



Behavioral Outcomes of Children Left Behind Due to Parental Migration in South
Wollo, Ethiopia (Implications for Intervention)

A Dissertation in partial fulfillment of the requirements for the Degree of Doctor of
Philosophy in Social Psychology

By Getnet Tesfaw

Advisor; Abebaw Minaye (Associate Professor)

Addis Ababa University
College of Education and Behavioral Studies
School of Psychology

June, 2023
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Approved by the Board of Examiners:

Advisor _____ Signature _____ Date _____

External Examiner _____ Signature _____ Date _____

Internal Examiner _____ Signature _____ Date _____

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Acronyms and abbreviations

UNICEF... United Nations International Children's Emergency Fund

LBC.....Left-Behind Children

NLBC... Non-Left-Behind Children

UN..... United Nations

IOM.....International Organization for Migration

SDQ.....Strength and Difficulty Questionnaire

IMF.....International Monetary Fund

IDLT.... In-depth Interview Left behind Tehuledere

IDLK....In-depth Interview Left behind Kutaber

Abstract

This study investigated the behavioral outcomes of LBC as a result of parental migration in Southern Wollo , Ethiopia. Accordingly, a concurrent mixed method was employed to address the objectives of the study. A total of 360 children whose mother, father, and both parents migrants were selected from two woredas in southern Wollo by using a stratified sampling method. 360 children living with both parents were also selected in the same weredas for comparison purposes. For the qualitative data 12 caregivers,18 teachers, and 13 LBC were also selected purposely. Behavioral outcomes of children were assessed by using the strength and difficulty questionnaire (SDQ). Interview and focus group guides were also used to explore the perception of caregivers, teachers, and left-behind children about parental migration and its consequences. The findings demonstrated that a significant mean difference was found between LBC due to parental migration and children living with both parents $t(718) = 24.64, p < 0.01$. The mean score of the behavioral outcome of LBC as measured by SDQ was significantly higher than children of non-migrating parents. A statistically significant mean difference was also observed between the migration status of parents (the migration of fathers, mother migrants, and both parent migrants) $F = F(2, 357) = 19.18, P < .01$. The results suggest that a mother migrant and both parents migrant left behind children experienced behavioral outcomes significantly higher than children whose fathers migrated. Children of migrant mothers and both parent migrants showed nearly similar and higher behavioral difficulties as compared to children of father migrants. Furthermore, a significant mean difference was observed among the children left behind and cared for by different caregivers grandparents, mother only, father only, relatives, non-relatives, and children living alone) $F(5,354) = 21.64, P < .01$. The score of behavioral outcomes of children cared for by mothers and grandparents showed significantly lower than the other groups of caregivers providing care for LBC. Children cared for by mothers and grandparents look more advantaged than the other groups of LBC. The qualitative data from teachers and caregivers showed that LBC experienced isolation, longing, sadness, and lack of motivation in schooling following their parents' migration. Children also reported that even if they understand the reasons for their parents' migration they faced various behavioral, social, and emotional. To conclude compared to children of the non-migrating parent, children of migrating parents showed behavioral problems. To mitigate the problem, families, governmental and non-governmental organizations that have a stake in children's lives shall play an important role. Intervention strategies should also be designed for children affected by parental migration.

Table of Contents

Contents	Page
Acknowledgments.....	i
Acronyms and abbreviations.....	ii
<i>Abstract</i>	iii
Table of Contents.....	iv
List of Tables	vii
Chapter One	1
Introduction.....	1
1.1. Background	1
1.2. Statement of the problem	6
1.4 Objective of the Study.....	13
Specific objectives	13
1.5. Operational definition	14
1.6. Significance of the Study	14
Chapter Two	15
Review of Related Literature	15
2.1 . Understanding migration and the migration process	15
2.2. Parental absence due to migration.....	18
2.3. Behavioral outcomes left behind children due to parental migration	22
2.4. Theoretical and conceptual frameworks.....	31
Chapter Three.....	37
Research design	37
3.1 Population and settings of the study.....	39

3.2. Research design	47
3.3. Sample and Sampling Techniques	42
3.4. Instrument	43
3.4.1 .Tool developemnt	45
3.4.2. Field work and supervision	47
3.4.3. Reliability of the instrument.....	47
3.5. Methods of Data Analysis	49
3.6. Ethical Issues	52
Chapter Four	54
Findings of the study.....	54
4.1. Demographic characteristics of participants of the study (N= 720).....	54
4.2. Demographic characteristic of LBC disaggregated by caretakers (N=360).....	57
4.3. Parental migration and behavioral outcomes of children left behind.....	58
4.4 . Parental migration status and behavioral outcomes of children left behind.....	60
4.5. Gender and behavioral outcomes as measured by SDQ	63
4.6. Caregiver and behavioral outcomes of children left behind	64
4.9. Presentation and Interpretation of Qualitative data	66
4.9.1 Contributing factors to parental migration	68
4.9.2 Consequences of parental migration as perceived by participants.....	72
Chapter Five.....	85
Discussion.....	85
5.1. Parental migration and behavioral outcomes of children left behind.....	85
5.2. Behavioural outcomes of children left behind and parental migration status	87
5.3. Behavioral outcome of children across caregiver types	90
5.6. Discussions of qualitative finding	92
Conclusion, and implication	97

