Table 4.6 Recipient of remittances

Type of parent migrant	Type of person who receives remittances			
	Children	Caretaker	Others	Total
	N (%)	N (%)	N(%)	N(%)
Mother	4(44.4)	2(5.0)	0(0.0)	6(11.5)
Father	2(22.2)	15(37.5)	2(66.7)	19(36.5)
Both	3(33.3)	23(57.5)	1(33.3)	27(51.9)
Total	9(100)	40(100)	3(100)	52(100)

Source: Field Survey, 2019

As posited by Ang, Jha, and Sugiyarto (2009) and Amuedo-Dorante and Pozo (2010), family member migration can augment household income as a result of the receipt of remittances though it does place a limit on the household budget at the initial stage (see Figure 4.3). The income effect can, in particular, enable massive investment in education and healthcare, and introduce new opportunities. In this study, remittances were mostly spent on school fees accounting for (59.6%). Foodstuffs accounted for (15.4%). The last item on which remittances were spent, recreation activities (11.5%). This finding corroborates Stalker's (2000) scholarly work, who noted that remittances are primarily spent on needed consuming items such as food, clothes, housing, and health care in several studies from different countries, and such expenses may well be seen as a form of investment that will lead to increased productivity.

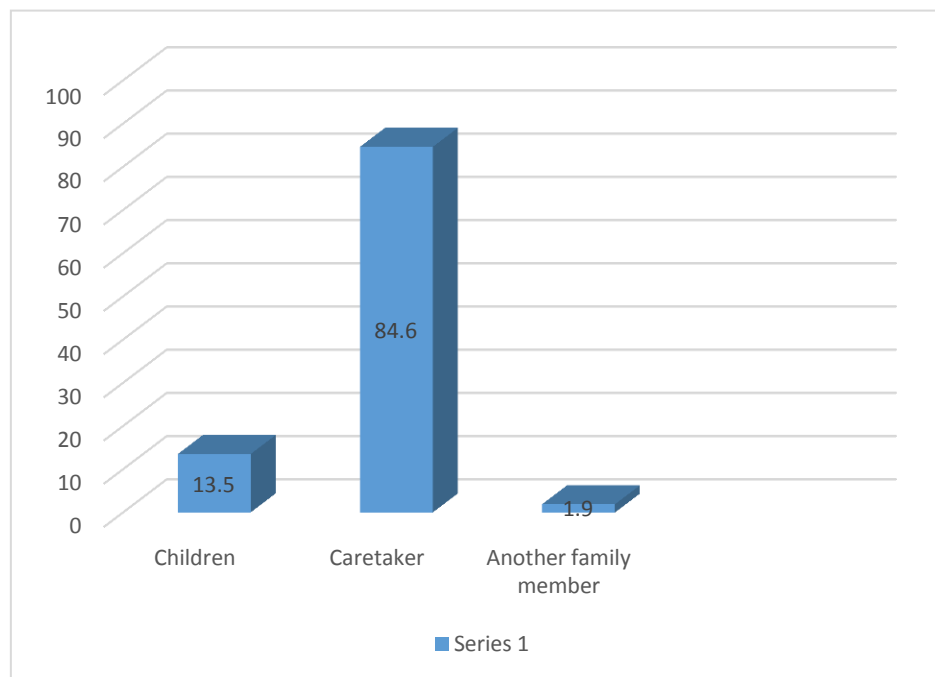
Figure 4.3 Use of remittances



Source: Field survey 2019

The decision as to how remittances sent by migrant parents are supposed to be used was also investigated. The result shows that in the majority of cases such decision was made by the caregiver-child stayed with accounting for (84.6%) (See Figure 4.4), however, there were few instances where children themselves also made such decisions accounting for 13.5 percent. In a qualitative interview with one of the caregivers, it was stated that:

I use my discretion to determine how monies sent by my elder brother to be used on the son. This is because my brother trusts me and I always make sure the money is used for the right purpose for which it was sent [Ben, a 35 years old younger brother of a migrant father and civil servant].

Figure 4.4 Decision on remittances usage

Source: Field survey, 2019

There is the tendency that the prolonged separation from parents and having to stay with a caretaker might pose some psychosocial challenges to left-behind children (see Table 4.7). Although the majority of the respondents (65.4%) did not express unhappiness with caretakers. This discovery contradicts Assis (2006) expounded that, separating children from parents as a result of migration raises concerns about the psychosocial well-being of children when migrant parents leave their children to care for by others, usually grandparents or other relatives.

On the other hand, the children somehow expressed feelings of loneliness and prolonged separation from their parents which in a way affected them psychologically. This assertion was affirmed in an interview:

Sometimes the younger ones complain that their friend's fathers bring them to school and so, they wish their parents could bring them too. [Grandmum Becky, 55 years old caretaker of ground daughter].

