

**IMPACT OF INTERNATIONAL MIGRATION ON CHILDREN LEFT BEHIND:  
A CASE STUDY OF CHILDREN FROM MIGRANT AND NON-MIGRANT FAMILIES IN  
KUMASI, GHANA.**

**By**

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**Table of Content**

<b>TABLE OF CONTENT</b> .....	<b>II</b>
<b>DEDICATION</b> .....	<b>III</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>IV</b>
<b>ABSTRACT</b> .....	<b>V</b>
<b>CHAPTER 1: INTRODUCTION</b> .....	<b>1</b>
1.1 BACKGROUND TO THE STUDY AND STATEMENT OF THE PROBLEM.....	1
1.2 RESEARCH QUESTION AND OBJECTIVES .....	4
<b>CHAPTER 2: THEORETICAL FRAMEWORK AND METHODOLOGY</b> .....	<b>6</b>
2.0 THEORETICAL FRAMEWORK .....	6
2.2. RESEARCH METHODOLOGY AND METHODS .....	13
<b>CHAPTER 3: BACKGROUND OF THE STUDY AREA</b> .....	<b>20</b>
3.0 INTRODUCTION.....	20
3.1 HISTORY OF MIGRATION AND MAIN DETERMINANTS OF MIGRATION IN GHANA .....	20
3.2 BRIEF OVERVIEW OF SOUTHERN GHANA.....	23
3.3 THE FAMILY SYSTEM IN GHANA.....	24
<b>CHAPTER 4: ANALYSIS OF MIGRATION IMPACTS ON CHILDRENS EDUCATION</b> .....	<b>27</b>
4.1 DEMOGRAPHIC DATA .....	27
4.2 ANALYSIS OF MIGRATION IMPACT ON ACADEMIC PERFORMANCE OF CHILDREN.....	29
4.3 ANALYSIS OF STUDENTS DEMOGRAPHIC CHARACTERISTICS .....	39
4.4 DISCUSSION OF RESULTS ON CHILDRENS EDUCATIONAL OUTCOMES .....	45
<b>CHAPTER 5: ANALYSIS OF MIGRATION IMPACTS ON PSYCHOLOGICAL/ EMOTIONAL AND BEHAVIOURAL OUTCOMES OF CHILDREN</b> .....	<b>49</b>
5.2 ANALYSIS OF MIGRATION IMPACTS ON PSYCHOLOGICAL/EMOTIONAL OUTCOMES.....	49
5.3 ANALYSIS OF MIGRATION IMPACTS ON BEHAVIOURAL OUTCOMES .....	57
5.4 DISCUSSION OF RESULTS ON PSYCHOLOGICAL/EMOTIONAL AND BEHAVIOURAL OUTCOMES .....	64
<b>CHAPTER 6: CONCLUSION</b> .....	<b>68</b>
6.1 SUMMARY OF RESEARCH FINDINGS.....	68
6.2 RECOMMENDATIONS .....	72
<b>BIBLIOGRAPHY</b> .....	<b>75</b>
<b>APPENDICES 1: TABLES</b> .....	<b>79</b>
<b>APPENDICES 2: QUESTIONNAIRE FOR SURVEY AND INTERVIEW</b> .....	<b>89</b>
QUESTIONS FOR INTERVIEWING STUDENTS .....	94
QUESTIONS FOR INTERVIEWING TEACHERS .....	95

**Dedication**

This work is dedicated to Aletta, Daisy and Joshua the three most important people in my life and also to my nephew Elvis who was born when I was carrying out this research.

*"You don't become enormously successful without encountering and overcoming a number of extremely challenging problems." (Mark Victor Hansen)*

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**Abstract**

Most studies on migration hardly focus on the impact of international migration on children left behind in Sub Saharan Africa. This study tried to find out if the international migration has an effect on children left behind when they are left behind by their parent(s). The main aims were; first to find out if there is a relationship between the migration status of children's families and the academic performance of children. Secondly, this study aimed at finding out if there is a relationship between the migration status of children's families and their psychological/emotional and behavioural outcomes.

This study was conducted from February to April, 2009 in Kumasi Ghana. It utilized both quantitative and qualitative research methodologies in which 162 children in a survey were made to answer questionnaire(s) on their academic performance, psychological/emotional and behavioural outcomes. This was to help determine whether differences in the migration status of student's families are related to differences in the educational, psychological/emotional and behavioural outcomes of children. Interviews were also conducted with 50 students from migrant families.

The findings obtained points out that in terms of educational outcomes, the migration status of children's families is significantly related to the number of times children absent themselves from school and also their rank in class positions but not related to the marks they obtain in class. In terms of psychological/emotional outcomes it was found that the migration status of children's families is only significantly related to how children have difficulty making decisions, but not related to how they become depressed and have problems with their cognitive functioning such as concentration and remembering things.

This study concludes that the effects that children may experience when they are left behind by their parent(s) are contextual and care must therefore be taken in generalising or exaggerating the effects of parental migration on children. This is because in this study it was found that children who are left behind most of the time live with their mothers and that the extended family also plays an important role in the care taking of children of relatives who have migrated and this helps to reduce the effects children may experience.

## **CHAPTER 1: INTRODUCTION**

### **1.1 BACKGROUND TO THE STUDY AND STATEMENT OF THE PROBLEM**

A look at the current trends in global migration show that migration has in the last decade increased drastically in all parts of the world. The number of migrants has more than doubled with about 192 million people living outside their place of birth, which is about three per cent of the world's population<sup>1</sup>.

This increase in the rates of migration is associated with a number of processes that are affecting many countries. These may include urbanization in which particular forms of employment are spatially concentrated, diversification of livelihoods in which migration is one set of diversification options. These processes may also include globalization which has created new forms of international divisions of labour that produces areas and countries of huge labour demand, conflict and environmental stress which displace populations and produce refugees and internally displaced persons. It is also related to high rates of HIV/AIDS which produce fragmented households incapable of maintaining rural livelihood, whose members move to cities and towns (Whitehead and Hashim, 2005:6).

People migrate for several reasons and these may include the lack of adequate employment opportunities and low wages in countries of origin, for family reunification and ties to countries of destination, seeking educational opportunities and improved services such as health care, access to material goods and services. The increased demand in destination countries for unskilled labour, semi-skilled labour, and skilled workers coupled with higher wages than in the countries of origin is also another reason why people decide to migrate (D'emilo et, al. 2007:3) .

Also, looking at the opportunities that migration presents, mothers, fathers or both parent(s) migrate as a form of domestic survival strategy to meet the needs of their family (D'emilo et, al. 2007:3). However, the decision of migrant fathers, mothers, or both parents to travel with or leave their children behind while migrating may vary from one circumstance to the other. For instance, historically, male labour migrants in Southern Africa were not allowed to bring their families with them due to colonial and later apartheid labour regulations. Again, the decision of migrants to be accompanied by their spouses and children was hindered by the fact that most of them lacked the legal status in their host communities, or because their legal status (for instance as temporary labour

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<sup>1</sup> <http://www.iom.int/jahia/Jahia/lang/en/pid/3>

migrants) did not give them the entitlement to bring their families for the duration of their contracts (Whitehead and Hashim, 2005:12).

For parents who decide to leave their children behind when migrating, it has become a common practice in Central American and Mexican families with young children to make arrangements for their children to stay with relatives in their home countries. They do this in order to avoid exposing them to uncertainty and also protect them from the dangers of travelling without documents and crossing the US border (Orellana et al 2001).

As noted by Mazzucato and Schans (2008:1), research on the effect(s) of migration on developing countries has revolved largely around remittances. Most of these studies focus mainly on why migrants remit their family members and how these remittances contribute to the reduction of poverty levels of people in their home countries.

Surprisingly, the fact that migration has an impact on the various members of the family has been greatly neglected in most of these studies. These studies on migration have for instance neglected the fact that children are affected by migration and that they might end up as unproductive citizens in their countries if they are not taken care of.

Also, although several studies acknowledge that migration affects children when they are left behind by their parents, they hardly address the effect(s) that migration has on children when the parent(s) are absent.

In addition to the above, most of these studies on migration which normally focus on remittances do not consider the non-economic effects that migration has on the psychological, emotional and health outcomes with respect to spouses, children and elderly who are left behind.

The effects that migration has on children and the family has been numbered to be so numerous that apart from the risks of broken homes, it can also lead to a redefinition of relations within the extended family to the extent that children end up replacing their biological parents with the relatives in whose care they are placed. They sometimes even go to the extent of calling their caretakers who mostly happen to be their grandmothers and grandfathers “mum” and “dad” (Toth, 2007:5).

In addition, the high increases in the number of people who migrate have led to families increasingly living apart together and also to situations where large numbers of children are left behind by their parents to stay with other family members who most of the time happen to be grandmothers/fathers or older siblings. This situation has led to a lot of households in both rural and urban areas being composed of elderly grandparents and

### *Impact of International Migration on Children Left Behind*

the young children of migrant parents. Also in situations where children happen to be taken along by their parent(s) when migrating, these children are mostly faced with challenges which may include marginalization and discrimination in their new settlements, barriers to social services, problems with rights of citizenship, reduced legal rights and identity, economic insecurity of their parent(s) and also other social and economic influences (Mazzucato and Schans 2008; Bryant 2005:22).

Even though the case of migration has received lots of attention in the international policy agenda, little attention is been paid to the effects that it has on children whether they are left behind or taken along by their parent(s).

Also, even though recent debates in both policy and academic circles point out that migration has a positive as well as a negative impact on children, little is known on the effects that it is having on children who are left behind in Sub-Saharan African Countries by their parents. Several literature reviewed show the impact of migration on children in Moldova, Sri Lanka, Ecuador, Albania, Philippines and Mexico to mention but a few. Interestingly, it is difficult to find any prior research on the effects of migration on children who are left behind by their parent(s) in Sun-Saharan African countries and in Ghana to be specific.

Although one acknowledges that migration may have both positive and negative effects as has been enumerated in earlier studies on the effects of migration on children, one pauses to ask if these findings can be generalized or are the same in the African Context considering the fact that the case of migration is a multi-faceted phenomenon which is produced in time and space. For example, one wonders if the stigmatization of migrant children in small cities in Ecuador and also the association of migration with poverty, ethnic background or social mobility (Cortes 2008:23) is also the same in the African context. Also, considering the fact that the extended family system that exist in African societies plays a major role in the caretaking of children when their parents migrate, one wonders if the effects of migrate on children in the African context will be different from the results obtained in other studies which were carried out in other parts of the world.

This study was carried out because it was hoped that the results obtained from it will help generate answers to questions that arise in debates on how migration affects children when they are left behind by their parents in Africa.

With the focus on migrant children left behind in Ghana, it was hoped that this study will partially fill in the gaps in studies on migration since studies on migration in African and Ghana in particular have mostly focus on remittances and the effects that it has on those who receive it.

In addition it was hoped that the findings from this research will serve as a reminder to policy makers both in the receiving countries as well as the sending countries to take children into consideration when drafting rules, regulations and policies on migration and family reunification because children, whether taken along or left behind, may either be positively or negatively affected by the migration of their parent(s).

## **1.2 RESEARCH QUESTION AND OBJECTIVES**

In order to understand the effects that the international migration of parent(s) is having on children who are left behind, in terms of their education, psychological/emotional and behavioural characteristics this study was conducted among two schools (made up of one Junior High School and one Senior High School) from the Kumasi metropolis in the Ashanti (Southern) Region of the Republic of Ghana. With the current limited literature on the effects that the international migration of parents is having on children who are left behind in most African countries, this research was aimed at finding out if the migration of parent(s) is related to differences in educational outcomes, psychological/emotional and behavioural outcomes of children from migrant and non migrant families.

To be able to meet the aims of this study, the research was conducted based on the following research question:

*What is (are) the impact(s) of international migration on children who are left behind by their parent(s) in Kumasi, Ghana?*

The supporting sub-questions are:

- *Are there differences in educational outcomes between children from migrant families and children from non migrant families?*
- *Are there behavioural, psychological/emotional differences between children from migrant families and children from non migrant families?*

The concept of international migration in this study was conceptualized based on the concept of migration as a livelihood strategy in development. The research questions were thus operationalized to help understand the level to which the international migration of parent(s) for various reasons impacts on children when they are left behind. The research questions were structured in such a way to find out if the international migration of parent(s) is related to differences in the academic performance/educational outcomes of children from migrant families as compared to children from non-migrant families.

### *Impact of International Migration on Children Left Behind*

In addition, it was hoped that the research questions would help to understand whether the international migration of parent(s) is related to differences in psychological/emotional and behavioural characteristics between children from migrant families and children from non-migrant families.

This chapter began by giving background information on current trends in migration. It also gave an overview of some of the reasons why migration has increased in the last decade, why people migrate and also the hindrances that migrants face when they migrate. It explained how these hindrances make migrants leave behind their children and family when migrating.

This chapter also enumerated on the current trends in migration research in which studies are limited to remittances and how these remittances contribute to the alleviation of poverty in sending communities. It again discussed how most studies on migration have neglected the effects that migration is having on children and how those which consider the effect of migration on children have been limited to only certain geographical locations.

This chapters ended by giving an in-depth description of the main objectives, research question and sub-questions based on which this research was carried out.

**CHAPTER 2: THEORETICAL FRAMEWORK AND METHODOLOGY**

**2.0 THEORETICAL FRAMEWORK**

Studies on parental migration impacts on children have focused on several theoretical frameworks which include but not limited to behavioural, psychological/emotional, educational and health outcomes of children when they are left behind by their parent(s). Based on the research question and sub questions that was adopted for this research, this study focused on three theoretical frameworks which includes how migration impacts on children in general, migration and its impacts on children's education and migration and its impacts on the psychological/emotional outcomes of children.

This chapter enumerates on some of the previous studies that have been done on parental migration and its impacts on children by focusing on the impacts that migration has on children in general, on their educational outcomes, behavioural outcomes as well as on the psychological/emotional outcomes of children when they are left behind by their parent(s).

**2.1:1 MIGRATION AND CHILDREN**

The high increase in the numbers of people who migrate means that children are affected both positively and negatively by all kinds of migration. As Whitehead and Hashim (2005:6) noted children can be affected as children left behind, when father, mother or both parents migrate; as children in families that have migrated, and when they migrate themselves independently of their families. However, for the purpose of this study, analysis and discussions will be restricted to the effects that migration has on children when they are left behind by their parent(s).

Several studies conducted by well recognized institutions such as UNICEF, in collaboration with UNDP and the Special Unit for South-South Corporation (SU-SSC) in countries such as Ecuador, Albania, Moldova, Philippines and Mexico show that migration has a huge impact on children when they are left behind. Statistically, around one million Sri Lankan Children are left behind by their mothers who migrate in search of work (Save the children, 2006). Also in Moldova it was estimated that 31% of children aged 0–14 years have been left behind by one parent and 5.4% by both parents (UNICEF Moldova/SU-SSC, 2006). In 2002, it was also found that 13% of Mexican and

### *Impact of International Migration on Children Left Behind*

almost 22% of Salvadoran immigrants living in the U.S. had children left behind in their home countries.<sup>2</sup>

Studies conducted in Moldova by UNICEF indicate that the absence of fathers often results in increased household responsibility for children left behind. The roles taken by migrant children were found to be different from other children of their age. In the study it was found that migrant children had more pocket money than their peers and thanks to the remittances they receive from abroad these children could afford expensive goods, such as fancy cloths and expensive electrical gadgets. The study concluded that these children are, however, deprived of any form of family care and they face the risk of being placed in residential care. They may also end up on the street or get trafficked to other countries. Also, for children under five years who are left behind it was found that they face a risk of “missing out” on their early childhood development and facing psychological problems because of the separation from their parents (Cortes 2008:31). Adolescents from left-behind households may face pressure to become labour migrants as part of their transition to adulthood. Also, country studies conducted by UNICEF suggest that children and adolescents left behind may be at greater risk to drug abuse, teenage pregnancy, psychosocial problems and violent behaviours. In another study by UNICEF in Moldova, it was suggested that the increase in juvenile crime rate between 1993 and 2000 is positively correlated to a rise in the number of children left behind who accounted for nearly 60% of the offenders.<sup>3</sup>

This is however in direct contradiction to the findings from the comparisons made between migrant and non-migrant children by Toth (2007) in her study. In the study it was found that children whose fathers were abroad were experiencing less negative effects, because in most cases they were left in the care of their mothers. Moreover, even when both parents are absent, the extended family was successful in assuming the roles of the two parents so that, although emotional trauma was present, children received enough attention, love and supervision to limit the risks caused by the absence of their parents (Toth 2007:5). In this same direction, a study conducted by Battistela & Conaco (1998) among Filipino migrant children concluded that the effects of migration is not necessarily disruptive for the development of children left behind and this is particularly so in families where the mother remains behind. The effects they experience are however dependent on the extent to which the extended family is involved in complementing the gap created as a result of parent(s) migration.

This means that gender differences in which of the parent(s) have migrated and also the role the members of the extended family plays in providing the necessary care for

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<sup>2</sup> <http://www.gfmd-fmmd.org/en/system/files/CHILDREN+AND+MIGRATION.pdf>

<sup>3</sup> <http://www.gfmd-fmmd.org/en/system/files/CHILDREN+AND+MIGRATION.pdf>  
Kwaku Owusu Afriyie

### *Impact of International Migration on Children Left Behind*

children left behind by their parent(s) are important factors that may determine what extent children are affected by the migration of their parent(s).

Several empirical studies have shown that remittances have a high potential in alleviating credit constraints and also increase the chances of educational attainment of children in migrant families (McKenzie and Rapoport, 2006:2). The money gained through remittances is normally used to meet daily needs, to buy land, build houses, accumulate savings and pay for children's education (Adi 2003:143). Existing studies on remittances assume that migration only affects the educational outcomes of children through remittances and not through any other channel. However, in addition to the potential incentive effect that migration may have, the migration of a family member may have a number of other effects on the schooling of children in such families. For example, the absence of a child's parent(s) due to migration may result in parent(s) putting less effort into the education of the child and also may lead to the child taking on lots of housework or paid work so as to meet his/her basic needs (McKenzie and Rapoport, 2006).

#### **2.1.2 MIGRATION AND CHILDREN'S EDUCATION**

The expected effects of migration on the educational performance of children can be either positive or negative considering the fact that the process of migration and children's education are theoretically linked in several ways (Nobles 2008:7).