6.1. Conclusion	97
6.2. Implications	98
References.....	102
Appendix.....	113

List of Tables

Table 1: The Inter-item Consistency/ Cronbach Alpha (α) / of Items the Pilot Study	52
Table 2: Demographic Characteristics	55
Table 3: <i>Age of Both LBC and NLBC</i>	50
Table 4: Demographic Characteristics of Left-behind Children by Caretakers	57
Table 5: Descriptive Statistics and Independent samples T-test of Reported Behavioral Outcomes of Participants (N=720)	58
Table 6: Mean and Standard Deviations of dimensions of strength and difficulty questionnaire (SDQ) of the LBC and comparison group	59
Table 7: Mean and Standard Deviations of Parental migration status and behavioral outcomes of left-behind children (N=360)	60
Table 8 Multiple Comparisons of Behavioral outcomes of Children with parental migration status	62
Table 9: One-way Analysis of Variance of Behavioural outcomes of by Parental Migration status	61
Table 10: Gender and Behavioral Outcomes of Children.....	63
Table 11:Descriptive Statitiscos of Mean and Standard Deviations of Behavioral Outcomes of LBC Based on Caregiver types (N=360)	65
Table 12: One-way Analysis of Variance of Behavioral Outcomes of LBC by caregiver types .	66
Table 13: Multiple Comparisons of Behavioural Outcomes of Children with Parental Migration Status.....	62
Table 14: Participants of the Qualitative Study	67

Chapter One

Introduction

1.1. Background

Migration is an increasingly familiar experience in today's societies. Disparities in economic development have resulted in the emergence of uneven and rapid urbanization and industrialization across the world, making migration a diverse and complex phenomenon (Bariagaber 2014). As a result, a substantial number of workers have opted to move in pursuit of better work opportunities from underdeveloped to developed countries (Cortes, 2008; Yeoh & Lam, 2007). Parents may be compelled to leave their children behind in their home countries as a result of labor migration.

It's commonplace to claim that a child's personality development is influenced by his or her parents' presence and parenting style. According to psychological, sociological, and family system theory, the importance of parents and family for child development has been frequently explained (Bowlby 1977; Bowen 2004). Since children are not matured enough to bear the effect that separation entails from parents, they can be the most vulnerable that might be psychologically affected as a result of parental migration (Cassidy, 2008; Amato 1991; Howard 2011).

The most widely held perception about migration is that poverty is the driving force behind vast numbers of people crossing national borders in looking for a better life. The fact that developing countries are among the top labor-sending and remittance-receiving countries demonstrates this argument (Orozco, 2003). Family members are forced to emigrate to ensure

the family's financial security. Thus, migration is often used as a domestic way of coping (Cortes, 2007). Labor migration has also been linked to limited opportunities in education and the absence of work in the country of origin (Orozco, 2003; Selamawit, 2013; Getachew, 2016). For instance, people in developing countries such as Ethiopia view the movement of people overseas as a strategy to find a better life for themselves and their families. But out-migration may expose migrants to different types of mistreatment in destination countries (Selmawit, 2013).

Desiring better living conditions has been also considered another main contributing factor for migration (Castles, 2000). Circumstances that drive migrants are often related to situations in the place/area of origin, which appear to be somewhat more significant in the developing countries over "pull" factors linked with destination countries (Kanayo, Anjofui, & Stiegler 2019). Destination countries provide perceived options or solutions, such as economic benefits, that shape migration decision. People are attracted to migration by the need to be self-sufficient, having success stories, and information provided by brokers about a better life in destinations. (Abebaw, 2013; Getachew, 2016; Yeoh & Lam, 2007). Besides, preconceptions of higher salaries, particularly in the private sector and availability of better-paying jobs in cities than in rural communities, and social capital from already migrated ones have all been reported as main underlying pull factors (World Bank, 2010). Thus, the ever-increasing migration and the resulting remittance flows become the features of the global environment which consequently impacted people in the sending and destination countries.

Empirical findings and observations have also shown that Ethiopia is acquiring a huge sum of remittances as a result of migration which was estimated to be USD 3-3.5 billion in 2014/2015 (Isaacs, 2017).

One of the most important advantages of migration, and by consequence, returns, is the decrease of poverty and migrants primarily contribute money to support the people they have left home (Binford 2003). These remittances constitute one such domestic plan to increase the family's forms of income and generate extra funds for ongoing expenses (Selmawit, 2013; Cortina, & de la Garza, 2006; Binford, 2003).

Though the psychological and social repercussions on parental migration on family and behind children are seldom considered, it has been viewed from a financial and economic viewpoint by considering the flow of remittances. Researchers have primarily focused on the impact of migration on economic growth, particularly remittances which are the primary driver of sustainable development in the labor-sending community, even if limited consideration is given to the cultural, psychosocial conditions of families and left-behind children (Cappelloni, 2011; Rehman & Rehman, 2014).