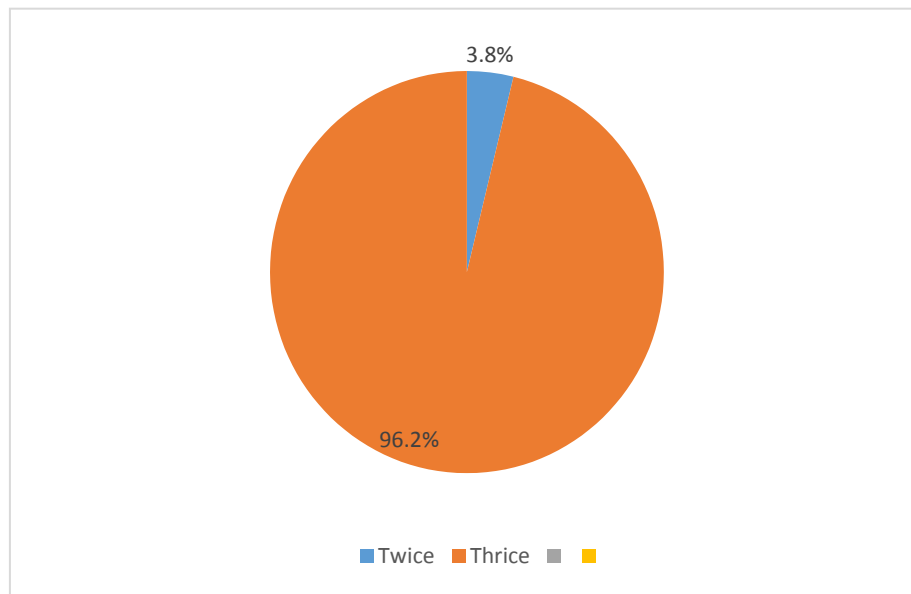
Table 4.7 Problems with caretaker

Responses	Frequency	Percentage (%)
Yes	18	34.6
No	34	65.4
Total	52	100

Source: Field survey, 2019

Providing at least three meals a day to the left-behind children by the caregivers in a way shows how these children are being given proper care by caregivers (see Figure 4.5). A study conducted by Sikder and Ballis (2013) in Bangladesh revealed that some children are denied regular meals as a result of the unavailability of their parents and remittances sent by their parents are often diverted into other use. In this study, nearly all respondents admitted they were given three times meal a day accounting for (96.2%).

Figure 4.5 Mealtimes



Source: Field survey 2019

CHAPTER FIVE

EFFECTS OF INTERNATIONAL MIGRATION OF PARENTS ON EDUCATIONAL PERFORMANCE AND HEALTH OF THE LEFT BEHIND CHILDREN

5.0 INTRODUCTION

This chapter takes into account the effects of the international migration of parents on the educational performance and health of the left-behind children. This chapter is important because it discusses how the absence of a parent who has embarked on international migration and the overall effect. An absentee child is likely to suffer in terms of their educational performance and on their health.

5.1 EDUCATIONAL PERFORMANCE OF LEFT BEHIND CHILDREN

According to Demurgur (2015), the most documented aspect of the correlation between migration and the family left behind is the effect of migration on school achievement and the academic quality of children left behind. Findings from this study suggest relative improvement in terms of class performance of the left-behind children after the migration of their parents. (See Table 5.1). For instance, the positions between first to fifth saw more than half (53.8%) of the left-behind children performing averagely after parent migrated as compared to (21.2%) before migration. The performance sampled in this study is consistent with (Alcaraz et al.2012 and Antman 2012) who argue that the effect of remittances on household decisions when it comes to the education status of children provides proof of a productive effect of remittances on schooling in the Philippines and Mexico.

Table 5.1 Educational performances before and after parents migrated

Positions in class	Before N (%)	After N (%)
1 st -5 th	11(21.2)	28(53.8)
6 th -10 th	18(34.6)	10(19.2)
11 th -15 th	19(36.5)	10(19.2)
16 th -20 th	3(5.8)	3(5.8)
20 th and above	1(1.9)	1(1.9)
Total	52(100)	52(100)
	241(100)	241(100)
Total		

Source: Field survey, 2019

The destination countries migrant parents emigrated to also influenced the class position of a left-behind child. For instance, nearly half (47.8%) who had their parents in European countries obtained between the first to fifth positions in class, Similarly, (43.5%) who also had their parent(s) in the North American countries obtained between the first to the fifth position.

However, there were a few instances where (66.7%) of the children whose parent(s) had emigrated to Europe obtained between the eleventh to the fifteenth position in the class.

As indicated in Table 5.2, the chi-square test reveals a statistically significant relationship between absenteeism and the likely performance of the left-behind child in classroom performance. Thus, the more absenteeism by the child the poor performance he/she is likely to obtain. ($\chi^2 = 21.185$, $df = 6$, $P = 0.002 < 0.05$).