Most studies conducted on remittances suggest that it facilitates children's access to schooling. It is suggested that the remittances that come from migration are used to relax the credit constraints that otherwise could make the costs too high for children to stay in school (McKenzie and Rapoport 2006).

However, contrary to the above, Kandel & Kao (2001) in an attempt to explore the effects of international migration on children's education argue that very few studies on the impact of migration on education in Mexico have balanced the outcome of increased material resources from migration on one hand and the negative consequences of parent(s) absence on the other hand. To analyze the effects of parent(s) permanent migration and children's temporary stay abroad on school performance Kandel & Kao (2001) utilized a stratified random sample of 7600 grammar-, junior high-, and senior high school-level students in Zacatecas (a state capital in Mexico) and 25 rural communities. They suggest in their study that the act of parent(s) migrating can be harmful for children's educational progress given the fact that few migrants are prepared for the consequence(s) that may follow the separation.

### *Impact of International Migration on Children Left Behind*

It is also argued that parental and family migration experience, increases substantially the likelihood that a child will migrate when he or she is old enough and the first decision to migrate often happens in adolescent late teenage years and, this has been argued comes at the expense of additional years of schooling (Nobles 2008: 6-7).

In addition to the above, some studies argue that adolescents in Mexican communities who envisage migrating in the future pay less attention to Mexican educational credentials because they know they are less important in finding a job in the United States. It is an unhidden fact in most sending communities in Mexico that the majority of Mexican migrants who enter the U.S. are employed in largely unskilled jobs, they know what is valuable is one's connections to finding a job, work experience, and documentation instead of previous years of schooling. They therefore tend to skip secondary school in Mexico and this prospect of future migration for children in left behind households can lower their incentive to invest in education and this counteracts the remittances effect (Chiquiar & Hansen, 2005).

Kandel and Kao (2001) in their analysis of children in Zacatecas (Mexico) found that children from migrant homes are less likely to express an aspiration to attend college than non-migrant children and this provides support for the theory mentioned above.

A study by McKenzie & Rapport (2005; 2006:19) in which they used ENADID, a nationally representative cross-sectional household survey, it was concluded that there is a small, but negative impact of being in a migrant household on school attendance of boys, and an insignificant effect on school attendance for girls. It was shown in the study that the negative effect of migration on the education of 12 to 18 year-old boys and 16-18 year-old girls living in migrant households lowers the chance that boys will complete junior high school and also the chances that boys and girls will complete high school. Migration increases the chance that boys will migrate instead of completing school and also increases the household duties of girls especially those whose parents live abroad. The authors found that the negative effect of migration on schooling is much smaller for girls of socioeconomically disadvantaged homes. McKenzie & Rapport (2006) attribute this finding to the opportunities provided by remittances for poor families.

The results above has been argued to be the contrary in the study of Hansen and Woodruff (2003) in which they conclude that household migration increases children's educational attainment, although this improvement is largely limited to children of very poorly educated mothers. A 2003 Children and Family survey in the Philippines found that migrant children tend to enrol in private schools and also perform better and receive higher grades also provide support for the above theory (Cortes 2008:28).

It is argued in most studies that migration benefits children economically because migrants earn income which is four times the one they would have earned if they were in

### *Impact of International Migration on Children Left Behind*

their own Country. Also children from migrant families have been found to be much likely to go to private schools than non-migrants (Bryant 2005:5).

However, a 2005 survey among 450 Guayaquil (Ecuador) students found results which were contradictory to the above. The study which aimed at examining the feelings of the students about the absence of their parents, their relations with their parents, school performance and the use of remittances within their household, found that students with migrant parent(s) performed worse than other students and their marks were lower. It was also found that the absence of one or more of the children's parent(s) increases the household responsibilities of the children and this has a negative influence on their performance (Cortes 2008:23).

Migration tends to affect children when the persons in whose care the children are left, lack the basic abilities to supervise them and are also unable to support them with their school work. This lack of proper supervision from the family member affects children's educational pursuits which are replaced with recreational pursuits like watching television. This mostly happens in contexts where schools also lack the necessary mechanisms to control these tendencies, however in extreme cases this can also result in children dropping out of school (Toth, 2007:9).

The migration of parent(s) in some studies have been reported to lead to the stigmatization of children in some cultures which eventually tend to affect the academic performance of children at school. For instance in a study in Ecuador it was found that in expensive schools in small cities, being a migrant had negative connotations and that migration was associated with poverty, ethnic background and rapid social mobility. It was reported in the study that non migrant parents of school children, teachers and other school authorities held unfounded negative opinions on migrant children and this affected the school performance of these children who are left behind. However, contrary to the above, in the same study it was found that migrant children in public schools tend to become leaders in their classrooms because they have access to more money than children from non migrant families (Cortes 2008:23).

It is also argued that the effect(s) that migration has on family life may also manifest themselves in children's poor school performance. This is common especially in most Mexican communities which are mostly patriarchal with fathers being the dominant authority figure in households and also being traditionally responsible for providing educational opportunities for their children. Therefore, the psychological and emotional cost of a father's absence for an extended period of time due to migration may result in children's discipline issues, lack of motivation, or inability to pay attention in class. These

children also tend to prematurely drop out of school as a result of these accrued experiences (Nobles 2008:7).

### **2.1.3 MIGRATION AND THE BEHAVIOURAL, PSYCHOLOGICAL AND EMOTIONAL OUTCOMES OF CHILDREN.**

While some studies support the notion that migration is actually beneficial to children from migrant families, others argue that migration has a lot of social, psychological, behavioural as well as emotional effects on children who are left behind by their parents. This section enumerates on some of the positive and negative effects that the migration of parent(s) has on the behavioural, psychological and emotional characteristics of children whether they are taken along or left behind by their parent(s).

Some researchers in looking at the effects that the migration of parent(s) have on children when they are left behind has argued that the migration of one or both parents causes both psychological and relationship problems. It is for instance claimed that children of migrants have difficulty making decisions, because they are used to having two layers of authority in their families, that is, first their caregivers and then the absent parent. Other studies also claim that children of migrants are spoiled and wasteful, lonely and resentful (Bryant 2005:6).

In support of the claims above, Toth (2007:10) concluded in her studies in Romania that migrant children experience lower levels of supervision. Based on this she concludes that the absence of control from caretakers exposes children to peer pressure and they end up taking on deviant or inappropriate behaviours such as illicit substance abuse, long absences from home, and even actions that break the law.

Contrary to the findings above, other studies have found that children from migrant families do not have psychological problems as it was found in other studies. For instance, in a study of Battistela and Conaco (1998) little or no evidence was found to prove that children of migrants had greater psychological problems on average than children of non-migrants.

Children are also reported to be emotionally affected when their parent(s) are absent as a result of migration. The absence of parent(s) due to migration has been claimed to be a source of emotional deprivation and trauma for children. For instance in a study of the effects of migration on children in Romania, all of the respondents in the study highlighted the fact that the money and material welfare which migrant parent(s) give to their children cannot compensate for the lack of parental love. It was found in the same

### *Impact of International Migration on Children Left Behind*

study that children whose parents or mothers were absent were more prone to bouts of depression than the general population. Teachers and social assistants involved in the study also noticed that children with migrant parents tend to isolate themselves from other children, become less communicative, more apathetic, and seemingly more 'thoughtful'. They replace interaction to other children with excessive consumption of television. The emotional deprivation that children experience when their parents are absent is displayed differently depending on the age and personality of each child. While some children cry, others get sick, and others look for surrogate parents including their teachers (Toth 2007: 7).

Parrenas (2005) in her study of migrant children in The Philippines noted that, migrant fathers rarely communicate with their children, probably because no social expectation is placed on them. These fathers also enforce discipline and they do so each time to remind children of their authority in the household. In the study migrant fathers were found to typically take on the habit of reprimanding their children from a distance for having low grades, selecting the "wrong" major, or not performing adequately in other school activities. This tendency for migrant fathers to discipline children from a distance usually leaves a sore spot, and consequently reinforces the emotional gap in their families. In the same study it was found that instead of migrant fathers performing child-centred caring practices when they are back from their travel, they rather do the more emotionally distant labour of cooking and cleaning. This is claimed to be due to the awkwardness imposed by the effects of geographical distance and minimal communication but not that these fathers lack the desire to spend time with their children. In the study it was found that there was a "gap"<sup>4</sup> between the migrant children and their parent(s) especially the fathers. Children whose fathers have worked outside the country for most of their lives felt a greater sense of emotional distance in their family than those whose fathers did not leave The Philippines until their early teenage years (Parrenas 2005:67-91).

In mother-away families, children have been known to face problems which include a lack of intimacy, feelings of abandonment, and a co-modification of mother-child bonds. These children are more likely to hold feelings of abandonment than children of migrant fathers. The difference is due to the fact that children from father-away families believe that fathers can easily establish their love and support by simply sending monthly remittances and calling intermittently. However children in mother away families hold that mothers are central in maintaining their intimate involvement in life. So although these

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<sup>4</sup> "A sense of discomfort, unease and awkwardness that children feel towards their migrant fathers. It also refers to the inability of young adult children to communicate more openly with their fathers. It also covers the ambivalence children feel over the unfamiliarity that has developed in their family" (Parrenas 2005: 71)

children may receive all the love and support from their mothers, the fact that she is away still makes them develop feelings of abandonment (Parrenas 2005:127-128).

The debate as to whether migration affects children's development, school performance, psychological, behavioural as well as their emotional characteristics is unending because apart from those enumerated above, some studies also claim that migration does not have any effect on children (Hugo 1995:294).

However, unlike most literatures on migration which focus on either the use quantitative or qualitative research methodologies, it was hoped that the use of both quantitative and qualitative research methodologies in this research will help fill in the gaps on the effects that children experience when they are left behind by their parents. Also considering the fact that the extended family in Ghana and most African cultures play an important role in the fostering of children when parent(s) migrate and leave their children behind, it was hoped that this study will shed more light on whether children are negatively or positively affected when they are left behind by their parent(s) in Kumasi, Ghana.

## **2.2. RESEARCH METHODOLOGY AND METHODS**

This section describes the methodology that was followed in doing this research, the geographical location where the research was conducted, the sample population that was selected for this research and the data collection processes that were employed in gathering the necessary data for this research. It also gives a brief definition of the main concepts that was used in this research and also enumerates on some of the limitations that was encountered during the conduct of this research.

### **2.2.1 THE GEOGRAPHICAL FOCUS OF THE STUDY**

This research was conducted in Kumasi which is the second most urbanized city in Ghana and also the Metropolitan capital of the Ashanti (Southern) region of the Republic of Ghana.

A number of factors influenced the choice of this particular geographical location for this research. In a Ghana Transnet Study, it was found that migrant parents want their children to go to the best schools, and therefore end up sending their children to schools in the big cities of which Kumasi is an important one. One reason for this is that most of the good schools are located in Kumasi.<sup>5</sup>

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<sup>5</sup> <http://www2.fmg.uva.nl/ghanatransnet/>  
Kwaku Owusu Afriyie

### *Impact of International Migration on Children Left Behind*

In Kumasi children according to the population census report (2000)<sup>6</sup> constitute about 34.0% which is the highest proportion of household members in the Metropolis. Even though some children are still living with their parent(s), a lot are left to stay with other relatives in the extended family when the parents are migrating. Because children constitute a greater portion of the population in the Kumasi Metropolitan area it was thought that it will be interesting to find out how these children are affected when they are left behind by their parent(s) to be taken care of by older siblings or other relatives in the extended family<sup>7</sup>.

Also apart from the strategic location of Kumasi and its status as a brisk administrative and commercial centre which has made it a destination for both internal and international migrants<sup>8</sup>. Evidence from a 1995 migration study has revealed that nearly one quarter of Ghanaians who migrate to the West Africa region were born in the Ashanti Region of which Kumasi is the capital (Anarfi and Kwankye et al, 2003:20). It was therefore thought that there was the need to find out how the migration of parent(s) to countries outside Ghana affects children when they are left behind.

In addition to the above, the choice of this particular geographical location was motivated by the fact that it offered some level of convenience in conducting this research. Being a native of the research area, being able to speak the local language of the research area all helped in carrying out this research

## **2.2.2 METHODOLOGY**

This study utilized both quantitative and qualitative research methodologies. The quantitative research methodology was adopted to help find out if there are differences in academic performance, behavioural, psychological/emotional characteristics between children from migrant families and children from non-migrant families.

The qualitative research methodology was utilized in this study to help explain the findings that were obtained from the quantitative research methodology and also draw conclusions as to how the migration of parent(s) is related to the educational, behavioural and psychological/emotional outcomes of children.

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<sup>6</sup> [http://www.ghanadistricts.com/pdfs/kma\\_demo.pdf](http://www.ghanadistricts.com/pdfs/kma_demo.pdf)

<sup>7</sup> [http://www.ghanadistricts.com/districts/?r=2&\\_id=6&sa=5477](http://www.ghanadistricts.com/districts/?r=2&_id=6&sa=5477)

<sup>8</sup> [http://www.ghanadistricts.com/districts/?r=2&\\_id=6&sa=5477&PHPSESSID=5111b5521ef41e39ae93e7d1135ccd84](http://www.ghanadistricts.com/districts/?r=2&_id=6&sa=5477&PHPSESSID=5111b5521ef41e39ae93e7d1135ccd84)

### **2.2.3 SAMPLE DESIGN AND SELECTION**

Three groups of respondents were targeted during the data collecting process of this research.

The first group comprised of students in Junior and Senior High Schools who are from migrant families in which only one or both of the parents have migrated abroad. The second group consisted of students in Junior and Senior High Schools from non-migrant families in which the parents live together or separately in Ghana. Children from migrant as well as non-migrant families were selected from Junior and Senior High Schools which are located in Kumasi, Ghana. Since this research aimed at finding out if there are differences in academic performance, psychological/emotional and behavioural outcomes between children from migrant families as well as children from non-migrant families selecting children from these group of families in the selected schools was very essential in making comparisons and also in conducting this research.

The third group of respondents who were targeted during the data gathering process of this research was teachers in the two schools in which this research was conducted. To get a fair understanding of the academic performance, behaviour and psychological/emotional characteristics of children especially when they are in school teachers were interviewed since they spend a lot of time with these children and are therefore in a good position to comment on these characteristics. It was also hoped that interviewing teachers will also helped in complementing or affirming the experiences and issues mentioned during interviews with non-migrant children.

In all a total of 162 students from migrant and non-migrant families were sampled from two schools (which comprised of one Junior High School and one Senior High School) all of which are located in the Kumasi Metropolitan area. The age of the respondents ranged between the ages of 12 and 22 years with a greater majority within the ages of 15 and 17 years. A total of fifty (50) interviews were conducted with students from migrant families who also participated in the survey conducted for this research. In all a total of seven (7) teachers were interviewed for this research.

Because students from non migrant families were mostly the majority in all the classes, in selecting classes it was ensured that in each class there was a reasonable number (4-5) of students from migrant families in that class before students in that particular class are allowed to participate in the survey. All the students from migrant families who were interviewed also participated in the survey that was conducted with students from migrant and non migrant families.

Students below the Junior and Senior High school were not selected as respondents of this research because there was the fear that they would not be able to understand the survey questionnaire and interview questions that was used in the research. There was

also the fear that these students might express the opinion of adults around them instead of their own.

#### **2.2.4 DATA COLLECTION PROCESSES**

As already mentioned this study utilized both quantitative and qualitative data collection process.

The quantitative data for this research was collected in the form of a survey.

Students from migrant families as well as students from non-migrant families in the selected schools were asked to answer a survey questionnaire (in appendices 2) which was already prepared to help make a comparison between them and also to find out if there is a difference in academic performance, behavioural as well as psychological/emotional characteristics. In all a total of 162 survey questionnaires were given to students during the survey.

The questionnaire for the survey consisted of four sections. The first three sections of the questionnaire centered on closed ended questions with options to be chosen from. The fourth section on the questionnaire provided an opportunity for students to add any information they thought was necessary but was not addressed in the questionnaire.

Section one of the questionnaire contained questions about the demographic characteristics of the students, residence information of themselves and their parents, information on their educational level and also the level of education attained by their parent(s).

Questions on student's academic performance which was in the second section of the questionnaire was aimed at finding out what grades students obtained in Mathematics, Science, and English language during their previous terms examination. Students were in the questionnaire also asked to give their positions or rank in their class based on the previous terms examinations.

They were also required to answer questions on what level of education they would like to attain or achieve in life. Questions on student's attitude towards schooling were based on questions such as how many times they were absent from school during the previous term. These questions helped to make comparison among students from migrant families and non-migrant families to find out if there was a difference in academic performance and also their attitude towards schooling.

The section three of the questionnaire consisted of questions which were aimed at finding out about the differences that exists between children from migrant families and children from non-migrant families in terms of behavioural and psychological/emotional characteristics.

### *Impact of International Migration on Children Left Behind*

As part of the measures to find out about the psychological effect(s) that children experience when they are left behind by their parent(s) questions in this section of the questionnaire consisted of questions that have been developed from a psychological symptom scale which is based on the DSM-IV (American Psychiatric Association, 1994)<sup>9</sup> and also the SCL-90 questionnaire (Derogatis, 1977).

Questions used in this section were used because they were developmentally appropriate and also cross-culturally relevant for the location of the research (Suarez-Orozco, Todorova and Louie, 2002:631).

Questions on psychological/emotional and behavioural characteristics were guided by 5 subscales which included *depression* (do you feel sad), *cognitive functioning* ("Do you": have trouble making decisions, have trouble remembering things), *interpersonal sensitivity* ("Do you": feel shy talking to your mother, father), *hostility* ("Do you" feel annoyed too easily, lose temper too easily, get into arguments too easily) and *deviant behaviour* (Do you: fight with classmates, other children in your neighbourhood, get into problems with police, smoking cigarettes)<sup>10</sup>.

Similar to previous researches such as McKenzie and Rapoport (2006), Adi (2003) on the impact of remittances on children's education, students from migrant families were in this section asked to answer questions on the remittances they receive from their parents. This was to help answer the findings that will be obtained in the analysis on the educational, psychological/emotional and behavioural outcomes of children.

The last section of the questionnaire also asked students to provide any further information that they deem relevant but was not addressed in the questionnaire.