In sending societies, migration can be beneficial that is taken advantage of, but migrating overseas and being separated from parents resulted in a profound psychological expense in most cases (D'Emilio et al. 2007). Family disintegration, social network destruction, and psychosocial distress are all disadvantages of migration (D'Emilio et al., 2007; Lamb, 1977). As a result of the migration of parents, family groups were fragmented and households were disrupted leaving children and others behind, either fully or partially (Lamb,1977). In this regard, Samarasinghe (1989) looked into the challenges faced by the family left behind, including how relatives are the primary sources of not only financial but also emotional support. Separation is also difficult since it is associated with psychosocial expenses to the stay-behind families and the migrated ones (Samarasinghe 1989).

For example, research on migrant parents and its effect in Indonesia, the Philippines, Thailand, and Vietnam using Strengths and Difficulties Questionnaire (SDQ) administered to 3,876 children found out more psychological problems on children of migrant fathers than children living with both parents (Graham & Jordan 2011). Research on 253 children whose mothers migrated also indicated the presence of significantly higher emotional and behavioral problems among those left behind compared to the other groups (Senaratne, Perera & Fonseka 2011).

At a family level, remittance-driven migration causes painful memories to those who remained at home resulting in transnational families in which parents tried to lead households and children from afar (Buck & Castaneda, 2011). Apart from the stress it causes, loneliness and the subsequent sense of vulnerability have serious consequences for transnational households. It appears that remittances are indicative of hardships and a significant contribution to the loved ones of migrants who have remained behind (Tilly, 2007). The additional costs of parents' migration necessarily involve adjusting provisions regarding caring for children together with accomplishing household tasks in the households of remaining behind (Pessar & Mahler, 2003; Leavitt & Glick, 2004). To illustrate, research conducted by Save the Children Sirilanka's (2006) research on children whose parents migrated revealed social and emotional distress, and more likely to engage in deviant actions, violent offenses, feelings of abandonment, and disappointment of being separated and stay behind at home. As a result of parental migration, it was found out that left-behind children faced challenges and developed poor self-confidence, lacked healthy interactions with parents and others (Ye & Murray, 2005). Following the migration of parents, children experienced feelings of abandonment (Dreby, 2007; Vanore,

Mazzucato & Siegel 2015), and faced emotional and mental problems when they were obliged to live with other caregivers (Smith et al., 2004).

Regarding caregiving, research mainly on grandmothers, relatives, and non-relatives, showed that grandparent's care for LBC is found to be better for LBC compared to the other caregiver types (Moran-Taylor 2008; Yarris, 2012; Dankyi, 2014; Dreby 2010). In relation to this, a situation on Mexican LBC revealed that due to parental migration children who were taking care of themselves were found to be facing different problems compared to other LBC (Lahaie et al. 2009). Umami & Turnip's (2019) study on caregiving also mentioned that LBC cared for by caregivers other than family members became more prone to develop problems than children who are under the care of relatives of migrant families.

Contrary to this result, Graham & Jordan's study (2011) by using the strength and difficulty questionnaire (SDQ) reported that children who were cared for by a mother (a father migrant) and children cared for by a father (a mother migrant) did not show any difference in their psychological and social well being. It has been argued by researchers in the area, caregivers perform care tasks, provide psychosocial support as well as assist the children to become aware of the reasons for parental migration (Dankyi, 2014; Dreby, 2010; Moran-Taylor, 2008; Yarris, 2016). For example, research in Sri Lanka on children of migrant parents showed that two out of every five children who are left behind suffer psychosocial adjustment and related problems (Wickramage et al. 2015).

Thus, the migration of parents may have a significant impact on the emotional, socioeconomic, and healthcare situations that the children grow up in (Chae, Hayford, & Agadjanian, 2016; Antai et al.,2010; Kiros & White 2004; Agadjanian & Cau, 2011).

In the case of Ethiopia, studies on labor migration are common (Adugna, 2019; Kefale & Mohammed, 2016; Tegegne & Penker, 2016; Dessiye & Emirie, 2018; Reinert, 2006) but studies focusing on its relation with families and left-behind children are scant. From Wollo, Ethiopia, one can easily observe labor migrants migrating mainly to the Gulf States. Personal observation in the area showed that the movement of people transnationally is common and perceived and linked to an individual, societal, and economical achievement. The common response given by migrants is that they are migrating for the betterment of themselves and their families. But to what extent migration changes the lifestyles of the migrant as well as the left-behind children and families is not well explored. Media and some concerned groups in Ethiopia are emphasizing explaining migration by focusing on the studies and reports of those people who migrated elsewhere and returned to their home area leaving aside left-behind children and families. Reports and research results focus on the situation of migrants themselves rather than the social and psychological conditions of the left-behind children and families in the sending area. Comparisons have not yet been made on the behavioral outcomes of left-behind children as a result of migration and children living with both parents. This implies the necessity to explore the behavioral outcomes of children left behind in migration-prone areas.

Thus, this dissertation investigated the behavioral outcomes of left-behind children due to parental migration in Southern *Wollo*, (Ethiopia), a place where migration is a common experience of people.