Table 5.2 Destination of migrant and child position in the class

Destinati on	Class position					Total
	1 st -5 th	6 th -10 th	11 th -15 th	16 th -20 th	20 th and above	
	N (%)	N(%)	N(%)	N(%)	N(%)	
Africa	2(8.7)	4(18.2)	0(0.0)	0(0.0)	0(0.0)	6(11.5)
America	10(43.5)	7(31.8)	2(33.3)	0(0.0)	0(0.0)	19(36.5)
Asia	0(0.0)	3(13.6)	0(0.0)	0(0.0)	0(0.0)	3(5.8)
Australia & Oceania	0(00)	1(4.5)	0(0.0)	0(0.0)	0(0.0)	1(1.9)
Europe	11(47.8)	7(31.8)	4(66.7)	1(100)	0(0.0)	23(44.2)
Total	23(100)	22(100)	6(100)	1(100)	0(100)	52(100)

Source: Field Survey, 2019 ($\chi^2 = 21.185$, $df = 6$, $P = 0.002 < 0.05$)

In other findings, half (51.9%) of the respondents noted that the absence of their parents did not have any psychological influence on the current position they had obtained in the classroom. Similarly, a large proportion of the respondents (84.6%) did not see the absence of their parents having any psychological influence on their school's performances (see Table 5.2). Considering the prolonged departure of their parent's, one would have taugh that this could affect their activities in the school. This outcome contradicts work done by Lee (2011) and Lahaie et al. (2009) explicated that separation of parent from their children affected them emotionally and educationally since frequent support of their parents in finding out about their performance and checking on their report was not the same by caregivers where a large proportion of these

caregivers were either aunties or grandparents. The difference in this finding could be attributed to the fact that most of the children were left with their mothers as compared to other caregivers.

In a qualitative interview, one respondent stated that:

In the case of this child although he shows signs of the absence of parents, by mentioning their names, however, this does not affect their academic work in any way [Mawuli 39 years old auntie and a care taker].

Table 5.3 Influence of parent’s absence on psychological performance in class

Influence	Position N (%)	School performs. N (%)
Yes	18(34.6)	1(1.9)
No	27(51.9)	44(84.6)
Do not know	5(9.6)	4(7.7)
Non-response	2(3.8)	3(5.8)
Total	52(100)	52(100)
Total	241(100)	241(100)

Source: Field survey, 2019

A further attempt to investigate whether or not the absence of parent(s) has affected the children’s academic performance in Mathematics, English and Integrated Science suggests that the majority of the respondents (57.7%) have rather seen improvement in these academic subjects (see Table 4.10).

Table 5. 4 Absence of parent in the improvement of core subjects (Maths, English and Integrated Science)

Responses	Frequency	Percentage (%)
Yes	30	57.7
No	22	42.3
Total	52	100

Source: Field survey, 2019

In a qualitative interview, one respondent affirmed that:

Oh, the boy has seen a massive improvement since the father left, because the father remits a lot for the child's upkeep. And all the child does is to concentrate on his studies and things have always been good with him. [Akua 45 year's old auntie and a care taker].

In line with their earlier held assertion about improvement in the performance in Maths, English and Integrated Science. A large proportion (82.7%) reiterated that the absence of their parents did not in any way deteriorate their academic performance in those subjects (see Table 5.5). However, a little over half (53.8%) rather saw deterioration in academic performance even when their parents were around.

Table 5.5 Parental presence before and after migration over a deterioration in academic performance.

Responses	Before N (100)	After N (100)
Yes	28(53.8)	9 (17.3)
No	24(46.2)	43(82.7)
Total	52(100)	52(100)

Source: Field survey, 2019

Academic achievement of children is indeed an important element in the achievement of the school. This achievement can importantly be affected by a number of variables which include the migration of parents or a parent. Survey result from the study has demonstrated that less than half (44.2%) of the respondents were in the first to the fifth position in their last class term. Those who fell between the eleventh (11th) and twentieth (12th) position accounted for (42.3%). Given the overall performance, migration alone cannot be fully responsible for the poor performance of left-behind students academically but other factors are likely to influence their performance in the class. In a study by Arguillas (2010), he notes that the

separations caused by migration to a large extent can have positive effects on schooling outcomes due to the monetary support coming from migrated parents.

Table 5.6 Position/ Ranking in class

Positions in class	Frequency	Percentage (%)
1 st -5 th	23	44.2
6 th -10 th	22	42.3
11 th - 15 th	6	11.5
16 th -20 th	1	1.9
20 th and above	-	-
Total	52	100

Source: Field survey, 2019

The regular school attendance reported among the respondents shows an appreciable regularity in school attendance (see Table 5.7). A large proportion of (88.5%) of the left-behind school children has absented themselves only 1-5 times throughout the last term. The least irregularity sampled ten times and above accounted for (5.8%). Considering the overall regularity reported during the last term among the respondents, one can say that the migration of their parents has improved school attendance.