Students were made to choose between a Yes and No categories especially on questions involving their psychological/emotional, educational as well as behavioural outcomes.

To obtain the qualitative data needed for this research, semi-structured interviews were conducted with teachers and also with students from migrant families in the schools where the research was carried out (see sample interview questions in appendices 2). With the help of an interview guide a total of about fifty (50) migrant students who also participated in the survey were interviewed and also a total of seven (7) teachers from the two selected schools were interviewed so as to get to know some of the experiences and the differences they have noticed between children from migrant and non-migrant families in their various classes. These teachers were randomly selected to take part in the interviews.

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<sup>9</sup> See also <http://www.psychiatryonline.com/resourceTOC.aspx?resourceID=1>

<sup>10</sup> (Suarez-Orozco, Todorova and Louie, 2002:641, Tufis 2007:12).  
Kwaku Owusu Afriyie

### *Impact of International Migration on Children Left Behind*

During the interview with students from migrant families, they were asked questions on how they feel about their parent(s) migrating to other Countries; how they feel about the remittances they receive from their parent(s). They were asked about what they thought were the advantages and disadvantages associated with their parent(s) migrating abroad. They were also asked to describe their relationship with their parent(s) and caregivers, how they felt about their caregiver(s) and also how they communicate with their parent(s).

Teachers during the interviews were questioned on whether they have seen any significant differences among children from migrant and non-migrant families in terms of their academic performance, behaviour, psychological/emotional characteristics.

Participants during the interview were given the opportunity to choose whether they wanted to be interviewed in Twi (which is the local language mostly spoken in Kumasi) or in English or a combination of these two languages. This was to make sure that language did not become a barrier for teachers and students in trying to express themselves during the interview.

Even though not all interviews were recorded due to the background noise on the school campuses, notes were made from all the interviews that were conducted with students and teachers. These notes were transcribed during and after the fieldwork period.

#### **2.2.5 DEFINITION OF MAIN CONCEPTS**

**Migrant Families:** Families in which one or both of the parents are not living in Ghana.

**Non-Migrant Families:** Families in which both parents are living together or separately in Ghana.

**Children/Students:** Male and females in junior high and senior high schools in Kumasi, Ghana.

**Parent(s):** Refers to the biological parent(s) to whom the child was born.

**Caregiver:** Refers to the person in Ghana who is taking care of the child from a migrant family (example) family member or non family member.

**International Migration:** Refers to all forms of migration beyond the borders of Ghana.

**Academic Performance:** Marks obtained by students in Mathematics, English and Science.

## **2.2.6 LIMITATIONS TO DATA GATHERING PROCESS**

During the data gathering process of this research a number of limitations were encountered. As was stated earlier, although being a native of the research area was generally an advantage in carrying out this research it also had some disadvantages. For instance during the interviews the participants expected me to know answers to the questions I was asking them. This was a disadvantage to the data gathering process.

Getting access to schools for the survey and interviews was also one challenge in carrying out this research. Because the headmasters of the selected schools were mostly not in their offices, it took about two weeks before getting the necessary permission to carrying out the research in the selected schools.

In addition, the timing of the research at a point coincided with the examinations week of the students in all the school. This happened mostly during the interview part of this research and it as result made it difficult to get students to participate in the research. Also doing research among students was somehow difficult since one had to wait after the students are finished with their lessons before one could have access to them to carry out the survey and the interviews with them. In addition to these, it was again very difficult to get teachers to interview and this was due to the fact that they had busy schedules to teach and also mark examination papers. Some migrant students during the interviews were reluctant in giving information on the country of residence of their parents. This was common among students whose parent(s) were residing abroad illegally. Even though they were informed that this research would not have any consequences on their parent(s) residence abroad they were a bit reluctant in giving information. Surprisingly, some students whose parent(s) were legally residing abroad and had a prospect of also migrating abroad in future were also reluctant in giving information on their parent(s) because they had been warned by their parent(s) not to talk to “strangers” fearing that such strangers might be immigration or embassy officials looking for information to refuse their visa applications. A typical example is when a student at a point during the interview asked me if I wanted to know his real age or the age which the parent(s) have written on his application that was being processed in an embassy in Ghana.

**CHAPTER 3: BACKGROUND OF THE STUDY AREA**

**3.0 INTRODUCTION**

This chapter begins by giving a brief history of migration in Ghana and also enumerates on the main reasons why people migrate in Ghana and the characteristics that are most common among those who migrate internally and internationally. It also gives an overview of Southern Ghana where the research was conducted. The last section of this chapter discusses the family system that exists in Ghana and the benefits that is associated with it.

**3.1 HISTORY OF MIGRATION AND MAIN DETERMINANTS OF MIGRATION IN GHANA**

Migration movements have been a feature of Africa in the past and it is known to be one of the most important demographic features in the present world. International migration has from time immemorial existed within countries in West Africa, and also between the rest of the African region. The long time existence of migratory movements within countries in this region accounts for why virtually all ethnic groups in especially Ghana claim to have emigrated from somewhere other than their present location. Also the difficulties that one faces in trying to track international migrants along African borders due to the current demarcation of African borders has been attributed to the immemorial existence of migratory movements within African countries (Anarfi and Kwankye et al, 2003:5).

The decision to migrate internally or internationally is influenced by a wide range of individual, household, community and national factors. One factor that is known to have generally encouraged migration in Ghana is the high population growth rate within the last decades. This has led to increases in domestic supply of labour and also put pressure on available cultivatable land in places such as the Upper East Region. This tends to encourage migration (Anarfi and Kwankye et al, 2003:15). The differences that exist between urban and rural areas as a result of urban-biased policies which in the long run work against agricultural and rural areas is also another factor that influence urban-rural migration in Ghana. Urban-biased policies such as over-value exchange rates, industrial protection and cheap food policies which tend to discriminate against agriculture and also suppress farm prices and income in the rural areas influence the rates in rural urban migration in Ghana. Depressed social conditions that exist at places of origin are also a compelling motivation for people in the rural areas to migrate to urban areas in Ghana (Ewusi 1986).

### *Impact of International Migration on Children Left Behind*

In addition to the above, rural urban migration in Ghana as Anarfi and Kwankye et al (2003) noted is also largely induced by the expectation of higher wages in the destination region and this they conclude is consistent with the principle of comparative advantage. Thus, even though social conditions may serve as a “push” factor to migrate, the economic factor that exists in the destination town serves as the “pull” factor which attracts migrants to the community. For instance in a survey of internal migration and urbanization in Ghana over 80 percent of the respondents gave economic reasons for migrating from their previous location. This suggests that differences in income levels contribute significantly to internal migration in Ghana (Anarfi and Kwankye et al 2003:15-16). Also in a study conducted by the Netherlands Interdisciplinary Demographic Institute (NIDI) which focused on the dynamics of emigration from Ghana to Europe, it was found that economic reasons accounted greatly for Ghanaians deciding to migrate as compared to other countries which were involved in the research.

In addition to the above, issues relating to family orientation has also been identified as another factor that has contributed to migration in Ghana. A nationwide survey conducted by the Ghana Statistical Service in 1995 found that as much as 64 percent of the rural population moved to join their families. In a similar study, data from the Ghana Living Standard Survey of 1997/98 also showed 60 per cent of migrants reporting marriage or other family reasons as the cause of their migration, with only 25 per cent reporting work as the reason for migration (Anarfi and Kwankye et al, 2003:18).

In addition to the above, the internal political instability, economic mismanagement and unfavourable external conditions which have changed Ghana from a net immigration country in the past to a net emigration country in the last decade are also factors that lead to migration in Ghana (Anarfi and Kwankye et al, 2003:19). The national mismanagement and associated economic and political problems as Anarfi, Awusabo-Asare et al, (2000) also noted provides the “push” factor for migration to other countries, while the booming economies of neighbouring African countries and Europe serves as a “pull” factor in people’s decision to migrate abroad.

#### **3.1.2 CHARACTERISTICS OF MIGRANTS**

Over the last two decades several surveys on migration have provided some insight into the demographic and other characteristics of international migrants from Ghana. These studies include among a host of others a study of 300 Ghanaians living in Nigeria (Anarfi 1982), a study on the migration of Ghanaians to Ivory Coast by Anarfi (1989), a study by the Ghana Statistical Service which involved 2,923 emigrants from the West Africa sub-region by Twum-Baah, Nabila et al. (1995) and also a study coordinated by the

### *Impact of International Migration on Children Left Behind*

Netherlands Interdisciplinary Demographic Institute (NIDI) and carried out in Ghana by Institute for Statistical, Social and Economic Research (ISSER), which focused on the dynamics of emigration from Ghana to Europe (Anarfi, Awusabo- Asare et al. 2000) and involved a sample of over 1,500 migrant and non-migrant households in four sending regions in Ghana and 500 migrants in Europe (Anarfi and Kwankye et al, 2003:20) .

The studies mentioned have shown that international migration from Ghana with the exception of Ivory Coast is dominated by men. It was revealed in the Ghana Statistical Services survey that 65 per cent of migrants returning to Ghana were men whilst 82 per cent were also found to be men in Anarfi's Nigerian sample (Anarfi and Kwankye et al, 2003:20). Even though the 1975 population census of Ivory Coast shows that just 35 per cent of Ghanaian registered migrants were men, a closer look at the analysis of the Ghana Statistical Service survey shows that for those aged 25, there were more women than men, whereas for those older than 25, men were in the majority with the proportion increasing with age.

Evidence from the Twum-Baah, Nabila et al. (1995) study of emigrants returning to Ghana has shown that nearly one-quarter of Ghanaian emigrants to the west Africa Region were born in the Ashanti Region, with a further 20 per cent been born in the Greater Accra Region and less than a tenth of emigrants been born in Northern and Upper Regions of Ghana. In addition to this it was found that about 80 percent of emigrants were born in an urban area. This was however contradicted in the Anarfi's (1982) study which revealed that 28 per cent of migrants in Lagos had come from urban areas.

As was noted in Twum-Baah, Nabila et al. (1995) study of migrants returning from the West African sub-Region, most respondents (23.5 percent) who participated in the research migrated because they had friends and relatives in the receiving countries (Anarfi and Kwankye et al, 2003:21) .

In terms of return migrants, a higher proportion (about 20 per cent) of Ghanaian migrants who return to Ghana after living abroad have been found to return the Ashanti region. The Western region Greater Accra region follows respectively. The movement of higher proportion of return migrants to these regions is attributed to the fact that these regions are endowed economically in both modern and traditional sectors unlike the northern regions which have less numbers in terms of return migrants as well in population density as a whole (Anarfi and Kwankye et al, 2003:22).

In the NIDI study it was revealed that at least one in every five households has a member who has migrated abroad. After controlling the age differences between the migrants and non-migrants interviewed, it was found that the migrants who were mostly between the ages of 20-29 years were better educated than non-migrants. The migrants

were found to be more likely to report their periods of unemployment and also to say that their income was insufficient in Ghana to meet their household needs than the non-migrants. It was also found in the study that Germany, USA, Italy, and Nigeria were the top four countries of destination for Ghanaian migrants even though these countries accounted for only half of all migrants. This as Anarfi and Kwankye et al, (2003) also noted, demonstrates the high degree of diversification of Ghanaian migration patterns.

### **3.2 BRIEF OVERVIEW OF SOUTHERN GHANA**

The Ashanti region is centrally located in the middle belt of Ghana and also shares boundaries with four regions which include Brong Ahafo, Eastern, Central and Western regions<sup>11</sup>. Kumasi which the most populous district in the Ashanti region is the capital city in the Ashanti region.

The Ashanti (Southern) region is one of the most rapidly growing regions in the country. It has a population of 3,612,950 which represents 19.1 per cent of the country's population and also has a population growth rate of 3.4 per cent in 2000 which is the second highest in the country, after the Greater Accra Region (4.4%). The high density of population of the Ashanti region may be explained by several factors. Firstly, the fact that the Ashanti region has the second largest economy in the country after the Greater Accra Region, which tends to attract people from all walks of life to the region may be a reason for the high population density that exist in the region.

Also, the high fertility and migration rates to the Ashanti region may account for the rapid population growth in the Ashanti region. This is because the Total Fertility Rate (TFR) in the Ashanti region is high (4.8) as compared to the national average which is 4.0.

In addition to the above, the rapid population growth rate in the Ashanti region may be explained by the centrality of the region and its economic potentials in the cocoa and mining industries, which attract people from other parts of the country to the region.

The Ashanti region has a youthful population with about two-fifths (41.9%) below 15 years of age<sup>12</sup>. These figures in the youthful population is one of the main reasons why it was necessary for this study to be conducted to find out how those (children) who are left behind in this region by their parent(s) as a result of migration are affected academically, psychologically/ emotionally as well as behaviourally.

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<sup>11</sup> <http://www.ghanadistricts.com/region/?r=2&sa=8>

<sup>12</sup> <http://www.ghanadistricts.com/region/?r=2&sa=12>

### **3.3 THE FAMILY SYSTEM IN GHANA**

As in all pre-modern societies, the family is known to be the centre of Ghanaian society and it is sustained through a series of kinship of networks and marriages<sup>13</sup>. Even though the family is said to be the cornerstone of Ghanaian and most other African societies very little information exists on its boundaries. In its widest interpretation, the traditional Ghanaian family more than the nuclear family unit can extend to three or four generations in the direct line which includes brothers, sisters and their children. It may be defined to include in-laws, cousins as well as brothers and sisters when economically necessary. That is, the family in Ghana refers to the nuclear as well as the extended family. For this reason, the family in an Akan (Asante) proverb is said to be a crowd. And this places emphasis on how strong the extended family is and also on how its members are obliged to assist each other even when they are geographically separated<sup>14</sup>. The family is not only known to be the basis of Ghanaian social organization but it is also known to be the main source of social security in old age, that is, emotionally and economically, and the main caretaker for the young. It is also known to be the basic unit of production and distribution and serves as the main agent for social control<sup>15</sup>.

The extended family also plays a major role in all aspects of migration. They participate in the decision to migrate, and often lend or give money for members who decides to migrate, help spend the remittances that comes from members who have migrated and also help to take care of children left behind when parent(s) migrate (Hugo 1995; Bryant 2005:7-8).

The extended family system in Ghana is known for providing a form of replacement for members who are lost through death or migration. Thus, the presence of other family members may reduce any form of social isolation and loneliness that members may experience due to the absence of children, parents, grandchildren or other siblings. The extended family provides an opportunity for younger members to live with older members of the family so as to gain training and socialization and also provide assistance with domestic and other duties<sup>16</sup>.

The importance of the extended family in Ghana like other African countries can be found in the high prevalence and common practice of child relocation, that is, the transfer, giving out, or exchange of children among families. All these practices which comes under the term “child fosterage” or “fostering” refers to the transfer or relocation of children from their biological homes to other homes where they are raised and cared for by the foster parents (Isiugo-Abanihe 1985:53).

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<sup>13</sup> <http://family.jrank.org/pages/703/Ghana-Family-Structure-Family-Formation-Family-Life.html>

<sup>14</sup> [http://www.geocities.com/csps\\_ghana/ageing/safety.html](http://www.geocities.com/csps_ghana/ageing/safety.html)

<sup>15</sup> <http://family.jrank.org/pages/703/Ghana-Family-Structure-Family-Formation-Family-Life.html>

<sup>16</sup> [http://www.geocities.com/csps\\_ghana/ageing/safety.html](http://www.geocities.com/csps_ghana/ageing/safety.html)

### *Impact of International Migration on Children Left Behind*

Child fostering in West African is practiced not only in the event of family crisis or when one or both natural parents cannot manage to bring up the child due one reason or the other. It is also practiced by both stable and unstable families, married and single mothers, healthy and handicapped parents, rural and urban homes, and wealthy and poor parents. This as Isiugo-Abanihe (1985) also noted is due to the fact that child fostering in West Africa is rooted in the kinship structures and traditions that exists in the external family system and also due to the fact child rearing in Ghana and other African countries is seen not to be the sole responsibility of the biological or nuclear family alone but also the collective and social duty of all members of the extended family. The exchange of children that is practiced in child fosterage comes with a lot of benefits which includes the distribution of child rearing costs and the transfer of educational training. The reciprocal kinship obligation that exists for each individual member of the family is also another advantage that can be associated with the child fosterage system that exists in the Ghanaian family (Fleischer 2007:417). In addition to these, the practice of child fostering also eases some of the constraints migrant parents faces because they can temporarily or permanently leave their children with their relative or non relatives (Isiugo-Abanihe 1985:55).

The practice of child fostering in Ghana and West Africa may take several forms which includes kinship fostering in which children are sent to live with relatives of either parents or exchanged among kinsmen who share kinship obligations and assistance, crisis fostering in which children are boarded out as a result divorce, separation or death of a spouse. It may also take the form of alliance/apprentice fostering in which children are taken into the homes of non relatives such as friends, and acquaintances of respected social standing to receive adequate care, training and sometimes religious instructions. It may in addition to these take the form of domestic fostering in which children are seen as an essential part of the domestic labour force and are as such taken into their new families to help carry out various household duties and services. Lastly, child fostering has also been known to take the form of educational fostering in which children are boarded out to relatives who are expected to provide them with formal education (Isiugo-Abanihe 1985:55-58).

Looking at the role that extended family system plays in the absence of parent(s) especially due to migration and also the practice of child fostering that is rooted in the extended family system, it is essential to also look at whether the extended family is able to provide the necessary support in terms of educational, psychological/emotional and behavioural outcomes of children when their parent(s) migrate and leave them behind. It is based on the role played by the extended family that this study tries to find out if differences exist among students in terms of educational, behavioural and

*Impact of International Migration on Children Left Behind*

psychological/emotional outcomes when their caretaker is a family member or a non family member.

**CHAPTER 4: ANALYSIS OF MIGRATION IMPACTS ON CHILDRENS EDUCATION**

This chapter begins with an analysis of the demographic characteristics that exist among the students sampled for this research. These characteristics include age, gender, living arrangements, their educational levels, the highest level of education completed by their parents and the country of residence of their parents.

The next section presents an analysis on how parental migration impacts on the educational outcomes of students by trying to find out if there is a relationship between the variables representing the various living arrangements of children, country of residence of parent(s) and variables representing their educational outcomes.