1.2. Statement of the problem

It is argued that migration flows are often a response to economic, social, and political problems people experience in their lives (Solimano, 2010). The positive side of the migration of people overseas is the flow of remittance to Ethiopia that may serve the various socio-

economic development. In Ethiopia, remittances are essential since they constitute a large share of direct investments (Reinert, 2006). Remittances, or money that migrants earn while living abroad and subsequently remit back to countries of origin, is one of the most visible impacts of the movement of people transnationally (Solimano, 2010).

The migration of people across borders has been viewed in studies of international labor migration as a family survival mechanism to fulfill the socio-economic conditions of the migrant themselves and left-behind children and families. In this regard, research has been conducted on how migrant parents work and provide money and other materials in the form of remittances to children and left-behind families in the sending areas (Adams & Page, 2005; Levitt, 2001; World Bank, 2010).

In parental migration due to economic constraints and different barriers such as policy issues, few children may get the chance to move with their parents. However, many children remained at home (Asis, 2006; Bryant, 2005; Kandel & Kao &, 2001; Yeoh & Lam, 2007). This is why this particular group of children has indeed been named “left-behind children “ LBC”. In Ethiopia where parental migration is high little /no attempts have been made to bring the issue of these groups of children to research.

Research on the influence of the migration of parents demonstrated that parents and children become overwhelmingly due to dysfunction of family duties and responsibilities posing a major problem to the familial relationship (Buck & Castaneda, 2011). The impacts could be worsened when the migrated families stayed longer leaving children and other family members behind (Coronel & Unterreiner, 2005). When parents migrate, the responsibility of caring for the left-behind children rests on grandparents, relatives, and non-relatives. Those caregivers taking responsibility in the country of origin in providing care for the children left behind might be busy

in their own life which makes the role of caregiving difficult. Grandparents, aunts, uncles, and other caregivers may seek support to handle activities from left-behind children rather than taking care by themselves. In this regard studies (Buck & Castaneda, 2011; Heymann 2006) showed poverty that drives parents to move also affected caretakers/ guardians who remained in the sending areas since they are expected to strive hard when the money is insufficient to adequately care for children stay behind. Sometimes situations might force children to care for themselves and support each other and become at risk of not receiving appropriate social and emotional support in their earlier years when caregivers failed to provide the expected support due to economic reasons and workload (Heymann,2006).

Since they have more opportunities to communicate, some migrant parents may try to become competent providers of material and emotional support by using various communication techniques. Even though migrant parents are supportive from abroad, they cannot completely substitute for the actual absence (Smith, et al., 2004). As a result, migration is regarded as a challenge in the parent-child relationship since it is an unanticipated shift in one's circumstances that leads to a rupture, displacement, or uprooting (Grinberg & Grinberg, 1989).

The influence of the migration of parents on LBC's psychosocial developments, well-being, and family break up and burden on grandparents and relatives were also researched by scholars (Whitehead & Hashim 2005; Antman, 2012). It has been also argued that due to parental migration children may feel abandoned, and suffer emotionally and psychologically when they are expected to adjust to the social environment with other caretakers/ guardians (Smith et al, 2004; Dreby, 2007, Parrenas, 2005). According to D'Emilio et al. (2007), a loss of parental reference in maintaining the household and providing affection and material care for children increases as the time between parental migration and children gets longer.

Even though the impacts of parental migration on LBC have been studied in other countries (Whitehead & Hashim 2005; Antman, 2012; Smith et al, 2004; Dreby, 2007, Parrenas, 2005) researches on these children in Ethiopia are scant. A study in North Wollo also showed situations whereby parents abroad are forced to send back their children to their country through returnees. Since labor migrants living afar are unable to care for their children they are forced to send children through a 'plastic bag' that people use for their shopping and associate and label these children as children of the plastic bag' which affected their psychosocial wellbeing (Getachew, 2016). Personal observations also confirmed that there are many children left behind in South Wollo due to parental migration. These children are labeled by teachers and community members as truants who are dependent on remittances and do not give attention to schooling. Apart from such labeling, there is no /little no research conducted on the behavioral outcomes and experiences of children of migrant parents in such areas. This scenario can thus serve as the motivation for researching the social and emotional costs of the migration of parents to left-behind children.

In terms of intervention strategies, developed countries have national, government entities, non-government organizations, and charity people who provide help for those children who are remained at home in sending areas (Pissin, 2013). According to a UNICEF survey conducted in 2010, the protection of LBC was given attention, and strategies were established in countries such as Finland, Denmark, the Netherlands, Switzerland, and the United Kingdom, which have led the way in material wellbeing, schooling, and safety for LBC to pursue an idea of "No left-behind children .".Projects involving the government, private organizations, or the United Nations, as well as other sources of income, encouraging and aiding left-behind children, have been mentioned in developed countries (Revers, 2013).

Another strategy, for example, in Jamaica where migrant parents are more prevalent, parents afar are trying to discharge their responsibilities by sending materials and goods packaged in barrels abroad which consequently labeled and describes the children as ‘barrel children (Crawford-Brown & Rattray 2002; De Souza, 1998; Pottinger 2005). Studies on common labelings of children left behind mentioned that their situation of vulnerability, and isolation in their relationships, as well as the lack of interest in their education and, flaunting their new status by extravagant consumption, particularly when remittances are sent to them directly with no caregivers involved and a higher proclivity to become deviants (Valtolina & Colombom 2012). Though some research results were trying to describe the experience of children left behind due to parental migration, appropriate intervention strategies were not designed to change the situation.