The positive correlation between migration and education appears, in a similar study, that the transfer of financial support helped families to relax their liquidity, makes it possible for investment in education, and thus improves the education of children in migrant families. Cox Edwards and Ureta (2003) found, for example, that receiving financial resources reduces the probability that children aged 6-24 in El Salvador will be quitting school. Glewe and Jacoby (2004) also have similar arguments.

Table 5.7 School Absenteeism after parent(s) migration

No.of times	Frequency	Percentage
0-5 times	46	88.5
6 -10 times	3	5.8
11 and above	3	5.8
Total	52	100

Source: Field survey, 2019

There seems to be a relationship between absenteeism and child performance in school. (see Table 5. 7). The findings show that the more a child 0-5 times attempts to avoid his/herself from absenteeism at school the higher the chances of performance first (1st) to fifth (5th) position accounting for (95.7%). This assertion is an indication from the finding that, frequent absences from school affect performance in class as demonstrated in Table 5.7

Table 5.8 Assessment of absenteeism on children’s performance after parent(s) migration

	Class position					Total
	1 st -5 th	6 th -10 th	11 th -15 th	16 th -20 th	20 th and above	
Absent-ism	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
0-5times	22 (95.7)	18(81.8)	6(100)	0(0.0)	0(0.0)	46(88.5)
6-10 times	0(0.0)	3(13.6)	0(0.0)	0(0.0)	0(0.0)	3(5.8)
11+	1(4.3)	1(4.5)	1(100)	0(0.0)	0(0.0)	3(5.8)
Total	23(100)	22 (100)	6(100)	1(100)	0(100)	52(100)

Source: Field Survey, 2019

5.2 MIGRATION AND EFFECT ON THE HEALTH OF THE LEFT BEHIND CHILDREN

According to Mu et al. (2013), the way through which Migration can affect the state of health and nutrition of families who are left behind are similar to the channels through which migration may affect education. The frequency at which children felt sick before and after the migration is an indication of how emotional affection is significant with respect to children upkeep. However, the frequency of sickness that was reported yearly before migration was relatively high (73.1%) but quite low (65.4%) after migration. The variation in terms of frequency of attack of illness which was reported in the study shows that yearly assessment of children's health was negative before the migration of parents. This discovery is consistent with Mu et al. (2013) who stated that an increasing literature analyses the causal effect of parental migration on the health and nutrition of children. Migration appears to optimize very young children's nutritional status, measured by birth weight, infant mortality rate, or weight-for-age. In a qualitative interview, it was confirmed by:

Kofi my nephew here has been performing impressively in class due to healthy living devoid of poor environmental conditions and healthy food he has been consuming ever since the father migrated and has been sending money for his upkeep. [Kofi, 48 years old uncle].

Table 5.9 Assessment frequency of falling sick

Times	Before N (%)	After N (%)
Per week	3(5.8)	5(9.6)
Per month	11(21.2)	13(25.0)
Per year	38(73.1)	34(65.4)
Total	52	100

Source: Field survey, 2019

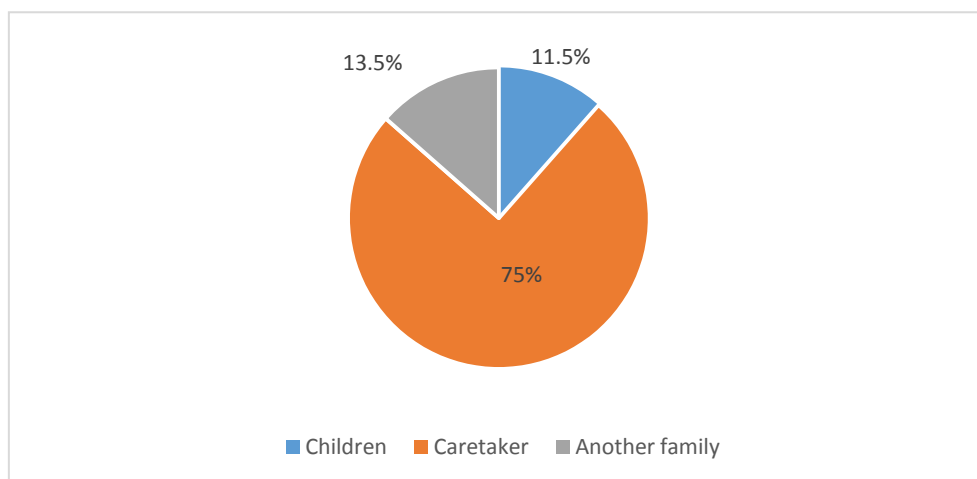
Again, various kinds of health facilities were visited and were reported across board. It came to light that, caregivers appear to influence the decision as to what facility is to be used. Given the high patronage of government facilities and licensed private clinics patronized in this study, one could say that remittances sent by the parent(s) might have contributed to the accredited facilities used in this study. In a related finding, research has proven that migration leads to quality health among the population/family who are left behind (Gulati, 1993; Hadi, 1999; Kuhn, 2003). Also, further research has confirmed that children of migrant parents get quality healthcare (Mansuri, 2007; Scalabrini Migration Center, 2005), and weigh better (Mansuri, 2007; McKenzie, 2006) compared to the children of non-migrants. In another research carried out in Mexico discovered that migration of parents helps ameliorate child health outcomes and lowers infant mortality (McKenzie, 2006).