The analysis in this section is followed by an analysis of variables on the various living arrangements available to students, the country of residence of their parent(s) and other independent variables such as age, gender, educational level of students and level of education completed by parent(s) to find out if there is a relationship between these independent variables.

The last part of this chapter gives a discussion of the results obtained from the analysis.

**4.1 DEMOGRAPHIC DATA**

As already mentioned in the earlier chapters of this study, a total of 162 students participated in this study. In all 63 percent were males and 37 percent were females. Generally their age ranged between 12 and 22 years. As shown in table (4.1.1) 81.5 per cent of the students sampled were between 12-17 years and 18.5 per cent were between 18-22 years. The highest proportion (36.4%) of the respondents were in Junior High School (JHS) Form three, 17.9% were in Senior High School(SHS) form one and 33.3% were in Senior High School form two (see also table 4.1.1). The skewness in educational levels of the sampled students, as shown in the table, is due to the fact that the students were writing their examinations and this was especially among students in Senior High School Form three (3) who were writing the final examinations in the West African Educational Councils Examinations (WAECE).

**Table: 4.1.1: Data on Students Gender, Age and their Educational level**

<b>Gender</b>		
	Frequency	Percentages
Male	102	63
Female	60	37
<b>Total (N)</b>	162	100

<b>Age</b>		
	Frequency	Percentages
12-17	132	81.5
18-22	30	18.5
<b>Total (N)</b>	162	100
<b>Level of Education</b>		
	Frequency	Percentages
J.H.S 1	11	6.8
J.H.S.2	7	4.3
J.H.S.3	59	36.4
S.H.S.1	29	17.9
S.H.S.2	54	33.3
S.H.S.3	2	1.2
<b>Total (N)</b>	162	100

**Source: Survey with Students (2009)**

From the survey it came out that 77 students who were sampled were from non migrant families, 70 were from migrant families and for the remaining 15 students it was difficult to determine the migration status of their families based on the information that was given.

As shown in table 4.1.2 the highest percentage of the sampled population was living with both parents' and the lowest sampled population were those not living with any of their parents. Those not living with any of their parents were mostly living with caretakers of which 88.2 percent were family members who were mostly members of the extended family and 11.8 percent were non family members who were mostly friends of the migrated parent(s).

**Table (4.1.2) Home Situation of Students**

<b>Home Situation</b>	<b>Home Situation</b>	
	Frequency	Percentage
Living with only one parent	62	39.2
Living with Both Parents	63	39.9
Living with none of the Parent(s)	33	20.9
<b>Total (N)</b>	158	100

**Source: Survey with Students (2009)**

**Table (4.1.3): Level of Education completed by Parent(s)**

Education of Parent	Mother		Father	
	Frequency	Percentage	Frequency	Percentage
Primary Education	8	5.1	2	1.3
Junior/Senior High School	76	48.7	60	38.7
Post Secondary/Tertiary	72	46.2	93	60
<b>Total (N)</b>	156	100	155	100

**Source: Survey with Students (2009)**

Table 4.1.3 above gives an overview of the level of education completed by the children's parent(s). It indicates that fathers are more likely to have completed a post secondary or Tertiary level of education than mothers. On the other hand, mothers are more likely to have completed a primary or junior/Senior School than fathers.

A look at destination countries of the parent(s) as shown in table 4.1.4 (below) indicates that fathers are more likely to migrate to other African countries and also abroad than mothers. From the data, the top destination countries for parents who migrate abroad are the US, Germany, Italy and England. For parents who migrate to other African countries Togo, Ivory Coast and Liberia were their top destination countries. From this data it can also be inferred that Ghanaian migrant parent(s) are more likely to migrate to countries abroad (outside the African continent) than countries in Africa. This may be due to the high level of opportunities that are available in most receiving countries abroad.

**Table (4.1.4) Residence of parents**

Residence	Mother		Father	
	Frequency	Percentage	Frequency	Percentage
Ghana	118	80.3	84	57.1
Africa	3	2.0	8	5.4
Abroad	26	17.7	55	37.4
<b>Total (N)</b>	147	100	147	100

**Source: Survey with Students (2009)**

## **4.2 ANALYSIS OF MIGRATION IMPACT ON ACADEMIC PERFORMANCE OF CHILDREN.**

Several studies on migration especially those that focus on remittance, support the notion that migration is economically beneficial to developing countries. Evidence of this can be found in the study conducted by Mazzucato et al (2008:104). However the big Kwaku Owusu Afriyie

question that most people ask when assessing the importance associated with the migration of parent(s) is whether the children left behind are positively or negatively affected. With this in mind, this section tries to answer the first research question which aims to find out if there is a relationship between the migration status of student's families/parent(s) and their academic performance.

Conceivably there are several ways of measuring migration impact on children but analysis in this study will be done by comparing the observed frequencies with the expected results that was obtained using cross tabulations and chi-square test of significance between independent variables representing the living arrangements available to students, residence of their parent(s) and dependent variables representing the educational outcomes of the students. This is due to the fact that this study aims to find out if there is a relationship between the migration status of student's families and their educational outcomes.

In addition, analysis in this chapter is focused on finding out if there is a relationship between the living arrangements of students, country of residence of student's parent(s) and other independent variables such as age, gender, student's level of education and the level of education completed by parent(s). This is to take into account the differences that exist between students and also to know whether the results obtained in the analysis on the educational outcomes of children are due to the differences that exists among students who were sampled for this study or not. Table 4.2.1 gives a brief description of the dependent variables on educational outcomes and the independent variables used in the study.

**Table (4.2.1) Description of variables**

<b>Independent Variables</b>	<b>Description</b>
Migration Status	Students from migrant families and students from non migrant families.
Home Situation	Living with only one parent, living with both parents and living without any parent(s).
Caretaker	Living with a family member or non family member
Residence of parent(s)	Country where parent(s) are living (Ghana, Africa and Abroad)
Student's level of education	The class of students at time of the study
Educational level of parent(s)	The highest level of education completed by child's parent(s)
<b>Dependent Variables</b>	<b>Description</b>

Marks in class	Grades in Mathematics, Science and English
Rank in Class	Position of students in class
Educational Aspirations	How far students want to go with their education
Absence from school	The number of times students absent themselves from school

Considering the time and space to which this study is constrained, the discussions and tables presented in this chapter are mostly focused on those relationships that were found to be significantly related. Tables on analysis in which the relationship was found not to be significantly related can be found in appendices one. Findings in this section are also explained using the interviews that were conducted with students from migrant families. Interviews conducted with teachers are however not used in the discussion of results because it became clear that the teachers did not really know so much about their students. They could not tell which student is from a migrant family or a non migrant family. They only got to know the migration status of their students when migrant students were selected for interviews. It was also realized that most of the information they gave during the interviews were general opinions which were not related specifically to their experiences with students from migrant families and students from non migrant as this research expected.

#### **4.2.1: MIGRATION STATUS AND THE ACADEMIC PERFORMANCE/EDUCATIONAL OUTCOMES OF CHILDREN**

Similar to the study of Tufis (2007) on the effect of absence of migrant parent(s) on their children's school performance, the analysis in this section tries to find out if there is a relationship between the migration status of students families and their academic performance (that is marks in Science, English and Mathematics). Analysis here also looks at whether there is a relationship between the migration status of student's families and variables on their educational outcomes (that is, their rank in class and also the number of times they absent themselves from school). Cross tabulations and chi square test of significance were conducted between the migration status of student's families and variables on the academic performance/educational outcomes of students.<sup>17</sup>

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<sup>17</sup>Based on the rule of thumbs conditions underlying chi square test statistic which requires every group to have at least 5 data points, the observed frequencies obtained Kwaku Owusu Afriyie

**Table 4.2.2: Observed frequencies of the marks in Science, English and Mathematics that was obtained by students.**

Marks (%)	Science		English		Mathematics	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
21-40	3	1.9	3	1.9	12	7.6
41-60	35	22.2	30	18.9	51	32.3
61-80	97	61.4	102	64.2	69	43.7
81-100	23	14.6	24	15.1	26	16.5
<b>Total (N)</b>	158	100	159	100	158	100

**Source: Survey with Students (2009)**

A look at table 4.2.2 shows that in Science, English and Mathematics most students obtained between 61-80 percentages in their previous terms examinations. Also the number of students who obtained between 21-40 in Science, English and Mathematics were the lowest as compared to students who obtained marks in the other categories.

No significant relationship was found between the migration status of student's families and all the variables representing the academic performance of students (see tables 4.2.3, 4.2.4, and 4.2.5 in appendices 1). So as a preliminary conclusion it can be stated that there is no relationship between the migration status of student's families and their academic performance.

**Table 4.2.6 Obtained frequencies on the educational aspirations of students**

Educational Level	Students Educational Aspiration	
	Frequency	Percentage
Junior High School	3	1.9
Senior High School	5	3.1
Vocational School	1	.6
Tertiary	151	94.4
<b>Total (N)</b>	160	100

**Source: Survey with Students (2009)**

A look at table 4.2.6 indicates that most students who participated in the survey aspired to attain tertiary level of education as the highest level of education.

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from the survey were re-categorized so as to be able to carry out the necessary cross tabulations and the chi square test of significance:

<http://www.itl.nist.gov/div898/handbook/prc/section2/prc211.htm>)

*Impact of International Migration on Children Left Behind*

The data collected did not make it possible to conduct analysis on the migration status of student’s families and their educational aspirations because the groups did not meet the rules of thumb requirement underlying chi square test statistics which requires every group to have at least 5 data points.<sup>18</sup>

**Table 4.2.7: Obtained frequencies on students rank in class**

Ranks	Rank in class	
	Frequency	Percentage
1-10	46	29.5
11-20	79	50.6
21-40	27	17.3
Above 40	4	2.6
<b>Total (N)</b>	156	100

**Source: Survey with Students (2009)**

Table 4.2.7 above shows that the highest proportion of the students were between the 11<sup>th</sup>-20<sup>th</sup> position and the lowest proportion were in the above 40<sup>th</sup> rank in class.

**Table 4.2.8 Cross tabulation of Migration Status of student’s families and their rank in class**

Migration Status	Rank in Class		Total (N)
	1-10th	11 <sup>th</sup> -40 <sup>th</sup> and Above	
Children from non migrant families	29	44	73
Children from migrant families	13	57	70
<b>Total</b>	42	101	143
<b>Significance</b>			
Chi square Value	7.709		
d.f.	1		
Significance Value	.005		

**Source: Survey with Students (2009)**

A cross tabulation was conducted to find out if there is a relationship between the migration status of students families and their rank in class. As shown in table 4.2.8 above, a significant relationship was found between the migration status of student’s families and their rank in class:  $\chi^2(1 N=143) = 7.709, p=.005$ . Students from non migrant

<sup>18</sup> Analyses will henceforth not be conducted on the educational aspirations of children since the data gathered on students educational aspirations did not fulfill the necessary requirement for conducting chi square test statistic.

*Impact of International Migration on Children Left Behind*

families were more likely to be in the 1-10<sup>th</sup> position in class than students from migrant families.

This study also tried to find out if there is a relationship between the migration status of student's families and the number of times students absent themselves from school.

Results obtained from the survey as shown in table 4.2.9 indicates that students rarely absent from school but when they do they are more likely to be 1-2 times absent from school.

**Table 4.2.9: Number of times students were absent from school**

Number of times absent	Absence from School	
	Frequency	Percentage
Never Absent	84	53.2
1-2 times	34	21.5
3-4 times	30	19
5 and more times	10	6.3
<b>Total (N)</b>	158	100

**Source: Survey with Students (2009)**

The migration status of student's families was found to be significantly related to number of times students absent themselves from school. A look at the results in table 4.2.10 below indicates that in all cases students from migrant families are more likely to be absent from school as compared to students from non migrant families:  $\chi^2(2 N=145) = 13.857, p=.001$ .

**Table 4.2.10: Cross tabulation of migration status of student's families and the number of times absent from school**

MIGRATION STATUS	Number of times absent from school			Total (N)
	Never	1-2 times	3 and more times	
Children from non migrant families	51	10	14	75
Children from migrant families	26	19	25	70
<b>Total</b>	77	29	39	145
<b>Significance</b>				
Chi square Value	13.857			
d.f.	2			
Significance value	.001			

**Source: Survey with Students (2009)**

#### **4.2.2 HOME SITUATION AND THE EDUCATIONAL OUTCOME OF CHILDREN**

Having analyzed the relationship between the migration status of student’s families in the previous section, analysis in this section tries to find out if there is a relationship between the home situation of students and dependent variables representing student’s educational outcomes.

The home situation of students was found not to be significantly related to all the variables representing student’s academic performance (see tables 4.2.11, 4.2.12 and 4.2.13 in appendices 1).

As shown in table 4.2.14 below a significant relationship was found between the home situation of students and their rank in class. Students living with both parents are more likely to be in the 1-10<sup>th</sup> position in class. Children living with only one parent and children living with none of their parents are more likely to be in the 11-40<sup>th</sup> and above position in class:  $\chi^2(2 N=154) =6.090, p=.048$ .

**Table 4.2.14 Cross tabulation on students Home Situation and Number of times absent from school**

<b>Students Home Situation</b>	<b>Rank in Class</b>		
	1-10th	11-40 and above	<b>Total (N)</b>
Children living with only one Parent	14	48	62
Children living with both parents	24	35	59
Children living with none of their parents	7	26	33
<b>Total</b>	45	109	154
<b>Significance</b>			
Chi Square Value	6.090		
d.f.	2		
Significance Value	.048		

**Source: Survey with Students (2009)**

The home situation of students was also found to be significantly related to the number of times students absent themselves from school:  $\chi^2(4 N=156) =13.378, p=.010$ . As shown in table 4.2.15 below, students living with only one parent are more likely to absent themselves from school than children living with both parents.

**Table 4.2.15 Cross tabulation on students Home Situation and Number of times absent from school**

Home Situation	Number of times absent from school			Total (N)
	Never	1-2 Times	3 and more times	
Living with only one parent	24	17	20	61
Living with both parents	44	8	10	62
Living with no parent(s)	15	8	10	33
<b>Total</b>	83	33	40	156
<b>Significance</b>				
Chi square Value: 13.378				
d.f. 4				
Significance Value: .010				

**Source: Survey with Students (2009)**

#### **4.2.3 CARETAKER AND THE EDUCATIONAL OUTCOMES OF STUDENTS**

Considering the fact that the extended family system plays a major role in the fostering of children when they are left behind in Ghana as has been discussed in chapter three, this study tried to find out if there is a relationship between who the caretaker of the student is and variables representing their educational outcomes. Table 4.2.16 gives the frequencies on students living with none of their parents.

**Table 4.2.16: Observed frequencies on students none living with any of their parents.**

Caretaker	Frequency	Percentage
Children living with a family member	45	88.2
Children living with a non family member	6	11.8
<b>Total (N)</b>	51	100

**Source: Survey with Students (2009)**

A look at table 4.2.16 above indicates that children not living with any of their parents mostly live with an (extended) family member who may include an elder brother, sister, uncle, grandparents. The difference in the total number of students not living with any of their parents in table 4.2.15 and 4.2.16 may mean that in Ghanaian families children whether living with one, both or none of their parents may at one point or the other have a family member from the extended family living in the same household.

### *Impact of International Migration on Children Left Behind*

Because students living with none family members were under represented in the data collected, this study could not conduct any analysis on the caretaker of students and their educational outcomes because the groups did not meet the rule of thumbs requirement that groups should have at least 5 data points in conducting a chi square test of significance.

#### **4.2.4 PARENT(S) COUNTRY OF RESIDENCE AND EDUCATIONAL OUTCOMES**

Analysis in this section tries to find out if the educational outcome of students is related to the country of residence of student's parent(s).

No significance relationship was found between the country of residence of student's mothers and their marks in English as shown in table 4.2.17 (in appendices 1).

The data collected did not make it possible to conduct a chi square test statistics on the country of residence of students mothers and the marks obtained by students in Mathematics and Science because the groups did not meet the rule of thumbs requirement for carrying out chi square test which require all groups to have at least 5 data points.

The country of residence of student's mothers was found not to be significantly related to their ranks in class as shown in table 4.2.18 (in appendices 1).

**Table 4.2.19: Cross tabulation of Country of residence of students mothers and number of times absent from school**

<b>Country of Residence (Mother)</b>	<b>Number of times absent from School</b>			
	Never	1-2 times	3 and more times	Total (N)
Ghana	67	23	26	116
Abroad*	10	6	13	29
<b>Total</b>	77	29	39	145
<b>Significance</b>				
Chi square Value	6.709			
d.f.	2			
Significance Value	.035			

(\*Abroad here means living outside Ghana)

**Source: Survey with Students (2009)**

A significant relationship was found between the country of residence of student's mothers and the number of times students absent themselves from school:  $\chi^2(2 N=145) = 6.709, p = .035$ . A look at table 4.2.19 below shows that students whose mothers are Kwaku Owusu Afriyie

resident abroad are mostly absent from school as compared to students whose mothers are resident in Ghana.

The country of residence of students fathers was found not to be significantly related to any of the variables representing the academic performance of students as shown in tables 4.2.20, 4.2.21 and 4.2.22 (in appendices 1).

**Table 4.2.23: Cross tabulation of Country of residence of students fathers and students rank in class**

Country of Residence (Father)	Rank in class		
	1-10 <sup>th</sup>	11-40 <sup>th</sup> and above	Total (N)
Ghana	31	49	80
Abroad	11	52	63
<b>Total</b>	42	101	143
<b>Significance</b>			
Chi square Value	7.701		
d.f.	1		
Significance Value	.006		

**Source: Survey with Students (2009)**

The country of residence of student's fathers was found to be significantly related to their rank in class:  $\chi^2(1 N=143) = 7.701, p=.006$ . Results obtained as shown in table 4.2.23 above indicates that Students whose fathers are resident in Ghana are more likely to be in the 1-10<sup>th</sup> position in class.

A significant relationship was also found between the country of residence of student's fathers and the number of times they absent themselves from school:  $\chi^2(2 N=145) = 10.109, p=.006$ . Results obtained indicates that children whose fathers are resident abroad are more likely to be absent from school than children whose fathers are resident in Ghana.