When it comes to policy options for improving children's support networks, the UN Convention on the Rights of children requires countries to prioritize the "best interests of the child" in tasks and to ensure that the child receives the security and care required for his or her well-being (UN, 1989). There are particular articles in this convention that require states to ensure the child's survival and development to the greatest degree possible. The convention further requires countries to provide adequate help to families as well as caretakers during caregiving practices and to establish the situation of schools and related environments safe for the child (UN, 1989). As a result, research on children may inform those who ensure the best interest of children as per the conventions.

As the International Organization for Migration (IOM) (2008) stated, once large-scale migration begins from a specific sending country, it is extremely difficult for a government to stop it before the country grows economically and provides a variety of jobs that satisfy people

and reduce unsafe migration. In such circumstances, migration-prone countries need proactive policies that can capitalize on migration's positive aspects while minimizing its detrimental impact on families and societies in the sending and receiving communities. As a result, studying the effect of migration on different dimensions will help policymakers and program designers a lot.

One of the implications and motivations of this research is to contribute to policies and other intervention mechanisms for the benefit of left-behind children and families affected due to migration. Specifically, in the case of Wollo, Ethiopia, people continue to leave their country and travel via the 'eastern route' in large numbers despite numerous reports of abuse while migrating to and through the desert and upon arrival in the Gulf States. It seems that migration research so far has mainly focused on its impacts on migrants themselves or on the receiving communities, its contribution to the development and the social networks used to facilitate migration (Abebaw,2013; Adamnesh,2006; Getachew, 2016; Fework, 2007; Fernandez, 2010). The positive and negative impacts of migration have been mainly analyzed in terms of migrants and the populations they enter, failing to consider providing for the gains and losses for left-behind children, the larger family, and the sending group. Thus there exists a dearth of information and of study findings that illustrate how children who are left behind due to the migration of parents behave differently than children living with both parents, particularly in the context of Ethiopia. Moreover, the perception of important socializing agents (guardians/ caretakers and teachers) towards children left behind has not yet been researched.

International migration and remittance research has mainly concentrated on determining the magnitude and demographic characteristics of out-migrants, remittance flow; effect on poverty, and the remittance-receiving households' consumption pattern (World Bank,2010;

Isaacs, 2017). In Ethiopia, research on the behavioral outcomes of children left behind due to the migration of parents has not yet been considered. Furthermore, the perception of caregivers and teachers who are assumed to be an important socializing agent (Bowen 2004) for children in the sending areas have yet to be investigated. Therefore, one of the purposes of this research was to investigate how teachers and caregivers perceive the influence of the migration of parents on left-behind children. Given the increased number of LBC in the study area, and the different predicaments these children face as articulated by sending communities it arouses concern and motivation to conduct research on LBCs. Thus, this dissertation research examined the behavioral outcomes of LBC due to the migration of parents in Southern *Wollo*, to suggest intervention mechanisms. The perception of guardians/ caretakers of left-behind children was also investigated since they are important agents of socialization. LBC, especially those of early ages, are seen as highly susceptible since they have minimal influence and decisions on remittances as far as the migration of parents is concerned. Due to the migration of parents, the care of LBC is shifted to others. Despite all odds indicated above, parents are migrating, claiming that their activities are for the good of their children.

This research, therefore, focused on left-behind children as a result of the migration of parents. As a result, the goal of this research is to address the following questions:

1.3. Research questions

1. Do left-behind children's behavioral outcomes as measured by the Strength Difficulty Questionnaire (SDQ) differ from children of non-migrating families in Souther Wollo?
2. Is there a statistically significant difference in behavioral outcomes of LBC across demographic characteristics?
3. Is there a statistically significant difference in the behavioral outcomes of LBC in terms of who the caregiver is?

4. How do the guardians/caretakers perceive the influence of the migration of parents on behavioral outcomes of children left behind?
5. How do teachers perceive the influence of the migration of parents on the behavioral outcomes and schooling of left-behind children?

1.4 Objective of the Study

The general objective of this research is to explore the behavioral outcomes of left-behind children due to parental migration in Southern Wollo, Ethiopia.

Specific objectives

In the study of parental migration and the behavioral outcomes of children, the specific objectives addressed are the following

1. To examine the behavioral outcomes of children left behind as measured by strength difficulty questionnaire(SDQ) among the sending community as compared to children in intact families
2. To investigate the relationship between demographic characteristics (gender, parental status, caregiver types) and behavioral outcomes of children left behind
3. To examine the behavioral outcomes of children cared for by different caregivers.
4. To investigate the guardian's perception of the influence of migration on behavioral outcomes of children left behind.
5. To explore the perception of teachers on the influence of the migration of parents on the behavioral outcomes and schooling of LBC.

1.5. Operational definition

In this study, the following terms and concepts are defined as follows

Left behind Children: children aged 11-17 years whose mother, father, or both parents have migrated.