Further analysis from the respondents as shown in Figure 4.7 indicates that respondents who accompanied sick children to the hospital, saw caregivers accounting for three-quarters (75.0%) of the total outcome while other family members constituted 13.5 percent. Just a few (11.5%) were children who accompanied other children to the hospital when the fell sick. This assertion was reiterated by one left-behind child:

I always take him to the hospital any time he falls sick. Even in school when he falls sick and my attention is drawn to it. I go to school and take him to the hospital

[Ewurasi 29 years old care taker]

Figure 5.1 Company to the hospital



Source: Field survey, 2019

Table 5.10 Assessment of who determines the type of facility used

Who determines	Type of facility				Total
	Gov't	Private	Pharmacy	Others	
	N(%)	N(%)	N(%)	N(%)	
Mother	6(35.3)	11(37.9)	1(25.0)	0(0.0)	18(34.6)
Father	1(5.9)	2(6.9)	1(25.0)	0(0.0)	4(7.7)
Mother's Sister	3(17.6)	5(17.2)	1(25.0)	0(0.0)	9(17.3)
Father's Brother	3(17.6)	3(10.3)	0(0.0)	0(0.0)	6(11.5)
Mother's Brother	1(5.9)	3(10.3)	0(0.0)	1(50.0)	5(9.6)
Others	2(11.8)	5(17.2)	1(25.0)	1(50.0)	9(17.3)
Total	17(100)	29(100)	4(100)	2(100)	52(100)

Source: Field Survey, 2019

Regular medication as prescribed by a physician after a visit to a health facility was continuously monitored and encouraged by different groups of people or caretakers the child came into contact with (see Table 5.11). It was evident that more than three-fifth (65.4%) were caregivers while 28.8 percent constituted the children themselves. A few (5.8%) who played a role in medication issues were the physicians. The overall implication is that a large proportion of left-behind children are in the hands of the caregivers hence played a major role with regards to the medication of sick children.

Table 5.11 Person who help with medication

Person	Frequency	Percentage (%)
Children	15	28.8
Caretaker	34	65.4
Doctor/physician	3	5.8
Total	52	100

Source: Field survey, 2019

The payment for hospital expenses was also investigated (see Table 5.12). The result shows that part of the remittances received was used in settling the medical bills of the children. However, cash remittances constituted (75.9%) as payment of medical bills at private facilities. Similarly, both cash and kind remittances (52.9%) also helped respondents to visit government facilities. In a qualitative interview, this was confirmed by a respondent that:

I think remittances sent by my sister from abroad make it possible to access the clinic without any difficulties any time my niece falls sick. To a large extent, I can say that traveling is good [Sika, 31 years old care taker].

Table 5.12 Sources of payment for hospital expenditures

	Type of facility				Total
	Gov't	Private	Pharmacy	Others	
	N(%)	N(%)	N(%)	N(%)	N(%)
Sources					
Money	7(41.2)	6(20.7)	0(0.0)	1(50.0)	14(26.9)
Both	9(52.9)	22(75.9)	4(100)	1(50.0)	36(69.2)
Total	17(100)	29(100)	4(100)	2(100)	52(100)

Source: Field Survey, 2019

As to what makes respondents fall sick (see Table 5.13), a large proportion (84.6%) of the respondents would not attribute the reason for ill health to the unavailability of their parents.

However, the absence of their parents makes them feel sad and lonely.

Table 5.13 Falling sick as a result of the absence of a parent

Responses	Frequency	Percentage (%)
Yes	8	15.4
No	44	84.6
Total	52	100

Source: Field survey, 2019

There is some confirmation that some of the left-behind children have been engaged in alcohol consumption long before their parents migrated and even after the migration (see Table 5.14). For instance, as little as (9.6%) were reported as consuming some amount of alcohol after migration

of their parents as compared to before migration (3.8%) as a result of peer influence. Whereas a large proportion (96.2%) never tasted alcohol before their parents migrated (90.4%) also taught in a similar way after migration. Given this finding, it is likely that although some of these children have cultivated the habit of alcoholism before their parents migrated, there is little monitoring of the kind of activities they are engaged in. There is, therefore, the need for more caregiver guidance from those with whom these children have been left under their care. This outcome is inconsistent with work done by Shapiro (2009) which posited that left-behind children were not subjected to bad behaviours alone but can rely on the remittances sent to engage in extra classes at school with translated into higher performance at the end of the term examination results. Given the present circumstances, there is, therefore, the need for proper monitoring of these children by their caregivers. Formulating policies by the state which must be enforced by the responsible authorities could help this bad behavior in the bud before they grow out of proportion.