**Table 4.2.24: Cross tabulation of Country of residence of students fathers and number of times absent from school**

Country of Residence (Father)	Number of time absent from school			Total (N)
	Never	1-2 times	3 and more times	
Ghana	53	12	17	82
Abroad	24	17	22	63
<b>Total</b>	77	29	39	145
<b>Significance</b>				
Chi square Value	10.109			
d.f.	2			
Significance Value	.006			

**Source: Survey with Students (2009)**

#### **4.3 ANALYSIS OF STUDENTS DEMOGRAPHIC CHARACTERISTICS**

Having analyzed the relationship that exist between the independent variables representing the various living situations available to children, the country of residence of parent(s) and dependent variables representing their educational outcomes, analysis in this section moves on to find out if the relationships that was found between the dependent and independent variables above was due to the differences that exist in the demographic characteristics of students or not. This is done by comparing the variable on children's living situation, country of residence of parent(s) and other independent variables which include age, gender, student's level of education, and level of education completed by their parent(s).

A significant relationship was found between the country of residence of student's mothers and student's gender. Results obtained as shown in table 4.3.1 below indicate that male and female students who participated in this study are more likely to have their mothers residing in Ghana.

Analysis on Students Gender

**Table 4.3.1: Cross tabulation of Country of residence of students mothers and gender**

Country of residence (Mother)	Gender		
	Male	Female	Total (N)
Ghana	67	51	118
Abroad	23	6	29
<b>Total</b>	90	57	147
<b>Significance</b>			
Chi Square Value	4.978		
d.f.	1		
Significance Value	.026		

**Source: Survey with Students (2009)**

No significant relationship was found between student's gender and the country of residence of fathers, migration status of student's family and their home situations as shown in tables 4.3.2, 4.3.3 and 4.3.4 (in appendices 1).

Analysis on Students Age

The county of residence of student's mothers was found to be significantly related to their age. Results in table 4.3.5 indicate that children between the ages of 12-17 and 18-22 are more likely to have their mother's resident in Ghana.

**Table 4.3.5: Cross tabulation student's age and the country of residence of mothers.**

Country of residence Mother	AGE		
	12-17	18-22	Total (N)
Ghana	103	15	118
Abroad	18	11	29
<b>Total</b>	121	26	147
<b>Significance</b>			
Chi Square Value	10.170		
d.f.	1		
Significance Value	.001		

**Source: Survey with Students (2009)**

A significant relationship was found between student's age and the home situation of students.

**Table 4.3.6: Cross tabulation of student's age and their home situation**

Home Situation of students	AGE		
	12-17	18-22	Total (N)
Children living with only one parent	49	13	62
Children living with both parents	57	6	63
Children living with none of their parents	22	11	33
<b>Total</b>	128	30	158
<b>Significance</b>			
Chi Square Value	8.241		
d.f.	2		
Significance Value	.016		

**Source: Survey with Students (2009)**

No significant relationship was found between the migration status of student's families and their age as shown in table 4.3.7 (in appendices 1). Also student's age was found not to be significantly related to country of residence of their fathers as shown in table 4.3.8 (in appendices 1).

#### Analysis on student's level of education

No significant relationship was found between the student's level of education and all the variables representing student's living situations and the country of residence of their parents as shown in tables 4.3.9, 4.3.10, 4.3.11 and 4.3.12 (in appendices 1).

#### Analysis of Level of education completed by Parent(s)

A significant relationship was found between the level of education completed by student's fathers and the migration status of their families.

The result shown in table 4.3.13 below indicates that fathers of children from migrant families are more likely complete post secondary/tertiary level of education as their highest level of education. Fathers of children from non migrant families are more likely to complete primary to secondary school as their highest level of education.

**Table (4.3.13): Cross tabulation on level of education completed by student's fathers and the migration status of their families.**

<b>Migration Status</b>	<b>Level of education fathers</b>		
	Primary to secondary school	Post secondary/Tertiary	<b>Total (N)</b>
Children from non migrant families	38	35	73
Children from migrant families	18	51	69
<b>Total</b>	56	86	142
<b>Significance</b>			
Chi Square Value	10.015		
d.f.	1		
Significance Value	.002		

**Source: Survey with Students (2009)**

The level of education completed by student's mothers was found to be significantly related to the migration status of their families. Mothers of children from migrant families are more likely to complete post secondary/tertiary level of education than mothers of children from non migrant families. Mothers of children from non migrant families are more likely to complete primary to secondary school as their highest level of education. Thus a look at result in the two tables 4.3.13 and 4.3.14 indicates that parents of children from migrant families are more likely complete a post secondary/tertiary level of education than parents of children from non migrant families.

**Table (4.3.14): Cross tabulation on level of education completed by student's mothers and the migration status of their families.**

<b>Migration Status</b>	<b>Level of education Mothers</b>		
	Primary to secondary school	Post secondary/ Tertiary	<b>Total (N)</b>
Children from non migrant families	49	26	75
Children from migrant families	27	42	69
<b>Total</b>	76	68	144
<b>Significance</b>			
Chi Square Value	9.900		
d.f.	1		
Significance Value	.002		

**Source: Survey with Students (2009)**

**Table (4.3.15): Cross tabulation on level of education completed by student's fathers and student's home situation.**

<b>Home Situation of students</b>	<b>Level of education father</b>		
	Primary to secondary school	Post secondary/ Tertiary	<b>Total (N)</b>
Children living with only one parent	23	35	58
Children living with both parents	31	29	60
Children living with none of their parents	7	26	33
<b>Total</b>	61	90	151
<b>Significance</b>			
Chi Square Value	8.223		
d.f.	2		
Significance Value	.016		

**Source: Survey with Students (2009)**

The level of education completed by student's fathers was found to be significantly related to the home situation of students. The results obtained in table 4.3.15 above indicates that fathers of children living with only one parent are more likely complete post secondary/tertiary level as their highest level of education than students living with both

*Impact of International Migration on Children Left Behind*

parents. Also fathers of students living with none of their parents are more likely to complete post secondary/tertiary as their highest level of education than children living with both parents.

The level of education completed by student's fathers is significantly related to their country of residence. The results obtained in table 4.3.15 below indicates that students whose fathers are resident in Ghana are more likely complete primary to secondary school as their highest level of education than fathers who are resident in Ghana.

**Table (4.3.15): Cross tabulation on level of education completed by student's fathers and their country of residence.**

Country of residence Fathers	Level of education father		
	Primary to secondary school	Post secondary/ Tertiary	Total (N)
Ghana	42	38	80
Abroad	14	48	62
<b>Total</b>	56	86	142
<b>Significance</b>			
Chi Square Value	13.091		
d.f.	1		
Significance Value	.000		

**Source: Survey with Students (2009)**

The level of education completed by student's mothers is significantly related to their country of resident. Mothers who are resident abroad are more likely to complete post secondary/ tertiary level of education than mothers who are resident in Ghana.

**Table (4.3.16): Cross tabulation on level of education completed by student's mothers and their country of residence.**

Country of residence Mother	Level of education mothers		
	Primary to secondary school	Post secondary/ Tertiary	Total (N)
Ghana	68	48	116
Abroad	8	20	28
<b>Total</b>	76	68	144
<b>Significance</b>			
Chi Square Value	8.172		
d.f.	1		
Significance Value	.004		

**Source: Survey with Students (2009)**

No significant relationship was found between the level of education completed by student's mothers and their home situation as shown in table 4.3.17 (in appendices 1)

#### **4.4 DISCUSSION OF RESULTS ON CHILDRENS EDUCATIONAL OUTCOMES**

Whiles the differences between students from migrant families and students from non migrant families could be due to the sample size that was used in the survey, several other factors may as well account for these differences. These have been enumerated in the section that follows.

##### **4.4.1 Migration and Educational Outcomes of Students**

The level of assistance that children receive with their homework is one factor that can be related to the differences in class ranks among children from migrant families and children non migrant families (Tufis 2007:13). For instance, children from non migrant families are likely to be assisted with their home work and also encouraged to work hard and take on the professions of their parents. This may however be different in the case of children from migrant families in the sense that most of them do not even know what their parents do abroad and are therefore not inspired academically to perform well or to be in the first position in class.

As Tufis (2007:21) noted the value children place on the grades they receive is an important indicator for school performance. This means that the differences in class rank between children from migrant and non migrant families as shown in table 4.2.8 and 4.2.10 may also be due to the fact that children from non migrant families place a high value on the grades they receive in class thereby resulting in their good positions in class and frequent attendance to school unlike children from migrant families who mostly envisage migrating abroad in the future and as a result do not find it necessary attend school frequently and also work hard to be in the first position in class. Migration and educational attainment compete as "alternative paths for socioeconomic mobility" (Cortes 2008:22). Thus apart from the value children place on their grade, their prospects of migrating abroad in future as Kandel and Kao (2001) also noted in their study of adolescents in Mexican communities is another factor that can determine how hard students strive to be in the first ranks in class.

In addition to the above, the number of hour's children spend in studying and doing their homework is also an important factor that may determine how well children perform in

school (Tufis 2007: 21). Although most students during the interviews stated that they had good relationship with their caretakers they also mentioned that they do not get the same “treatment” as other children in their house. That is, they sometimes do a lot of work as compared to other children in the house or get blamed for every bad thing that happens in the house. This was common among students who were living with non family members who most of the time happens to be friends of the child’s parent(s).

The degree of supervision and a show of interest that children receive from their parents is an important predictor of school results and how often children attend school (Tufis 2007:21). Even though it is generally assumed that when one parent migrates, the parent who remains at home successfully takes up the important functions concerning the child which include school attendance, results obtained in table 4.2.15 shows that for children living with only one parent, the support structure for children’s school attendance deteriorates, and the educational roles of the migrated parent is not successfully assumed by the other parent who is supposed to takes up such roles. This could also mean that most of the time the parent/persons in whose care the children are left may lack the basic abilities and competencies to supervise them and also help them with their school work.

Furthermore, gender difference in parental roles in the family and differences in which of the parents have migrated is another factor that can determine how often children absent themselves from school (Parrenas 2005). Like many other African cultures, fathers in Ghana are culturally considered to be the disciplinary heads of the family and so their absence due to migration for extended periods of time may result in students’ absence from school. It for instance became clear during interviews with children from migrant families that mothers of children from migrant families and sometimes caretakers tend to exercise less discipline on the children unlike what the fathers would have done if they were to be in Ghana. The difference in school attendance and rank in class that was found between students living with only one parent or with none of their parents and students living with both parents in table 4.2.14 and table 4.2.15 goes to reinforce the issue of lack of discipline that children experience when their parent(s) especially their fathers migrate as mentioned in the previous paragraphs of this study. Evidence of this can also be found in the comments made by students below;

***Comment 1...***

*“Now I can do what I like because my dad is not here. My dad is strict and he used to punish me a lot when I do something bad. My Mother does not do that”.*  
*[Student interviews, Akwasi 16 years]*

**Comment 2...**

*“Because my father is not in the house there is this lack of discipline in the house. Even though my mother tries to impact some level of discipline in us, it is not like what my father would have done.”*

*[Student interviews, Ruth 17 years].*

Another factor that may account for why students not living with any of their parents happen to be more absent from school than students living with both parents as shown in table (4.2.15) can be said to be a disadvantage associated with the child fostering system which is practiced in Ghana and most other African countries. As Isiugo-Abanihe (1985:57-58) noted, children in the domestic form of fostering are seen as an important form of the domestic labour force and are therefore taken into their new families to help in carrying out household duties and services. They are therefore not motivated to go to school by their caretakers.

**4.4.2 Country of Residence and the level of Education of Parents/Caretakers and Educational Outcomes of Children**

The level of education completed by parent(s) and is a factor that determines a series of processes which can contribute to the educational success of children (Tufis 2007).

First and foremost, the level of education completed by a student’s parent(s) may also determine how far children are able to go with their education. For instance, the ability of parent(s) to help children with their homework, their support for children’s school performance, attitude towards schooling and the pressure put on children to perform in school are all factors that may determine how well a child will do in school and also how far they will aspire to go in their education (Tufis 2007:13). Even though students mentioned that their caretakers are most of the time busy with their own business, it became clear during interviews with children from migrant families that those living with caretakers who are educated get assisted with their homework and as such are motivated by their caretakers to achieve the same level of education they completed or even higher. However, students living with caretakers who are less or not educated are not assisted with their home work because what they are learning at school is most of the time too difficult for their caretakers to understand.

Secondly, as shown in the results obtained in tables 4.3.15 and 4.3.16 the level of education completed by fathers may determine whether they will reside in Ghana or migrate to other countries in Africa or abroad. As shown in table 4.3.15 fathers who have completed a Post Secondary or tertiary level of education tend to migrate to countries abroad while fathers who have completed a primary or Junior/Senior tend to reside in

### *Impact of International Migration on Children Left Behind*

Ghana. This is however different in the case of mothers because the results obtained indicate that mothers tend to reside in Ghana than abroad no matter the level of education they have completed.

In addition to these, the country of residence of students parent may determine how often students attend or absent themselves from school. As shown in table 4.2.19 students whose mothers are residence in Ghana are more likely to absent themselves from school and also students whose fathers are residence abroad are more likely to absent themselves from school than students whose parents are resident in Ghana.

The country of residence of students parents (especially their fathers) may determine students rank in class. Evidence of this can be found in table 4.2.23. It was found that children whose fathers are resident in Ghana are more likely to be in the 1-10<sup>th</sup> position in class than children whose fathers are resident abroad.

From the analysis above it can be concluded that even though the migration status of student's parents is not related to the academic performance of students it is related to the number of times students absent themselves from school and also their ranks in class positions. Also even though children may not experience direct effects as a result of their parent(s) migration, the differences that exists in the different care giving arrangements that children exposed to when they are left behind by their parent(s) may also result in differences in their educational outcomes.

**CHAPTER 5: ANALYSIS OF MIGRATION IMPACTS ON PSYCHOLOGICAL/  
EMOTIONAL AND BEHAVIOURAL OUTCOMES OF CHILDREN**

This chapter begins by giving an overview of the various sub-scales and variables that were used in obtaining data on the psychological/emotional and behavioural outcomes of students during the survey that was conducted with students from migrant as well as students from non migrant families. This is followed by the analysis of parental migration impacts on children in terms of psychological/emotional and behavioural outcomes of children. The analysis is done in two parts. The first part gives an analysis of how parental migration impacts on the psychological/emotional outcomes of children. The second part of the analysis in this section focuses on the behavioural outcomes of children from migrant and non migrant families.

The chapter ends with a discussion of the results that was obtained from the analysis on the psychological/emotional and behavioural outcomes of children from migrant and non migrant families.

**5.2 ANALYSIS OF MIGRATION IMPACTS ON PSYCHOLOGICAL/EMOTIONAL OUTCOMES**

Similar to studies conducted by Suarez-Orozco, Todorova and Louie (2002: 631), Toth (2007:6) and Tufis (2007:12) variables representing the psychological/emotional and behavioural outcomes of children used in gathering the necessary data for this study was guided by five (5) subscales, that is, *depression*, *cognitive functioning*, *interpersonal sensitivity*, *hostility* and *deviant behaviour*. Table 5.1 below, gives an overview of the variables in the various subscales.

**Table: (5.1.1): Overview of Sub-Scales and variables in each Sub-Scale**

<b>Psychological/emotional Sub-Scales</b>	<b>Variables</b>
Depression	Feeling sad
Cognitive functioning	Difficulty making decisions, remembering things and concentration
Interpersonal sensitivity	Feeling shy taking to mother and father, feeling other people don't like you
<b>Behavioural Sub-Scales</b>	<b>Variables</b>
Hostility	Feel annoyed too easily, loose temper too easily, get into arguments too easily
Deviant behaviour	Smoking, drinking alcohol, problems with police

**Source: Suarez-Orozco, Todorova & Louie (2002), Toth (2007) and Tufis (2007)**

### *Impact of International Migration on Children Left Behind*

This section tries to answer the first part of the second research question which aims at finding out if differences in the migration status of students families is related to the psychological/emotional outcomes of children.

Conceivably there are several ways of assessing the impact of parent(s) migration on children's psychological/emotional outcomes. However analysis in this chapter is done using cross tabulations and chi square test of significance between the various independent variables representing the various living situations available to children, the country of residence of their parent(s) and variables representing the psychological/emotional outcomes of children since analysis of the other independent variables has already been conducted in chapter four. Table 5.2.1 below gives an overview of the various dependent and independent variables used in this section.

**Table (5.2.1): Dependent and Independent variables on student psychological/emotional outcomes**

<b>Independent Variables</b>	<b>Dependent Variables</b>
Migration status of student's families	Feel Sad
Home situation of students	Loosing concentration
Caretaker of students	Difficulty remembering things
Country of residence of students	Difficulty making decisions
Age	
Gender	
Level of education completed by students parent(s)	
Students level of education	

**Source: Survey with students (2009)**

#### **5.2.1 MIGRATION STATUS AND PSYCHOLOGICAL/EMOTIONAL OUTCOMES**

Results obtained from the survey as shown in table 5.2.2 below indicates that in terms of depression students who feel depressed (sad) are more than students who did not feel depressed.

In terms of cognitive functioning, it is also shown that, students who reported that they have problems concentrating in class and remembering things are more than those who reported they do not have problems concentrating and remembering things. However those who do not have problems making decisions were more than those who have problems making decisions.

**Table (5.2.2): Data on depression and Cognitive functioning of students**

	Feeling Sad		Concentration		Remembering		Making Decisions	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
No	50	31.1	74	46	68	42.2	94	58.8
Yes	111	68.9	86	54	93	57.8	66	41.3
<b>Total (N)</b>	161	100	160	100	161	100	160	100

**Source: Survey with students (2009)**

To find out if there is a relationship between the migration status of student's families and their cognitive functioning as well as whether they feel depressed or not a cross tabulation and chi square test of significance was conducted.

In terms of depression and cognitive functioning, the results obtained as shown in table 5.2.3 below indicates that there is no significant relationship between the migration status of student's families and whether or not students become depressed, have problems concentrating in class and remembering things. Even though the results from table 5.2.3 indicates that children from migrant families are more likely to be depressed(sad), have problems concentrating in class than children from non migrant families the relationship is not significant.