Behavioral outcome: in this study behavioral outcome is operationalized to include conduct problems, emotional symptoms, hyperactivity/inattention problems, peer relationship problems, and prosocial behavior as assessed by the Strength and Difficulty Questionnaire (SDQ).

1.6. Significance of the Study

In the context of Ethiopia, prior studies on migration did not recognize left-behind children. LBC as a result of the migration of parents is not included in the research.

Thus, this study can be a source of information regarding the migration of parents on children. The research results also help to identify the hidden costs of migration.

Up-to-date comprehensive studies that provide valuable information on the impact of the migration of parents on left-behind children in Ethiopia in general and the study area, in particular, are not yet adequate. Thus, this study will contribute to building knowledge regarding how to address left-behind children's needs and facilitate their exercising of an agency that can inform policy and service provision targeted at these children and their families.

The findings of this study can also provide data for those who are concerned with the rights of children and families affected by migration. Moreover, this study will help to get information on the situation and psychosocial well-being of children in migrant-sending communities. Furthermore, this research will provide insight into the complex and often contradicting perspectives of LBC. The study can also serve as a source to bring the issue of children left behind in migration research for scholars in the area.

Chapter Two

Review of Related Literature

The review of related literature here synthesizes previous work on the migration of parents and its influence on children left behind. The nature of migration, migration processes and child development theories, the absence of parents due to migration, and the nature of children left behind are presented.

2.1 . Understanding migration and the migration process

The first humans, beginning with *Homo Erectus* about two million years ago, were organized into hunter-gatherer groups. Migrations were made necessary by the economic basis of their life, which forced them to travel constantly in search of food, rendering migration a common occurrence. Migration is a centuries-old phenomenon that occurs in all cultures around the world (Asis, 2006). It has been described as the migration of people overseas from one country to another area (Anarfi & Kwankye, 2009).

Migration is the act of crossing boundaries transnationally or moving inside a country. It is the movement of people, which includes immigrants, displaced people, and economic refugees, and can be of any duration, structure, or reason (IOM, 2008) (IOM, 2008). The movement of people could become permanent when the migrated persons do not come back to the country of origin. The migration of people can also be called long term when the migrated people stated to live for an extended period, effectively making the destination of the other country his or her actual country of normal place of residence. Migrants could be done in a short-

term way when someone travels for at least three months to an area other than their usual residency, as well as someone who transfers from one place to the other based on the situation.

Since ancient times, the movement of people overseas has been one of the three demographic changes that have shifted people's perceptions of the world, with the other two aspects being fertility and mortality (Anarfi & Kwankye, 2009). The migration of people is a natural part of human life, and the place where people migrate is determined by the allocation of resources and the benefits that different parts of nations offer over everyone else (Coe (2012). Furthermore, people migrate in response to their particular requirements(Bryant, 2005).

Migration occurs in two forms. The migration of people happened internally, while transnational or international migration happens when people cross borders and between countries (Coe, 2012). Studies indicated that people migrate from developing countries and regions to industrialized countries largely for better living conditions (Akokpari, 2000; Koc and Oman, 2004). According to Anarfi and Kwankye(2009), it was reported that 3 percent of people in the world in 2009 resided in areas other than their country of origin. It has been also reported that international migrants have increased significantly over the last 15 years (Nwalutu 2014). It was also reported that the transnationally migrated population has approached 272 million people, constituting for 3.5 percent of the worldwide population (IOM 2019).

According to the IOM's 2019 migration survey, the majority of international migrants (74%) were in the working-age cohort which was between 20 - 64 years). The IOM (2019) report also indicated a decrease in migrants under the age of 20 years old from 16.4 % to 14% in the years from 2000 to 2019.

Migration is a worldwide phenomenon that has existed across human history and nations in the world(Bariagaber 2014). The movement of people overseas seems complex whereby a

single person, parents, or households might be involved to act in the decision process (Bariagaber 2014; Uchehara 2016). Migration is thought to be a decision that has several implications for the household, the sending society, and, eventually, the entire economy (Azam and Gubert, 2006). It's often thought to be a highly successful way of greatly improving a household's financial position and living standards (de Haas, 2003).

For several reasons, people migrate overseas transnationally or internally in one corner of a given nation for various reasons (IOM, 2008). People travel in and out of places all over the world and they have done so throughout human history. Their movement patterns represent the ever-changing conditions of the world. Migration is a major issue in Africa, and for poor households seeking to diversify their sources of income, and a livelihood strategy (SAMP, 2004). In Africa, social problems such as unemployment in sending countries and problems of work ethics and habits were also identified as contributing factors to migration (Minaye and Zeleke 2017; Sparreboom et al. 2019).

As a factor of the economic determinant of migration inequalities in the sending and receiving nations, the desire to reduce risks by diversifying the sources of income, forced displacement, and impact of social relationships and links have been primarily mentioned in kinds of literature (Stark,1991; Cortes, 2008; Lipton,1980). Regarding the migratory processes, people migrate by different means such as: through family ties, networks, labor brokers, smugglers, and traffickers (Abebawa 2013; Getachew, 2016; Tilly 2007). Thus, migration is complex that involves the migrant and its family members under certain socioeconomic, political, and cultural contexts and it can require different routes and processes.