Table 5.14 Drinking alcohol before and after migration of parents

Alcohol	Before N (%)	After N (%)
No	50(96.2)	47(90.4)
Yes sometimes	2(3.8)	5(9.6)
Yes frequently	-	-
Total	52	100

Source: Field survey, 2019

5.3 POLICY TO PROTECT THE WELFARE OF LEFT BEHIND CHILDREN

Notwithstanding the political debate on migration becoming a dominant topic in the international development agenda, the welfare of children of migrant workers have received less attention. According to Bryant (2005), even though the rights of migrant employees and their families have

been emphasized in the International Labor Organization (ILO) Conventions on the Rights of Migrant Workers (Nos. 97 and 143) and in the 1990 International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, which came into force in 2003, little attention was given to them.

Findings from the study over whether or not there are specific policies in place protecting the welfare of left-behind children show that there are no such policies in place, however, the Government of Ghana over the years through the enactment and implementations of some legislations and programmes which have targeted the improvement of children's welfare, even though these programmes and legislations have not made specific reference to children left behind). These legislations and programmes were as a result of Ghana's ratification of the UNCRC and African Charter on the Rights and Welfare of the Child (ACRC).

These legislations include The Children's Act 1998 (Act 560). This is an Act that sees to the reformation and consolidation of the law relating to Children. The Act sets that the minimum legal marital age is 18 as well as that of employment is 15 years old, although children aged 13 years of age can engage in light, non-hazardous work. Even though this act is not specifically directed to left-behind children, the need for proper care of all children is addressed. Meanwhile, Act 560 in Ghana emphasizes the child's right to life, development, and survival (Article 6 of the UNCRC). It ensures that children are protected against all forms of discrimination. In addition, the principle of the best interests of the child is also included in the Act, which implies that any decision taken with regard to children should be taken in the best interests of the child. In addition to the children's Act is the Juvenile Justice Act 2003 (Act 653) which ensures the protection of the right and welfare of juveniles and young offenders. In addition, comprehensive early childhood care and development have emerged in an effort by the Ghana government to

fulfill its duty under the UNCRC in the field of children's rights to life and survival to provide a good start for all children. The programme, therefore, seeks to ensure nutrition among all children as well as to reduce the infant and under-five mortality rates. The programme over the years has been bedeviled with some challenges such as inadequate logistical support. To fulfill the aims of the programme, the Ghana Government has set up the Ministry of Women and Children to oversee the successful execution of children's programmes and laws (legislation).

Based on the theoretical framework that was adopted for the study, the study agrees with the microeconomic model of international migration which was adopted for the study. The model proposes that the motivation behind most of the international migration is for economic motives. Indeed, the study has proven that the migration intention of most of the parents in this study was for the need to seek economic opportunities in order to look after their left-behind families.

However, the study has not identified any existing policy on the child right approach which has been specifically formulated to target the interest of left-behind children. The child rights approach is a theory rooted in what is in the best interest of children both in the short and long term. This implies that decisions that affect children, must take into account their interest and wish, as well as the long-term implications of such decisions on their survival, development, and protection as a whole.

For the interest of migrants left-behind children. The study, therefore, proposes the need for child-based policies that specifically take the interest of left-behind children into consideration as the phenomenon of migration will continue to increase.

CHAPTER SIX

SUMMARY, CONCLUSION AND POLICY RECOMMENDATIONS

6.0 INTRODUCTION

Many types of research have been carried out on the effect of international migration on left-behind children with regards to their educational performance (Lu, 2014), on accompanied children (Wen and Lin, 2012) but little attention has been paid to the effect of migration on left-behind their well-being. Therefore, the gap this study sought to fill was to, investigate the effect of international migration of parents on the well-being of children left behind with respect to education and their health status. It sought to examine the living arrangements made by international migrant parents for their left-behind children, assess how international migration of parent(s) affect school attendance and educational performance of children left behind, examine how international migration affects the health of left-behind children and suggests policy recommendations for the study. The study employed a mixed method of research design. Data was collected from 52 left behind children through a multi-stage sampling technique and convenience sampling technique after identifying the various basic schools for questionnaire administration to the respondents. In terms of the qualitative data, purposive sampling techniques were used to collect data from the (10) caregivers and (8) officials of the Gender Ministry.

6.1 MAIN FINDINGS

Findings from the study suggest that migrant parents make various arrangements with various types of caregivers before their departure. It was noted that left-behind children ranging from ages 2-18 years were left with mothers, mother's siblings, or father's siblings and in some cases, grandparents or family friends took care of the left-behind children. Biological mothers of the

children dominated the caregivers. To ensure regular upkeep of the left-behind children, remittances either in cash (26.9%) or in-kind (69.2%) or both (3.8%) are sent by the migrant's parent from time to time for feeding, payment for school fees and medications. Though both migrants' parents are more likely to remit than any of either parent. Chi-square test reveals statistically no significant relationship between the type of parents and their most likelihood of sending remittances ($\chi^2= 1.892$, $df= 2$, $P = 0.388 > 0.05$). Due to the care received from caregivers, the left-behind children did show any signs of missing the unavailability of the parent(s).