**Table: (5.2.3) Cross tabulation of Migration status of students families and depression, cognitive functioning**

	Feeling Sad		Concentration		Remembering			Making Decisions		
	No	Yes	No	Yes	No	Yes	N	No	Yes	N
<b>Migration Status</b>										
Children from Non migrant families	27	50	36	41	32	45	77	53	23	76
Children from Migrant families	19	51	31	39	31	39	70	34	36	70
<b>Total</b>	46	101	67	80	63	84	147	87	59	146
<b>Significance</b>										
Chi- Square	1.070		.090		.111			6.779		
d.f.	1		1		1			1		
Significance Value	.301		.764		.739			.009		

**Source: Survey with students (2009)**

A significant relationship was found between the migration status of student's families and whether students have difficulty making decisions:  $\chi^2(1 N=146) = 6.779, p=.009$ .

*Impact of International Migration on Children Left Behind*

Results as shown in table 5.2.3 above indicates that children from migrant families are more likely to have difficulty making decisions than children from non migrant families.

On interpersonal sensitivity, it came out from the survey as shown in table 5.2.4 below that students who do not feel shy talking to their mother are more than those who feel shy talking to their mother. Also those who do not feel shy talking to their father are more than those who feel shy talking to their father. Again from the table, students who do not feel other people do not like them are more than students who feel other people do not like them.

**Table: (5.2.4): Data on Student’s interpersonal sensitivity**

	Shy talking to Father		Shy talking to Mother		Feeling that People don’t like you	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
No	101	63.5	129	81.1	101	63.9
Yes	58	36.5	30	18.9	57	36.1
<b>Total (N)</b>	159	100	159	100	158	100

**Source: Survey with students (2009)**

No significant relationship was found between the migration status of student’s families and whether they feel other people do not like them or not. Although the results in table 5.2.5 below indicate that children from migrant families are more likely to feel other people do not like them, the relationship is not significant.

**Table (5.2.5): Cross tabulation between migration status of students families and interpersonal Sensitivity**

	Shy talking to Father		Shy talking to Mother		Feeling people don’t like you		
	No	Yes	No	Yes	No	Yes	<b>N</b>
<b>Home Situation</b>							
Children from non migrant families	46	26	67	8	51	23	75
Children from migrant families	44	25	51	18	42	27	69
<b>Total</b>	90	54	118	26	93	50	144
<b>Significance</b>							
Chi- Square	.091		5.776		1.17		
d.f.	1		1		1		
Significance Value	.763		.016		.313		

**Source: Survey with students (2009)**

*Impact of International Migration on Children Left Behind*

Also on interpersonal sensitivity, a significant relationship was found between the migration status of children’s families and whether they feel shy talking to their mothers or not:  $\chi^2(1 N=144) = 5.776, p = .016$ . Children from migrant families are more likely to feel shy talking to their mothers than children from non migrant families (table 5.2.5).

No significant relationship was found between the migration status of children’s families and whether they feel shy talking to their fathers or not as shown in table 5.2.5 above.

**5.2.2 HOME SITUATION AND PSYCHOLOGICAL/EMOTIONAL OUTCOMES**

Having analysed the relationship between the migration status of student’s families and their psychological/emotional outcomes this section now moves on to find out if differences in student’s home situation is related to their psychological/emotional outcomes.

In terms of cognitive functioning and depression, the results obtained shows that there is not a significant relationship between the home situation of students and whether they feel sad, have problems with their cognitive functioning or not. Thus even though the results in table 5.2.6 below indicates that children living with only one parent and children living with none of their parents are more likely to become depressed and also have problems with their cognitive functioning than children living with both parents, the there is no significant relationship between their home situation and whether or not children will be become depressed or have problems with their cognitive functioning.

**Table (5.2.6): Cross tabulation of student’s home situation and depression, cognitive functioning.**

Home Situation	Feeling Sad		Concentration		Remembering			Making Decisions		
	No	Yes	No	Yes	No	Yes	N	No	Yes	N
Living with only one parent	17	45	24	38	22	40	62	34	28	62
Living with both parents	23	40	33	30	31	32	63	43	19	62
Living with no parent	9	24	14	19	14	19	33	16	17	33
<b>Total</b>	49	109	71	87	67	91	158	93	64	157
<b>Significance</b>										
Chi- Square	1.479		2.467		2.409			4.705		
d.f.	2		2		2			2		
Significance Value	.477		.291		.300			.095		

**Source: survey with students (2009)**

**Table (5.2.7): Cross tabulation of student's home situation and depression, cognitive functioning.**

Home Situation	Feeling Sad		Concentration		Remembering			Making Decisions		
	No	Yes	No	Yes	No	Yes	N	No	Yes	N
Children from one parent away Families	14	33	20	27	20	27	47	23	24	47
Children from both parents away families	5	18	11	12	11	12	23	11	12	23
Children with both parents in Ghana	27	57	39	45	33	51	84	56	27	83
<b>Total</b>	46	108	70	84	64	90	154	90	63	153
<b>Significance</b>										
Chi- Square	.933		.244		.570			.5607		
d.f.	3		2		2			2		
Significance Value	.627		.885		.752			.061		

**Source: survey with students (2009)**

No significant relationship was found between how many of the parents have migrated and whether or not students will become depressed and have problems with their cognitive functioning as shown in table 5.2.7 above.

**Table (5.2.8): Cross tabulation of student's home situation and interpersonal sensitivity.**

Home Situation	Shy talking to Father		Shy talking to Mother			Feeling people don't like you		
	No	Yes	No	Yes	N	No	Yes	N
Children Living with only one parent	38	23	44	17	61	35	27	62
Children Living with both parents	45	17	56	6	62	42	19	61
Children Living none of their parents	16	16	27	5	32	22	9	31
<b>Total</b>	99	56	127	28	155	99	55	154
<b>Significance</b>								
Chi- Square	4.772		7.037			2.814		
d.f.	2		2			2		
Significance Value	.092		.030			.245		

**Source: Survey with students (2009)**

On interpersonal sensitivity, the home situation of students as shown table 5.2.8 above was found to be significantly related to how they feel talking to their mothers:  $X^2(2, N=155) = 7.037, p=.030$ . Students living with only one parent are more likely to feel shy talking to their mother than students living with both parents.

No significant relationship was found between the home situation of students and whether they feel shy talking to their fathers. A look at table 5.2.8 above shows that in all cases students who feel shy talking to their fathers are more than students who feel shy talking to their mothers.

No significant relationship was found between the home situation of students and whether they feel other people do not like them or not.

### 5.2.3 COUNTRY OF RESIDENCE OF PARENT(S) AND PSYCHOLOGICAL/EMOTIONAL OUTCOMES

To find out if differences in parent(s) Country of residence are related to the psychological/emotional outcome of children a cross tabulation and chi square test of significance was conducted.

In terms of cognitive functioning and depression, no significant relationship was found between the Countries of residence of student's fathers and whether children become depressed, have problems concentrating in class and remembering things.

**Table (5.2.9): Cross tabulation of country of residence of student's father and student's psychological/emotional outcomes on depression and cognitive functioning.**

Country of Residence	Feeling Sad		Concentration		Remembering			Making Decisions		
	No	Yes	No	Yes	No	Yes	N	No	Yes	N
Ghana	29	55	38	46	33	51	84	56	27	83
Abroad	17	46	29	34	30	33	63	31	32	63
<b>Total</b>	46	101	67	80	63	84	147	87	59	146
<b>Significance</b>										
Chi- Square	.952		.009		1.021			4.961		
d.f.	1		1		1			1		
Significance Value	.329		.942		.312			.026		

**Source: Survey with students (2009)**

The country of residence of student's fathers as shown in table 5.2.9 was found to be significantly related to whether students have difficulty making decisions or not:  $X^2(1 N=146) = 4.961, p=.026$ . Results indicate that students whose fathers are resident abroad are more likely to have difficulty making decisions than students whose fathers are resident in Ghana.

The country of residence of student's mothers was found not to be significantly related to whether children will become depressed or have problems with their cognitive functioning (table 5.2.10 below).

**Table (5.2.10) Cross tabulation of country of residence of students mothers and students psychological/emotional outcomes on depression and cognitive functioning**

	Feeling Sad		Concentration		Remembering			Making Decisions		
	No	Yes	No	Yes	No	Yes	N	No	Yes	N
<b>Country of Residence</b>										
Ghana	39	79	55	63	52	66	118	74	43	117
Abroad	7	22	12	17	11	18	29	13	16	29
<b>Total</b>	46	101	67	80	63	84	147	87	59	146
<b>Significance</b>										
Chi- Square Value	.860		.257		.358			3.275		
d.f.	1		1		1			1		
Significance Value	.354		.612		.550			.070		

**Source: Survey with students (2009)**

**Table (5.2.11) Cross tabulation of country of residence of students mothers and students psychological/emotional outcomes on Interpersonal sensitivity**

	Shy talking to Father		Shy talking to Mother			Feeling people don't like you		
	No	Yes	No	Yes	N	No	Yes	N
<b>Country of Residence</b>								
Ghana	75	40	95	20	115	76	38	114
Abroad	15	14	23	6	29	17	12	29
<b>Total</b>	90	54	118	26	144	93	50	143
<b>Significance</b>								
Chi- Square Value	1.799		.170			.658		
d.f.	1		1			1		
Significance Value	.180		.680			.417		

**Source: Survey with students (2009)**

In terms of interpersonal sensitivity, the country of residence of student's mother's was found not to be significant to any of the variables representing interpersonal sensitivity as shown in table 5.2.11 above.

**Table (5.2.12) Cross tabulation of country of residence of students fathers and students psychological/emotional outcomes on Interpersonal Sensitivity**

	Shy talking to Father		Shy talking to Mother			Feeling people don't like you		
	No	Yes	No	Yes	N	No	Yes	N
<b>Country of Residence</b>								
Ghana	50	32	74	8	82	54	27	81
Abroad	40	22	44	18	62	39	23	62
<b>Total</b>	90	54	118	26		93	50	143
<b>Significance</b>								
Chi- Square Value	.189		8.867			.219		
d.f.	1		1			1		
Significance Value	.664		.003			.640		

**Source: Survey with students (2009)**

### *Impact of International Migration on Children Left Behind*

The country of residence of student's fathers is significantly related to whether children feel shy talking to their mothers or not:  $X^2(1 N=144) = 8.867, p = .003$ . Results indicate that children whose fathers are abroad are more likely to feel shy talking to their mothers than children whose fathers are resident in Ghana (table 5.2.12).

The countries of residence of students fathers are not significantly related to the whether children feel shy talking to their father or feel that other people do not like them.

### **5.3 ANALYSIS OF MIGRATION IMPACTS ON BEHAVIOURAL OUTCOMES**

This section tries to answer the second part of the second research question which aims at finding out if differences in the migration status of students families is related to their behavioural outcomes.

Although one acknowledges that there are several ways to analyze migration impacts on the behavioural outcomes of students, analysis in this section will be restricted to cross tabulations and chi square test of significance between variables representing the various living situations available to children, country of residence of parent(s) and dependent variables representing the behavioural outcomes of children since the analysis on the other demographic variables has already been conducted in chapter four. Table 5.3.1 below gives an overview of the various dependent and independent variables used in this study.

**Table (5.3.1) Dependent and Independent variables on student psychological/emotional outcomes**

<b>Independent Variables</b>	<b>Dependent Variables</b>
Migration status of student's families	Getting annoyed Easily
Home situation of students	Loose temper easily
Caretaker of students	Argue easily
Country of residence of students	Smoke Cigarette
Age	Drink alcohol
Gender	Have problems with the police
Level of education completed by students parent(s)	
Students level of education	

**Source: Survey with students (2009)**

### 5.3.1 MIGRATION STATUS AND CHILDREN'S BEHAVIOURAL OUTCOMES

From the survey it was found that in terms of hostility, as shown in tables 5.3.2 and 5.3.3 below students who do not feel annoyed easily, loose their temper easily, argue easily, fight with their classmates and fight with other children in their neighbourhood were more than those who reported they easily exhibit these hostile characteristics.

**Table (5.3.2): Data on how easily students exhibit hostile characteristics**

	Feel Annoyed Easily		Loose Temper Easily		Argue Easily	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
No	94	58.8	102	63.8	96	60.4
Yes	66	41.3	58	36.3	63	39.6
<b>Total (N)</b>	160	100	160	100	159	100

**Source: Survey with students (2009)**

**Table (5.3.3): Data on how easily students exhibit hostile characteristics**

	Fight with classmates		Fight with other Children in Neighbourhood	
	Frequency	Percentage	Frequency	Percentage
No	132	83	141	88.7
Yes	27	17	18	11.3
<b>Total (N)</b>	159	100	159	100

**Source: Survey with students (2009)**

To find out whether there is a relationship between the migration status of student's families and their behavioural outcomes on hostility, a cross tabulation and chi square test of significance was conducted.

Results obtained shows that there is no significant relationship between the migration status of children's families and all the variables representing their behavioural outcomes on hostility as shown in table 5.3.4 and 5.3.5 below.

**Table (5.3.4) Cross tabulation of migration status of students families and hostility**

Migration Status	Feeling Annoyed		Loosing Temper easily		
	No	Yes	No	Yes	Total (N)
Children from non Migrant families	48	27	55	20	75
Children from Migrant families	41	29	42	28	70
<b>Total</b>	89	56	97	20	145
<b>Significance</b>					
Chi-Square	.450		2.907		
d. f.	1		1		
Significance	.520		.088		

**Source: Survey with students (2009)**

**Table (5.3.5) Cross tabulation of migration status of students families and hostility**

Migration Status	Fight with Classmates		Fight with children in Neighbourhood		Argue easily		
	No	Yes	No	Yes	No	Yes	Total (N)
Children from Non migrant families	61	13	67	7	45	29	74
Children from Migrant families	59	11	59	11	41	29	70
<b>Total</b>	120	24	126	18	86	58	144
<b>Significance</b>							
Chi- Square	.89		1.287		.075		
d.f.	1		1		1		
Significance Value	.766		.257		.784		

**Source: Survey with students (2009)**

Even though the results from the cross tabulation as shown in tables 5.3.4 and 5.3.5 above indicates that children from migrant families are more likely to get involved in hostile behaviour such as loosing their temper easily, feeling annoyed, fighting with other children in their neighbourhood and arguing easily than children from non migrant families. Children from non migrant families are likely to fight with their classmates than children from migrant families, the relationship is however not significant.

In terms of deviant behaviour as shown in table 5.3.6 below, it was found that students who do not drink alcohol, smoke cigarette and have problems with the police are more than those who reported they smoke, drink alcohol or have problems with the police.

**Table (5.3.6): Data on student's deviant behaviour**

	Drinking Alcohol		Smoking cigarette		Problems with Police	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
No	157	98.1	159	99.4	159	99.4
Yes	3	1.9	1	0.6	1	0.6
<b>Total (N)</b>	160	100	160	100	160	100

**Source: Survey with students (2009)**

Based on the data that was derived from the survey as shown in table 5.3.6, analysis will not be conducted on the variables representing the behavioural outcomes of children on deviant behaviour. This is because as shown in table 5.3.6 above over ninety percent of the respondents who participated in the survey do not drink alcohol, smoke cigarette and get into problems with the police. This finding, it must be noted is not surprising because apart from the fact that drinking alcohol, smoking cigarette by children are not culturally acceptable in Ghanaian societies, it was very rare to find children in drinking bars in some of the few times I visited these places when I was conducting this research in Ghana.

### **5.3.2: HOME SITUATION AND CHILDREN'S BEHAVIOURAL OUTCOMES**

With the analysis in the previous section in mind, this section tries to find out if differences in student's home situation are related to the behavioural outcomes of children.

**Table (5.3.7): Cross tabulation of student's home situation and behavioral outcomes on hostility.**

	Fight with children in Neighbourhood			Argue easily		
	No	Yes	N	No	Yes	N
<b>Home Situation</b>						
Living with only one Parent	53	8	61	36	26	62
Living with both parents	57	5	62	39	22	61
Living with no parent	27	5	32	18	14	32
<b>Total</b>	137	18	155	93	62	155
<b>Significance</b>						
Chi- Square	1.396			.678		
d.f.	2			2		
Significance Value	.497			.713		

**Source: Survey with students (2009)**

*Impact of International Migration on Children Left Behind*

No significant relationship was found between student's home situation and all the variables representing their behavioural outcomes on hostility as shown in table 5.3.7 above.

**Table (5.3.8): Cross tabulation of student's home situation and behavioural outcomes on hostility.**

Home Situation	Feeling Annoyed Easily		Loosing Temper easily		
	No	Yes	No	Yes	N
Living with only one parent	37	25	42	20	62
Living with both parents	39	23	41	21	62
Living with no parent	18	14	17	15	32
<b>Total</b>	94	62			156
<b>Significance</b>					
Chi-Square	.405		2.143		
d. f.	2		2		
Significance	.817		.342		

**Source: Survey with students (2009)**

The results obtained in table 5.3.7 and 5.3.8 indicates that children living with only one parent and children living with none of their parents are more likely to fight with other children in their neighbourhood, argue easily, and feel annoyed easily than children living with both parents. Children living with both parents are more likely to fight with their classmates than children living with none of their parents. Also children living with both parents are more likely to loose their temper easily than children living with only one parent. However the relationship is not significant.

**Table (5.3.9) Cross tabulation of student's home situation and their behavioural outcomes on hostility**

Home Situation	Argue Easily		
	No	Yes	Total (N)
Children from one parent away families	29	18	47
Children from both parents away families	12	11	23
Children with both parents in Ghana	50	31	81
<b>Total</b>	91	60	151
<b>Significance</b>			
Chi Square Value	.742		
d.f.	2		
Significance Value	.690		

**Source: Survey with students (2009)**

**Table (5.3.10) Cross tabulation of student’s home situation and their behavioural outcomes on hostility**

Home Situation	Feeling Annoyed Easily		Loosing Temper easily		N
	No	Yes	No	Yes	
Children from one parent away families	27	20	29	18	47
Children from both parents away families	14	9	13	10	23
Children with both parents in Ghana	51	31	56	26	82
<b>Total</b>	92	60	98	54	152
<b>Significance</b>					
Chi-Square Value	.283		1.315		
d. f.	2		2		
Significance Value	.868		.518		

**Source: Survey with students (2009)**

No relationship was found between how many of the parents have migrated and variables representing students behavioural outcomes on hostility. The results in table 5.3.9 and 5.3.10 above even though indicates that children with both parents in Ghana are more likely to argue easily, get annoyed and loose their temper easily than children from families in which at least one of the parents have migrated, the relationship is not significant.