Regarding the consequences of transnational migration, benefits and disadvantages for the migrant-sending and hosting countries were found. As mentioned in the introduction and

problem statement of this study, emigration benefits sending areas in terms of earnings and employment possibilities, while it benefits destination countries in terms of labor and cultural and social interaction (Minaye 2012; Urza et al. 2020). It is also argued that destination countries are most likely to benefit from migration because it creates a dynamic population with a wide variety of expertise and experiences (Minaye and Zeleke 2017; Tarisayi and Manik 2019).

As a negative consequence of migration brain drain or withdrawal of human capital and family and community, dysfunctions happened with the increasing of migration, particularly in the sending countries (Reichert 1982; Rubenstein 1992; Binford 2003). When people are forced to prefer the illegal route for various reasons, they might be exposed to physical, social, and psychological problems (Minaye 2012; Salama et al. 2017).

The migration of parents on social, psychological, educational, and related consequences on children left behind has been also studied by researchers in migration-prone areas even though overlooked in the context of Ethiopia. Reviewed literature on left-behind children due to parental absence and the associated consequences are preened in the following subsection.

Parental migration as used in this dissertation refers to the migration of parents transnationally leaving their children behind.

2.2. Parental absence due to migration

Explaining the relationship between the migration of parents and the behavioral outcomes of LBC requires discussing the underlying presumption that a child's development and activities are influenced by the separation of a parent(s) concerning migration.

The stage of children is a period in which children acquire physical, psychological, and social assistance from their parents to develop accordingly. Psychosocial theories and research confirmed that the help of parents is a strong predictor of the child's ability to manage anxiety, stress, and different social and psychological problems in life. Children also can gain trust and confidence in communities through relationships with parents and emotional interaction with elders (Parrenas, 2005; Ainsworth,1969; Bowlby,1977). Arguably, a poorly structured family that failed to discharge its responsibilities greatly influenced the well-being and development of children(Ye, 2008).

It seems that the emigration of parents transnationally and leaving children behind provide reasons for their actions for the sake of families and LBC. The household and family systems change when responsibilities are transferred and rearranged and the current duties of families at home are altered to solve problems that as a result of the migrated parent(s) (Hugo, 2002; Parrenas, 2005). Most of the parents try to maintain their parental status regardless of their physical isolation by redefining traditional notions of parenting in new and different ways of inventing new notions about what it implies to parent or parents a child from afar. Children might not react favorably to their families' endeavors to re-establish and strengthen family relationships from afar, and substituting caregivers either supports or hinder the parents' attempts (Save the children, 2006; Samarasinghe,1989; Mazzucato et al., 2014). It is now commonly recognized that a parent's or family member's movement overseas benefits and challenges LBC and families in both sending community and the destination area. As a contribution, sending parents abroad for work might be a valuable source of remittance and may serve as an employment opportunity in migrant-sending communities. It is argued that parents can have job opportunities overseas that would support their children in their schooling and related needs and

promote social and educational accomplishment, which may have led to migration. However, the psychosocial wellbeing of LBC might be threatened if their primary parent is absent (Pottinger,2005; Pissin,2013).

A study by Kandel & Massey, 2002 in Mexico with areas of high parental migrations migrating abroad indicated that maintaining emotional bonds between migrant parents and LBC could be a challenging issue. The migration of parents has also its own long-lasting impact on the well-being of LBC (Artico,2003; Amato & Cheadle 2005). In addition, research in Mexico found out that LBC from migrant households experienced poor academic achievements as compared to children living with both parents, and that the males of the migrant parents tend to choose emigration as a career path, whereas the burdens of girls at home increased (McKenzie & Rapoport, 2006). Other research found that 80 percent of children in Jamaica who were in trouble with the law had their mothers away, compared to just 30 percent of NLBC (D'Emilio et al. 2007). Furthermore, interviews with children in migrant households conducted by Parrenas (2005) in the Philippines using interviewees revealed psycho-social problems. Bryant (2005) looked at the literature on the Philippines and found mixed results when it came to the effects of parents' migration on their children. However, another series of his findings came to the opposite conclusion, suggesting that LBC were disadvantaged in their schooling due to the migration of parents (Bryant, 2005). Additional complexities were also reported by Mazzucato et al. (2014) while studying the social and emotional well-being of LBC in Angola, Ghana, and Nigeria. Mazzucato et al. 2014 studies, compared children who lived with both parents in the country of residence and children who lived in various types of families abroad and found that the migration of parents was linked to poorer children's health in several circumstances.

In addition, a study by Jia & Tian (2010) in migrant-sending communities in China found that LBC had a higher likelihood of feelings of separation and loneliness compared with non-left behind children (NLBC). In a study that compared whether children of migrant households had psychological problems compared to children living with both parents, Graham and Jordan (2011) in South East Asia found that LBC suffered psychological distress as a result of separation from a parent. On the contrary, studies comparing the situation of LBC of migrating parents and NLBC in the Philippines showed few differences were found between reported anxiety and loneliness symptoms (Battistella and Conaco, 1998). Another study in the Philippines on LBC at school reported that LBC showed relatively better results on a standard scale that assesses the level of anxiety as compared to NLBC (SMC 2004). The same study indicated LBC and their comparison groups showed slightly the same outcomes on the 'loneliness' scale (SMC, 2004). The differences observed above might be associated with the way LBC are protected and psychologically supported following the migration of parents. Thus it appears the proper care and healthy relationships between LBC and the caretaker might play an important role to mitigate the problems these children are expected to face.