The study also found out that the left-behind children performed impressively in class while their parents had migrated as compared to prior to migration. It was also reported by the children (84.6%) that the international migration of the parents did not have any psychological influence on the current position they obtained in the classroom. As most of the left-behind children saw steady academic improvement in Mathematics, English and Integrated Science. This therefore reflected in the overall performance in terms of their positions in their various classrooms.

The countries or destinations of migrant parents visited also influenced the performance of a child. For instance, it was indicated that children with migrant parents in Europe (UK, Germany, and the Netherlands) perform relatively better than other children whose parents have visited other countries. As migrants' parents remitted enough for the payment of fee, it eventually encouraged school attendance and for that matter classroom performance. Chi-square test reveals a statistically significant relationship between absenteeism and the likely performance of the left-behind child in classroom performance. Thus, the more absenteeism by the child the poor performance he/she is likely to obtain. ($\chi^2= 21.185$, $df= 6$, $P = 0.002 < 0.05$).

The study also found out that the general welfare of the left-behind children improved after the migration of parents. The frequency of ill health reduced dramatically as compared to before parents migrated. This is because remittances sent by parents made it possible for health care accessibility and maintenance of general wellbeing. The absence of parents even for a long time as a result of international migration did not affect the health of most of the left-behind children psychologically, though there were some instances where children missed their parents.

The study found that there are no specific policies in place protecting the welfare of left-behind children. However, the Government of Ghana over the years through the enactment and implementations of some laws and actions have targeted the improvement of children's welfare, even though these programmes and legislations have not made specific reference to children left behind). These legislations and programmes were as a result of Ghana's ratification of the UNCRC and African Charter on the Rights and Welfare of the Child (ACRC).

6.2 CONCLUSION

It can be deduced that the international migration of parents has called for the need that migrant's parents make arrangements for their left-behind children. The importance of caregiver role cannot be overlooked. Expectedly, children of these migrant parents have benefited educationally in terms of classroom performances. Healthwise most of the left-behind children were able to have easy access to health care coupled with the ability of their caregivers to provide them with healthy living which reduced various illnesses. The study has further demonstrated that currently Ghana lacks any meaningful legislation to protect the welfare of the left-behind children of migrants. The issue, therefore, calls for legislation that can address this deficiency. This, therefore, implies that the government must give serious attention to the issue.

The study is consistent with Berninghaus and Seifert-Vogt (1992) microeconomic model of international migration which posited that the motivation behind most of the international migration is for economic motives. Indeed, the study has proven that the migration intention of most of the parents in this study was for the need to seek economic opportunities in order to look after their left-behind families

While the theory of the microeconomic model of international migration agrees with parental migration internationally, it was inconsistent in identifying any existing policy on the child's right approach. Notwithstanding the above assertion, the child rights approach is rooted in what is in the best interest of children both in the short and long term. It was clear that though there are policies to protect the interest of children, this policy does not make any provision for the interest of migrants left-behind children. The implication is that decisions that affect children, must take into account their interest in issues confronting them spanning from, psychological, educational, and health. The study, therefore, proposes the need for child-based policies that specifically take the interest of left-behind children into consideration as the phenomenon of migration will continue to increase.

6.3 RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made;

1. With regards to left-behind children taken care of by caregivers, the Government of Ghana through its Ministry of Gender and Social Protection should develop a state-specific strategic plan for caregivers in partnership with social service institutions to identify the challenges and opportunities they encounter in caring for left-behind children.

2. Government of Ghana through its agencies such as the social welfare should develop policies that promote workplace friendliness and practices with paid family leave and paid sick time in order to fully commit to their care demands for left-behind children.
3. Again, the government of Ghana through its Ministry of Gender and Social Protection should provide a platform where left-behind children can report directly issues that infringe on their social, health and economic rights for proper redress rather than to their migrated parents
4. Policies must be formulated to protect the interest and welfare of left-behind children of migrant parents. Such policies must spell out the responsibilities on the part of caregivers as well as migrant parents to ensure that they do not completely entrust their children to people. This is because they own their children responsible parenthood and their presence is needed to the upbringing of these children.
5. Usage of modern technology in communication such as What App Video, Skype, IMO, etc should be encouraged to help alleviate some of the psychological and emotional challenges faced by left-behind children in the absence of their parents.

6.4 AREAS FOR FURTHER RESEARCH

6. Further research on the effect of international migration on left-behind children's well-being or welfare should be conducted extensively and should involve a larger sample size to make it possible to generalize findings to all appropriate institutions and the general public.
7. A comparative study can be done among left-behind children with migrated parents internationally and internally to ascertain reasons that account for educational, psychological, and health status in the absence of their migrated parents.