### **5.3.3 COUNTRY OF RESIDENCE OF PARENT(S) AND CHILDRENS BEHAVIOURAL OUTCOMES**

To find out if out if differences in country of residence of parent(s) are related to the behavioural outcomes of children a cross tabulation and chi square test of significance was conducted.

Results obtained as shown in tables 5.3.11 and 5.3.12 indicates that there is no significant relationship between the country of residence of student’s mothers and all the variables representing their behavioral outcomes on hostility. The results obtained indicates that children whose mothers are resident in Ghana are more likely to loose their temper, get annoyed and argue easily than children whose mothers are resident abroad. However the relationship is not significant.

**Table (5.3.11): Cross tabulation of country of residence of student’s mothers and student’s behavioural outcome on hostility.**

Residence of Mother	Loosing Temper Easily		Getting Annoyed Easily		
	No	Yes	No	Yes	Total (N)
Ghana	79	37	70	46	116
Abroad	18	11	19	10	29
<b>Total</b>	97	48	89	56	145
<b>Significance</b>					
Chi Square Value	.381		.262		
d.f.	1		1		
Significance Value	.537		.609		

**Source: Survey with students (2009)**

**Table (5.3.12) Cross tabulation of country of residence of mother and the student’s behavioural outcome on hostility.**

Residence of mother	Argue Easily		
	No	Yes	Total (N)
Ghana	71	44	115
Abroad	15	14	29
<b>Total</b>	86	58	144
<b>Significance</b>			
Chi Square Value	.966		
d.f.	1		
Significance Value	.326		

**Source: Survey with students (2009)**

No significant relationship was found between the country of residence of student’s fathers and all the variables representing student’s behavioural outcomes on hostility. Results obtained in tables 5.3.13 and 5.3.14 below indicates that students whose fathers are resident in Ghana are more likely to loose their temper, get annoyed, argue easily and fight with their class mates than children whose fathers are resident abroad. Children whose fathers are resident abroad are more likely to fight with other children in their neighbourhood than children whose fathers are resident in Ghana. However the relationship between the country of residence of student’s fathers and their behavioural outcomes on hostility is not significant.

**Table (5.3.13) Cross tabulation of fathers country of residence and children's behavioural outcome on hostility**

Residence of Father	Loosing Temper Easily		Getting Annoyed Easily		Total (N)
	No	Yes	No	Yes	
Ghana	60	22	53	29	82
Abroad	37	26	36	27	63
<b>Total</b>	97	48	89	56	145
<b>Significance</b>					
Chi Square Value	3.355		.843		
d.f.	1		1		
Significance Value	.067		.358		

**Source: Survey with students (2009)**

**Table (5.3.14) Cross tabulation of fathers country of residence and children's behavioural outcome on hostility**

Country of Residence	Argue easily		Fight with class mates		Fight with other children in neighbourhood		Total (N)
	No	Yes	No	Yes	No	Yes	
Ghana	48	33	65	16	73	8	81
Abroad	38	25	55	8	53	10	63
<b>Total</b>	86	58	120	24	126	18	144
<b>Significance</b>							
Chi-square Value	.016	1.270		1.165			
d.f.	1	1		1			
Significance Value	.898	.260		.280			

**Source: Survey with students (2009)**

#### **5.4 DISCUSSION OF RESULTS ON PSYCHOLOGICAL/EMOTIONAL AND BEHAVIOURAL OUTCOMES**

From the analysis it was found that in general the migration status of children's families is not related to children's psychological/emotional and behavioural outcomes. Even though this could be due to the sample size that was used in the survey, several other factors could account for this. These are discussed below.

The role the extended family plays as Suarez-Orozco and Colleagues (2002:638) noted is one factor that can determine whether children are psychologically/emotionally and

*Impact of International Migration on Children Left Behind*

behaviourally affected when their parent(s) migrate and leave them behind. The extended family in Ghana and most other African countries as has been enumerated in the chapter three of this study is known for providing a form of psychological/emotional replacement for family members who are lost through death or migration. Since a greater proportion of children from migrant families involved in this study are living with either the remaining parent or an extended family member, it is not surprising that the migration status of their families was found not to be significantly related to whether they become depressed (sad), have problems concentrating in class, and remembering things.

The way children perceive the migration of their parent(s) is another factor that may also determine whether children will become depressed or have problems with their cognitive functioning when their parent(s) migrate and leave them behind (Suarez-Orozco and Colleagues 2002:638). From the interviews conducted with students from migrant families it became clear that students perceived the migration of their parent(s) as something temporary which they have to deal with for a short time. Even though they reported that they sometimes miss their parent(s), this was compensated for by the perception that their parent(s) migrated because they want a better future for them, are making more money than they used to when they were in Ghana and also the fact they will also migrate in future to join their parent(s).

In addition to the way children perceive the migration of their parent(s), the number of times children communicate with their migrated parent(s) is a factor that can also determine whether children will become depressed or have problems with their cognitive functioning when they are left behind by their parent(s) (Tufis 2007:13). As shown in table 5.4.1 below, a greater percentage of the children from migrant families who participated in the survey communicate with their parent(s) at least once in a week and as such do not feel the absence of their parent(s) so much as to feel sad, have problems concentrating in class or remembering things.

**Table: (5.4.1) Number of times migrant students speak to their parent(s)**

	Mother		Father	
	Frequency	Percent	Frequency	Percentage
Never	4	7.5	3	4.4
1-2 times per week	17	32.1	32	47.1
Every week	32	60.4	33	48.5
<b>Total (N)</b>	53	100	68	100

**Source: Survey with students (2009)**

### *Impact of International Migration on Children Left Behind*

As Bryant (2005:8) noted, advancement in modern technological now helps migrant parent(s) to maintain contact with their children even when they are away. With mobile phones migrant parent(s) are able to communicate and also exchange text messages with their children and their caregivers and this helps to reduce the chances that children will become depressed or have problems with their cognitive functioning.

Also the perception that a society holds on the migration of parent(s) may determine whether children are psychologically/emotionally affected when they are left behind by their parent(s). It is not surprising that the migration status of student's families was found not to be significantly related to their psychological/emotional and behavioural outcomes. This is because apart from the fact that migration is seen as culturally good in Ghana, it came out during the interview with children from migrant families that they feel proud that their parent(s) are abroad and according to them are in most cases accorded with some kind of "respect" from the society, friends and other members of the extended family.

As Bryant (2005:6) explained, the different layers of authority that children are exposed to when they are left behind can also determine whether children will have problems with their cognitive functioning such as making decisions. A look at table 5.2.3 shows that children from migrant families were more likely to have problems making decisions than children from non migrant families. This was confirmed in the interviews because it became clear that children from migrant families any time they need something from their parent(s) have to tell their caretaker who will then decide whether or not to tell the parent(s). This means that in situations where there is not a good relationship between the child and the caretaker, the child will have a lot of problems making decisions since he/she will not be prepared to talk freely with the caretaker.

The differences placed on gender and parental roles are also factors that can determine whether children will feel shy talking to their parent(s) whether they are migrated or not (Parrenas 2005:74). Fathers in most Ghanaian families are seen as disciplinary heads whose duty is to discipline children when they do something wrong. This role affiliated with the father could in some situations result in students being shy and to some extent becoming afraid to talk to their fathers. A student for instance stated;

*"I cannot talk to my father freely because he is "harsh". This makes it difficult to talk to him or share my personal issues with him. I do this with my mother because she is not "harsh". (Student interviews; Ruth 17 years).*

It was therefore not surprising that in all the cases in table 5.2.8 the number of students who reported they feel shy talking to their fathers were more than those who reported they feel shy talking to their mothers.

### *Impact of International Migration on Children Left Behind*

Also the cultural practice that mothers are the caregivers while fathers are the bread winners of the family may sometimes result in a situation in which children become more attached to their mothers and as such may not feel shy talking to them whether they are migrated or not.

In addition, the relationship that exists between children, migrated parent(s) and their caretakers is also a factor that can determine whether children will become depressed or have problems with their cognitive functioning when they are left behind by their parent(s). During the interviews most respondents reported that they have a good relationship with their migrated parent(s) and their caretakers. There were for instance cases where the students reported that they see their caretakers as their parent(s) because they have lived with them since when they were very young. In addition to these, there were also cases in which students reported that they really do not feel the absence of their parent(s) because they did not grow up with their migrated parent(s) and as such their absence is not having any effect on them. A student for instance stated;

*“I did not see my father when I was growing up so his absence is not having any effect on me. The first time I saw him I was thirteen years and I was very happy to see him. I would have preferred if he was living here with us” (Student Interviews: Kwaku 16 years).*

From the results obtained in the analysis on student's psychological/emotional outcomes, one can conclude that the migration status of student's families is only significantly related to the whether children have difficulty making decisions or not. This as has been explained in the discussion maybe due to the different levels of authority that children are faced with when they are left behind by their parent(s).

Also the migration status of student's families as has been found in the analysis on the behavioural outcomes of children is not related to the behavioural outcomes of children.

## **CHAPTER 6: CONCLUSION**

This chapter presents a summary and discussion of the findings in this research. This is followed by recommendations on what can be done so as to limit the effects children face when they are left behind by their parent(s) as a result of migration.

### **6.1 SUMMARY OF RESEARCH FINDINGS**

While some studies argue that children are negatively affected when they are left behind, others argue that the migration of parent(s) do not have any effect on children.

This study has tried to find out if the migration status of children's families is related to the differences in educational, psychological/emotional and behavioural outcomes of children.

Chapter three of this thesis highlights on the history of migration, the main reasons why people decide to migrate to other countries and the main characteristics common among migrants who migrate from Ghana to various receiving countries. It again highlights on some of the contemporary factors that have contributed in several ways in shaping the socio-economic characteristics of the Ashanti region of Ghana. It in addition explains the extended family system that exists in Ghana and also outlines some on the roles the extended family plays when children are left behind by their parent(s).

Chapter four of the thesis basically aimed at answering the first sub- question, that is; *“are there differences in the academic performance/educational outcomes of children from migrant families and children from non migrant families?”* This was necessary to help find out whether differences in the migration status of children's families are related to children's educational outcomes.

This study did not find a significant relationship between the migration status of student's families and their academic performance (that is their marks in science, English and mathematics). This finding explains why teachers could not distinguish between students from migrant families and students from non migrant families. Thus even though differences may exist in the marks obtained by children from migrant and children from non migrant families these differences are not significant for teachers to start wondering if it is related to the migration status of students families.

A significant relationship was found between the migration status of student's families and their ranks in class positions. Children from non migrant families were mostly in the highest ranks in class as compared to children from migrant families. This finding goes to confirm Tufis (2007) explanation that the level of assistance that children receive from

home is a factor that may determine the performance and rank of children in class. Thus, considering the fact that children from non migrant families are more likely to be assisted with their homework and also motivated to take on the professions of their parent(s) as compared to children from migrant families who hardly get assisted with their homework and also hardly know the type of work their parent(s) are doing abroad. This finding also confirms the notion that the value children places on their grades and the prospects of their future migration may determine how children work in school as was argued by Tufis (2007), Kandel and Kao (2001), Chiquiar and Hanson (2005) . In Kandel and Kao (2001) study in Mexico it was found that children who envisage migrating abroad in future do not place a high value on their grades in class and also work less harder knowing that the educational credentials they attain may be less important in finding jobs in the receiving countries.

The migration status of student's families was also found to be significantly related to the number of times students absent themselves from school. Children from migrant families were more times absent from school than children from non-migrant families. This as Tufis (2007:21) explained in her study in Romania is due to the degree of supervision and a show of interest children receive when they are left behind by their parent(s). Thus although we generally assume that the remaining parent is able to take over the important functions concerning the children, the finding as we have seen here suggests that these parent(s) and sometimes the family structure may lack the necessary mechanism to ensure that children from migrant families attend school frequently as compared to children from non migrant families. This is confirmed by the finding that, the home situation of students is significantly related to the number of times students absent themselves from school. It was found that students living with only one parent and students living with none of their parent(s) were more times absent from school than students living with both parents.

Consistent with previous researches in Romania (Toth 2007), this study found that students whose fathers have migrated abroad are more likely to absent themselves from school than children whose fathers are resident in Ghana.

Chapter five of this study focused on answering the second research sub-question which aimed at finding out if there are differences in the psychological/emotional and behavioural outcomes of children from migrant families and children from non migrant families.

In the first section of chapter five where this study analyzed the relationship between the migration status of students families and variables on their psychological/emotional outcomes, no significant relationship was found between the migration status of students families and whether they become depressed (sad), have problems concentrating in

class, remembering things and have a feeling that other people do not like them. This finding is contradictory to what Toth (2007:7) found in her study on children left behind in Romania. In Toth (2007) it was found that children whose parents especially their mothers have migrated were more prone to bouts of depression than children from non migrant families.

The migration status of student's families was however found to be significantly related to whether they have difficulty making decisions or not. Children from migrant families were more likely to have difficulty making decisions than children from non migrant families. This as was explained in Bryant (2005) is due to the different layers of authority children faces in making decisions. That is first their caregivers and then the absent parent(s).

In addition, the migration status of students families was found to be significantly related to whether they feel shy talking to their mothers or not. Children from migrant families are more likely to feel shy talking to their mothers than children from non migrant families. However no significant relationship was found between the migration status of student's families and whether they feel shy talking to their fathers or not. Even though this finding may be due to the sample size that was used in the survey, the finding here is contradictory to what Parrenas (2005) found in her study among migrant children in The Philippines. In her study it was found that children from migrant families mostly feel shy (embarrassed) talking to their fathers but do not feel shy talking to their mothers.

Again, through the interviews it was found that because the migration of parent(s) is viewed as something positive and also beneficial in Ghanaian Societies, children from migrant families mostly feel proud that their parent(s) have migrated abroad and also are given some kind of "respect" from their friends, society and other members of the extended family but are not stigmatized like children from migrant families in Ecuador where the migration of parent(s) is associated with negative connotations such as poverty, ethnic background or rapid social mobility (Cortes 2008:23).

In the analysis no significant relationship was found between the home situations of students and whether they feel sad, have problems with their cognitive functioning or not. This finding is consistent with what Toth (2007:5) found in her study in Romania. In her study it was found that children whose fathers were abroad experience less negative effects because they are most of the time left in the care of their mothers. And even in situations where both parents are absent the extended family is able to assume the role of the two parents so that children do not become depressed and also have problems with their cognitive functioning. The finding in this study is however contradictory to what was found in Suarez-Orozco and Colleagues (2002) study on the experience of separation and reunification among immigrant families. In their study they found that children who were separated from their parent(s) were more likely to report depressive

### *Impact of International Migration on Children Left Behind*

symptoms than children who were not separated from their parent(s) during migration. They also found that children who were separated from both parent(s) had a higher level of psychological symptoms as compared to children who were not separated from their parent(s) during migration.

In terms of countries of residence of student's parent(s) this study did not find a significant relationship between the country of residence of student's fathers and whether or not children become depressed, have problems concentrating in class and remembering things. A significant relationship was however found between the Country of residence of student's fathers and whether or not students have difficulty making decisions. Children whose fathers are resident abroad were more likely to have difficulty making decisions than children whose fathers are resident in Ghana. In addition, the country of residence of student's mothers was found to be significantly related to whether or not students feel shy talking to their mother.

This study did not find any significant relationship between the country of residence of student's mothers and all the variables representing psychological/emotional outcomes on depression, cognitive functioning and interpersonal sensitivity.

The second section of chapter five in this study also focused on finding out if there is a relationship between the migration status of student's families and their behavioural outcomes.

Contrary to previous research on the effect of parent's migration on children's behaviour this study did not find any relationship between the migration status of student's families, differences in their homes situations and all the variables representing their behavioural outcomes on hostility. This finding is contradictory to the findings of Toth (2007:10). In this study she concluded that because children from migrant families experience lower levels of supervision when they are left behind, they are more likely to be influenced by peer pressure and also takes on inappropriate behaviours which may be hostile and sometimes against the law. This study did not find any significant relationship between the country of residence of student's parents and their behavioural outcomes on hostility.

In conclusion, to answer the primary research question, *what is (are) the impact(s) of international migration on children who are left behind by their parent(s) in Kumasi, Ghana*, it was observed through the analysis of the quantitative and qualitative data gathered that, in terms of educational outcomes, the migration status of children's families is not significantly related to the marks students obtained in class but significantly related to the number of times students absent themselves from school and also their rank in class positions. In terms of psychological/emotional outcomes it was

also observed that the migration of status of children's families is not significantly related to whether children become depressed or not, have problems concentrating in class, remembering things, feel shy talking to their fathers or feel that other people do not like them but significantly related to whether children have difficulty making decisions and feeling shy talking to their mother(s). In terms behavioural outcomes it was observed that the migration status of student's parent(s) is not significantly related to all the variables representing hostile behaviour.

Based on the quantitative analysis and qualitative interviews conducted with students from migrant families in this study, it can be said that the consequences of parent's migration on children are contextual and care should therefore be taken in generalizing or exaggerating the effects that children may experience as a result of their parent(s) migration. This is because as found in this study children who are left behind most of the time stay with their mother(s) or a family member from the extended family. This means that in places where the extended family is considerably involved in the caretaking of children and also where there is a good social support system, the effects that children experience as result of their parent(s) migration may be drastically minimal.

With these conclusions in mind, it is worth to mention that this current study faces a few limitations. Conceivably, the fact that this study was conducted in only one town and also in just two schools makes it difficult for one to generalize the findings that was obtained here. Also the sample size does not appear to be large enough to underscore the differences that may exist among students and also represent all the groups in the various living arrangements that were sampled for this research. A case in mind is students not living with any of their parents but living with an extended family member or a none family member who were under presented in the survey data. Whiles this study focused on finding out how the migration of parent(s) impacts on children, it would be valuable for future studies on transnational families/migration to use interdisciplinary approaches that will focus on investigating the effects that transnational child raising arrangements have on children since these transnational family arrangements are prevalent all over the world.

## **6.2 RECOMMENDATIONS**

Making recommendations for the impacts of parental migration on children left behind is a challenging task considering the fact that the case of migration in itself is a complex multi-faceted phenomenon produced in time and space and also the fact that the effects that children may experience when they are left behind may be limited to only certain geographical locations. However I will attempt to offer some recommendations to parents, institutions and governments in both sending and receiving countries as to what

### *Impact of International Migration on Children Left Behind*

can be done in combating or reducing the effects that children may experience when they are left behind by their parent(s).

As seen in the analysis on children's educational outcomes, it became clear that for children whose fathers or both parents have migrated the support structure to ensure that children attend school regularly deteriorates and the educational roles of the parents are not successfully assumed by the parent who remains or the family/non family member on whom these roles are bestowed. Here it is recommended that social policies should be implemented to ensure that in the absence of one or both parent(s) the support structure for children will be made to include other non family members such as teachers, headmasters, social assistance and school counsellors who will help to assume the roles of the absent parent(s) by ensuring that children do not absent themselves frequently from school. Here I also recommend the active involvement of the churches and other religious groups in addressing the issue of children left behind since religious bodies are known for playing an active role in the social development of most developing countries.

Considering the fact that the number of hours spent studying may play a role in the academic performance and the class rank of children, it will be recommended that the remaining parent and also caretaker(s) be actively involved in children's extracurricular activities which emphasizes on children studying and doing their homework. This may result in an improvement in the grades of children and also their ranks in class. This parental and caretaker involvement in children's studies and doing their home work can be monitored through regular teacher-parent meetings. Also considering the fact that the teachers who were interviewed did not know much about their students and as such could not distinguish who is from a migrant or non migrant family, these regular teacher-parent meetings will ensure that teachers get to know more about their students and also be able to easily identify some of the problems children might experience as a result of their parent(s) migration.

On policy level, I recommend that governments in sending countries (in this case Ghana) should initiate policies which will ensure that the duties of social institutions such as the Social Welfare Services are broadened to cover the welfare of children who are left behind by their parent(s). Also, since the whole process of children been left behind is mostly due to irregular/illegal migration of parent(s) and also the very restrictive migration policies of most receiving/host countries, I recommend that governments in both sending and receiving countries should implement policies that will ensure the efficient management of migration and replacement of irregular migration with regular migration.

### *Impact of International Migration on Children Left Behind*

The solution it must be emphasised lies not in receiving countries closing their borders or sending illegal migrants back to their home countries, but rather in ensuring that migration regulations are made clear and that legal forms of migration are possible. Also because children are stakeholders in the migration debate, I recommend the implementation of migration policies that will first ensure that children will also benefit from the migration choices of their parent(s) and secondly ensure that migration policies in both sending and receiving countries do not force families to split up. With these in mind I believe that the implementation of the right migration policies will ensure that even children who are already left behind can join their parent(s) especially those with the right papers/documents without much difficulty.

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**APPENDICES 1: TABLES**

**Table 4.2.3 Cross tabulation of Migration Status of students families and Marks obtained in Science**

<b>MIGRATION STATUS</b>	<b>Marks in Science (%)</b>			
	0-60	61-80	81-100	<b>Total (N)</b>
Children from non migrant families	18	46	12	76
Children from migrant families	17	43	9	69
<b>Total</b>	35	89	21	145
<b>Significance</b>				
Chi square Value	.221			
d.f.	2			
Significance value	.895			

**Source: Survey with Students (2009)**

**Table 4.2.4 Cross tabulation of Migration Status of students families and Marks obtained in English**

<b>MIGRATION STATUS</b>	<b>Marks in English (%)</b>			
	0-60	61-80	81-100	<b>Total (N)</b>
Children from non migrant families	12	54	13.2	76
Children from migrant families	18	40	12	70
<b>Total</b>	30	94	22	145
<b>Significance</b>				
Chi square Value	3.226			
d.f.	2			
Significance value	.199			

**Source: Survey with Students (2009)**

**Table 4.2.3 Cross tabulation of Migration Status of students families and Marks obtained in Mathematics**

<b>MIGRATION STATUS</b>	<b>Marks in Mathematics (%)</b>			<b>Total (N)</b>
	0-60	61-80	81-100	
Children from non migrant families	28	36	12	76
Children from migrant families	31	27	11	68
<b>Total</b>	59	63	23	145
<b>Significance</b>				
Chi square Value	1.146			
d.f.	2			
Significance value	.564			

**Source: Survey with Students (2009)**

**Table 4.2.11 Cross tabulation on students Home Situation and their marks in Science**

<b>MIGRATION STATUS</b>	<b>Marks in Science (%)</b>			<b>Total (N)</b>
	0-60	61-80	81-100	
Children living with only one parent	18	37	6	61
Children living with both parents	13	37	12	62
Children living with none of their parents	6	22	5	33
<b>Total</b>	37	96	23	156
<b>Significance</b>				
Chi square Value	1.495			
d.f.	4			
Significance value	.828			

**Source: Survey with Students (2009)**

**Table 4.2.12 Cross tabulation on students Home Situation and their marks in Mathematics**

<b>MIGRATION STATUS</b>	<b>Marks in Mathematics (%)</b>			
	0-60	61-80	81-100	<b>Total (N)</b>
Children living with only one parent	30	21	10	61
Children living with both parents	20	32	10	62
Children living with none of their parents	12	15	6	33
<b>Total</b>	62	68	26	156
<b>Significance</b>				
Chi square Value	4.512			
d.f.	4			
Significance value	.341			

**Source: Survey with Students (2009)**

**Table 4.2.13 Cross tabulation on students Home Situation and their marks in English**

<b>MIGRATION STATUS</b>	<b>Marks in English (%)</b>			
	0-60	61-80	81-100	<b>Total (N)</b>
Children living with only one parent	16	38	8	62
Children living with both parents	11	41	10	62
Children living with none of their parents	6	22	5	33
<b>Total</b>	33	101	5	157
<b>Significance</b>				
Chi square Value	1.495			
d.f.	4			
Significance value	.828			

**Source: Survey with Students (2009)**

**Table 4.2.17: Cross tabulation of country of residence of students mothers and their marks in English**

Country of Residence (Mother)	Marks in English (%)			
	0-60	61-80	81-100	Total (N)
Ghana	21	79	17	117
Abroad	9	15	5	29
<b>Total</b>	30	94	22	146
<b>Significance</b>				
Chi Square Value	2.951			
d.f.	2			
Significance Value	.229			

**Source: Survey with Students (2009)**

**Table 2.4.18: Cross tabulation of Country of residence of students mothers and students rank in class**

Country of Residence	Rank in class		
	1-10 <sup>th</sup>	11-40 <sup>th</sup> and above	Total (N)
Ghana	37	77	114
Abroad	5	24	29
<b>Total</b>	42	101	143
<b>Significance</b>			
Chi square Value	2.580		
d.f.	1		
Significance Value	.108		

**Source: Survey with Students (2009)**

**Table 4.2.20: Cross tabulation of country of residence of students fathers and their marks in Science**

Country of Residence (Mother)	Marks in Science (%)			Total (N)
	0-60	61-80	81-100	
Ghana	20	51	12	83
Abroad	15	38	9	62
<b>Total</b>	35	89	21	145
<b>Significance</b>				
Chi Square Value	.000			
d.f.	2			
Significance Value	1.000			

**Source: Survey with Students (2009)**

**Table 4.2.21: Cross tabulation of country of residence of students fathers and their marks in Mathematics**

Country of Residence (Mother)	Marks in Mathematics (%)			Total (N)
	0-60	61-80	81-100	
Ghana	31	39	13	83
Abroad	28	24	10	62
<b>Total</b>	59	63	23	145
<b>Significance</b>				
Chi Square Value	1.097			
d.f.	2			
Significance Value	.578			

**Source: Survey with Students (2009)**

**Table 4.2.22: Cross tabulation of country of residence of students fathers and their marks in English**

Country of Residence (Mother)	Marks in English (%)			Total (N)
	0-60	61-80	81-100	
Ghana	14	57	12	83
Abroad	16	37	10	63
<b>Total</b>	30	94	22	146
<b>Significance</b>				
Chi Square Value	1.866			
d.f.	2			
Significance Value	.393			

**Source: Survey with Students (2009)**

**Table 4.3.2: Cross tabulation of the migration status of students and gender**

<b>Migration Status</b>	<b>Gender</b>		
	Male	Female	<b>Total (N)</b>
Children from non migrant families	43	34	77
Children from migrant families	47	23	70
<b>Total</b>	90	57	147
<b>Significance</b>			
Chi Square Value	1.972		
d.f.	1		
Significance Value	.160		

**Source: Survey with Students (2009)**

**Table 4.3.3: Cross tabulation of Country of residence of students fathers and gender**

<b>Country of residence (Father)</b>	<b>Gender</b>		
	Male	Female	<b>Total (N)</b>
Ghana	50	34	84
Abroad	40	234	63
<b>Total</b>	90	57	147
<b>Significance</b>			
Chi Square Value	.239		
d.f.	1		
Significance Value	.625		

**Source: Survey with Students (2009)**

**Table 4.3.4: Cross tabulation of students home situation and gender**

<b>Home situation of students</b>	<b>Gender</b>		
	Male	Female	<b>Total (N)</b>
Children Living with only one parent	40	22	62
Children Living with both parents	37	26	63
Children living with none of their parents	22	11	33
<b>Total</b>	99	59	158
<b>Significance</b>			
Chi Square Value	.734		
d.f.	2		
Significance Value	.693		

**Source: Survey with Students (2009)**

**Table (4.3.7) Cross tabulation of student's age and the migration status of their family**

<b>Migration Status</b>	<b>AGE</b>		
	12-17	18-22	<b>Total (N)</b>
Children from non migrant families	67	10	77
Children from migrant families	54	16	70
<b>Total</b>	121	26	147
<b>Significance</b>			
Chi Square Value	2.454		
d.f.	1		
Significance Value	.117		

**Source: Survey with Students (2009)**

**Table 4.3.8: Cross tabulation of students age and the country of residence of their father**

<b>Country of residence Father</b>	<b>AGE</b>		
	12-17	18-22	<b>Total (N)</b>
Ghana	70	14	84
Abroad	51	12	63
<b>Total</b>	121	26	147
<b>Significance</b>			
Chi Square Value	.140		
d.f.	1		
Significance Value	.708		

**Source: Survey with Students (2009)**

**Table 4.3.9: Cross tabulation of students level of education and the migration status of students families**

<b>Migration Status</b>	<b>Children's level of education</b>			
	Junior School	High	Senior High School	<b>Total (N)</b>
Children from non migrant families	42		35	77
Children from migrant families	29		41	70
<b>Total</b>	71		76	147
<b>Significance</b>				
Chi Square Value	2.526			
d.f.	1			
Significance Value	.112			

**Source: Survey with Students (2009)**

**Table (4.3.17): Cross tabulation on level of education completed by student's mothers and student's home situation.**

<b>Home Situation of students</b>	<b>Level of education Mothers</b>		
	Primary to secondary school	Post secondary/ Tertiary	<b>Total (N)</b>
Children living with only one parent	27	31	58
Children living with both parents	39	22	61
Children living with none of their parents	16	17	33
<b>Total</b>	82	70	152
<b>Significance</b>			
Chi Square Value	4.122		
d.f.	2		
Significance Value	.127		

**Source: Survey with Students (2009)**

**Table 4.3.10: Cross tabulation of students level of education and their Home situation**

<b>Home Situation</b>	<b>Children's level of education</b>			<b>Total (N)</b>
	Junior School	High	Senior High School	
Children living with only one parent	27		35	62
Children living with both parents	34		29	63
Children living with none of their parents	14		19	33
<b>Total</b>	75		83	158
<b>Significance</b>				
Chi Square Value	1.786			
d.f.	2			
Significance Value	.409			

**Source: Survey with Students (2009)**

**Table 4.3.11: Cross tabulation of students level of education and the country of residence of students fathers**

<b>Country of residence Father</b>	<b>Children's level of education</b>			<b>Total (N)</b>
	Junior School	High	Senior High School	
Ghana	44		40	84
Abroad	27		36	63
<b>Total</b>	71		76	147
<b>Significance</b>				
Chi Square Value	1.308			
d.f.	1			
Significance Value	.253			

**Source: Survey with Students (2009)**

**Table 4.3.12: Cross tabulation of students level of education and the country of residence of students mothers**

<b>Country of residence Mothers</b>	<b>Children's level of education</b>			<b>Total (N)</b>
	Junior School	High	Senior High School	
Ghana	61		57	118
Abroad	10		19	29
<b>Total</b>	71		76	147
<b>Significance</b>				
Chi Square Value	2.762			
d.f.	1			
Significance Value	.097			

**Source: Survey with Students (2009)**

**APPENDICES 2: Questionnaire for Survey and Interview**

1. How old are you?
  
2. What is your gender
  - (I) Male
  - (II) Female
  
3. What is your level of education now?
  - (I) Junior High School form 1
  - (II) Junior High School form 2
  - (III) Junior High School Form 3
  - (IV) Senior High School form 1
  - (V) Senior High School form 2
  - (VI) Senior High School form 3
  
4. What is the educational level of your father?
  - (I) Primary School
  - (II) Junior High /secondary School
  - (III) Senior High/ Secondary School
  - (IV) Vocational School
  - (V) Tertiary level (University, Polytechnic, teachers training College etc.
  
5. What is the educational level of your mother?
  - (I) Primary School
  - (II) Junior High / secondary School
  - (III) Senior High/ Secondary School
  - (IV) Vocational School
  - (V) Tertiary level (University, Polytechnic, teachers training College etc.)
  
6. In what country does your mother live? Please specify:
  
7. In what Country does your father live? Please specify:
  
8. Where do you live? Please specify:

9. Do you live with your parents at home?

- (I) Yes, with only my mother
- (II) Yes, with only my father
- (III) Yes, with my mother and father
- (IV) No.

10. If you don't live with your parent(s), who takes care of you?

- (I) Family member from mothers' family
- (II) Family member from father's family
- (III) Non-family member. Please specify..... (For example: Friend of mother, friend of Father, pastor, etc).

11. What marks did you get in science last term?

- (I) 0 – 20%
- (II) 21 – 40 %
- (III) 41 – 60%
- (IV) 61 – 80%
- (IV) 81 – 100%

12. What marks did you get in English last term?

- (I) 0 – 20%
- (II) 21 – 40 %
- (III) 41 – 60%
- (IV) 61 – 80%
- (V) 81 – 100%

13. What marks did you get in Mathematics last term?

- (I) 0 – 20%
- (II) 21 – 40 %
- (III) 41 – 60%
- (IV) 61 – 80%
- (V) 81 – 100%

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

- (I) 1-10
- (II) 11- 20
- (III) 21- 40
- (IV) Above 40

15. How many times were you absent last term?

- (I) 0
- (II) 1-2 times
- (III) 3-4 Times
- (IV) 5 and more times

16. What level of education would you like to attain or achieve in life?

- (I) Junior High /secondary School level
- (II) Senior High/ Secondary School level
- (IV) Vocational School level
- (V) Tertiary level (University, Polytechnic, teachers training College etc.)

17. Do you feel sad?

- (I) No
- (II) Yes, sometimes
- (III) Yes, frequently

18. Do you have problems concentrating in class?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

19. Do you have problems remembering things?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

20. Do have find it difficult making decisions?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

21. Do you feel annoyed easily?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

22. Do you loose your temper easily?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

23. Do you feel people do not like you?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

24. Do you feel shy talking to your father?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

25. Do you feel shy talking to your mother?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

26. If your mother is living abroad how often do you speak with her?

- (I) Never
- (II) 1 to 2 times a month
- (III) Every week

27. If your father is living abroad how often do you speak with her?

- (I) Never
- (II) 1 to 2 times a month
- (III) Every week

28. If one or both of your parents are living abroad do they send you money?

- (I) Yes
- (II) No

29. If you answered yes how often do your parent(s) send you money from abroad?

- (I) Ones a month
- (II) Once a year
- (III) Two or more times a year

30. When your parents send money from abroad who receives it?

- (I) Yourself
- (II) The person that takes care of you
- (III) Another family member. Please specify your relations with this person:.....
- (IV) Other. Please specify.....

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

- (I) School fees and supply (books)
- (II) Food
- (III) Clothing
- (IV) Other, Please specify.....

32. When your parents send you money from abroad who decides how to spend it?

- (I) Yourself
- (II) Your parent(s)
- (III) The person that takes care of you.
- (IV) Another family member. Please specify your relations with this person.....

33. At home how often do you watch television?

- (I) Never
- (II) Once a week
- (III) Two times a week
- (IV) Two and more times a week

34. Do you fight with your classmates at school?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

35. Do you fight with other people in your area / neighbourhood?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

36. Do you use/drink alcohol?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

37. Do you smoke cigarette?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

38. Have you ever had problems with the police?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

39. Do you get into arguments too easily?

- (I) No
- (II) Yes, Sometimes
- (III) Yes, frequently

40. Additional Information

Is there any other information you would like to add that was not addressed in this questionnaire? (I)No (II) Yes,

Please write it here

.....  
.....  
.....

**QUESTIONS FOR INTERVIEWING STUDENTS**

1. Sex (1=Male, 2= Female)
2. Age (.....)
3. Who cares for you? Please specify relationship.....
4. For how long have your parent(s) travelled abroad?
5. Which of your parent(s) has travelled abroad?
6. In what country are your parent(s)?
7. How do you feel about your parents migrating abroad?  
(a) Are there any benefits you can mention?

*Impact of International Migration on Children Left Behind*

- (b) What disadvantages will you associate with your parent(s) travelling abroad?
8. Do you receive remittances from your parent (s)?
  9. How do you feel about the remittances? Are they beneficial to you?
  10. What is the relationship between you and your caregiver?
  11. Does your care taker help you with your school work at home?
  12. How do you communicate with your parent(s)?
  13. What is your relationship like with your migrant parent(s)?
  14. What kind of things do you go to or talk about with your mother/ father/ caregiver?
  15. Is there any other information that you would like to share that was not addresses during this interview?

**QUESTIONS FOR INTERVIEWING TEACHERS**

1. What is your age?
2. Gender?
3. What class/course do you teach?
4. How many students are in the class?
5. How many years have you taught as a teacher?
6. Are there differences between students whose parent(s) are not in Ghana and students whose parent(s) are in Ghana? Can you name some of these differences?
7. Are the differences mostly emotional, psychological, behavioral or in academic performance? Can you mention some examples?
8. Have you noticed a difference the students over the period you have been teaching?
9. Is there any extra information you would like to share that was not addressed during this interview.