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APPENDICES

APPENDIX I

EFFECTS OF INTERNATIONAL MIGRATION OF PARENTS ON LEFT-BEHIND CHILDREN: A CASE STUDY OF BASIC SCHOOLS IN ABLEKUMA SOUTH DISTRICTS, GREATER ACCRA

QUESTIONNAIRE FOR THE MIGRANT CHILDREN

I am a students of the Center 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 international Migration of Parents on Left-Behind Children: a Case Study of Basic Schools in Ablekuma South Districts, Greater Accra

I would like to ask you a few questions regarding the Effects of International migration of Parents on Children left-behind.

I would like to assure you that information you 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 effects of international migration of patents on children left-behind.

Questionnaire for the children.

SECTION A: SOCIO - DEMOGRAPHIC CHARACTERISTIC

1. How old are you?

2. What is your sex?

1. Male 2. Female

3). Do you go to school?

1. Yes 2. No

3b). If yes, what is your level of education?

4.) What is the educational level of your father?

1. Primary School
2. Junior High School
3. Senior High Secondary School
4. Vocational School
5. No education
6. Others specify.....

5.) What is the educational level of your mother?

1. Primary School
2. Junior High / secondary School
3. Senior High/ Secondary School
4. Vocational School
5. Tertiary level (University, Polytechnic, teachers training College etc.)
6. No education
7. Others .Specify.....

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

7.) Which of your parent(s) has migrated abroad?

8.) In what country 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, uncle, 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 abroad do they remit you?

1. Yes
2. No

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

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 2. Yes No
2. English Yes No
3. Integrated science YES NO

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

1. Yes
2. No

7. 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 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?

- a. No
- b. Yes, Sometimes
- c. Yes, frequently

11). Do you get into arguments too easily?

1. No
2. Yes, Sometime
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?
.....

15. Additional Information

Is there any other information you would like to add that was not addressed in this questionnaire?

- 1. Yes
- 2. No

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 abroad, 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 abroad, 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!!

APPNDIX 2

UNIVERSITY OF GHANA, LEGON CENTRE FOR MIGRATION STUDIES EFFECTS OF INTERNATIONAL MIGRATION OF PARENTS ON LEFT-BEHIND CHILDREN: A CASE STUDY OF BASIC SCHOOLS IN ABLEKUMA SOUTH DISTRICTS, GREATER ACCRA

Hello, my name is **Francis k. Fiakuna**, a student at the Center for Migration Studies in the Faculty of Social Sciences, University of Ghana, Legon. I am conducting a research on the topic **‘Effect of International Migration on Left Behind Children’**, towards my Master of Art in Migration Studies. You are kindly requested to provide answers to these questions as honestly and precisely as possible. This is purely an academic work and I assure you that the responses to these questions will be treated confidential and will not be shared with anyone other than members of our survey team. I hope that you will participate in this study since your views are important.

INTRODUCTION AND CONSENT

INTERVIEW GUIDE

1. Can you please tell me about yourself? Marital status, religion, occupation, number of children, educational level, whom you are living with?
2. What is your relationship with the migrant child (ren)? Probe for:
 - a. the nature of the contract,
 - b. how long the caregiver has been offering this service; does the child trust you and share her concerns with you?
 - c. how many children are under his/her care who takes decision concerning the child (ren) school, and other areas of the child’s life eg. Who determined which school to attend, where to go to, what food to eat etc. How long has the parent(s) migrated?
3. Can you tell me about the migration history of the parent?
 - a. Which country is the migrant parent living in?

- b. How long has the migrant parent been away from Ghana?
- c. Do you know the occupation of the migrant parent?
- d. Why did the migrant parent leave Ghana?
4. How often does the child (ren) link up with the migrant parent(s)? Probe for means of contact: remittances, communication and through what means? How often, etc
5. Can you tell us if the migration of the parent(s) affected the child in any way? Probe for specific examples of the effect.
6. Have you noticed any changes in the behavior of the child (ren) after the migration of the parent? Probe for effect on school performance, health, emotions. Probe for specific examples.
7. How would you describe your relationship with the child (ren)?
8. How does the child (ren) think about the migration of the migrant parent(s)?
9. Can you share with me some of the challenges if any of the child (ren) which is due to the absence of the parent migrant? Probe for the following: absentee from school, school drop out, delays in payment of school fees
10. How is the relationship between you and the child during/after school?
11. Are there any benefits of the migration of parent(s) to the child?
12. Can you describe the relationship between the child (ren) and the migrant parents?
13. Do the children sometimes owe school fees?
14. What are the challenges they face at school, house etc?
15. What do you do when the child fall sick during/after school?
16. Do you think migration has improved the wellbeing of the child? Probe for examples in school performance, church and program attendance etc
17. How does the child (ren) cope with the absence of the parent(s)?

THANK YOU