As Pottinger (2005) pointed out in the Caribbean, where it is believed that the migration of parents is considered as a method of seeking a better life for the LBC and families. This might be because Caribbean communities as Thomas-Hope (2002) explained, have had social links that reinforce many parents to become emigrants leaving their children with extended families and neighbors, ensuring the wellbeing of children, and acting as a 'social support' that buffer the problems left behind children possibly face.

Thus, from the above literature, it seems that the influence of the migration of parent (s) on LBC is mixed by which migration has both positive and negative consequences.

The migration of parents on the one hand impacted the behavioral outcome of LBC negatively. On the contrary, the migration of parents contributed to LBC that the remittances parents sent from afar are used for education and health.

2.3. Behavioral outcomes left behind children due to parental migration

To economic problems and related factors, parental migration overseas increased which impacted “Left-behind Children” (LBC) in the world. For example, in the year 2002, about 7% of children in Mexico were reported to be father migrants (Cortes, 2006). In addition to this, in Thailand, Bryant (2005) conducted a study and estimated about half a million children were left behind. Reports also indicated that about nine million Filipino LBC either one or both parents migrated abroad leaving their country of origin for labor purposes (Reyes, 2007). In Ethiopia, the conditions of some LBC have been reported using qualitative research that investigated the interplay among the migration of people and changes in the social capital of sending experiences from Raya Kobo woreda, North Wollo (Getachew, 2016).

Following the migration of parents, children who remained in the sending countries for about six months are also referred to as "children left behind" (Gao, Li, Kim, Congdon, Lau, & Griffiths, 2010). Though the movement of people has become more widespread, questions about its influence on those who remained behind remain unanswered. In literature, the term “left behind” in general is problematic which is perceived and understood as individuals that lost the chance to move, or as people who were unable to accompany them and were so "abandoned." (Yeoh and Lam, 2007). Case studies in areas of high out-migration found that parents’ migration entailed risks for children affecting their rights, which could not be offset by remittance.

Though researchers are becoming increasingly interested in the achievement and well-being of the "home alone" children in economic advantages to better understand the overall consequences of migration some research revealed different results (Gibson et al., 2011; Gianelli and Mangiavacchi, 2010). Children whose parents' migrate more often suffer from mental or physical sickness, confirming research evidence (Gianelli and Mangiavacchi,2010; McKenzie and Rapoport 2011). Moreover, Battistella and Conaco (1998) found that Filipino children with absent mothers showed poorer social adjustment and suffered from impeded social and psychological development. Save the Children (2006) conducted research in Sri Lanka using interviews with caregivers and found that on average 20% of children of different ages displayed inappropriate behavior following the migration of mothers. Even though the children who were left behind had formed close bonds with their respective guardians, they constantly yearned for their mothers (Save the Children 2006). Most of the research in countries with high parental migration showed that children left behind are exposed to substance abuse, unwanted pregnancies among teenagers, aggressiveness, and risky lifestyles that harm their health and well-being (Save the Children, 2006; D'Emilio, et al., 2007; O'Connell Davidson & Farrow, 2007; Edillon, 2008; Bakker, et al., 2009; Gao, et al., 2010). It was argued that because of the remittances sent from abroad, for children left behind access to drugs becomes easier which consequently led them to delinquency, abusive behavior, and other socially unacceptable behavior that could be viewed as signs of psychological and emotional consequences following parental migration ((O'Connell Davidson & Farrow, 2007; De la Garza, 2010). Research outcomes on children with parents who migrated also reported that children became more likely to have emotional difficulties, deviant behaviors, and violent views (Fan et al, 2009, Vanore, Mazzucato & Siegel 2015). To this end, such children are named s "Children at Risk" (Pissin,

2013; Fan et al, 2009) Since they lacked parental care and appropriate supervision. Research in the Caribbean concerning LBC also reported major problems due to the loss of an important socializing figure, the parent (Crawford-Brown & Rattray, 2002).

Experiencing psychological problems was also reported in research that examined the migrant parents' interactions with their children in the house, as well as the links that bind emigrants to societies in the country of origin (Parrenas, 2005; Levitt & Glick, 2004; Yeoh and lam, 2007).In addition, the kind of relationship which exists between families living afar and families and LBC in the country of origin was studied from trans nationalist migration perspectives (Pessar & Mahler, 2003). For example, a qualitative study on LBC in the Philippines and Mexico showed that maintaining the interaction of LBC and migrant parents afar became challenging (Parrenas, 2005; Kandel & Massay, 2002).

Furthermore, using the Children Behavior checklist, the influence of the migration of parents on 4479 LBC in china revealed a 13.59 percent increase in behavioral difficulties compared to children of nonmigrating parents (Hu et al 2018). It was also indicated that LBC and migrated children had more internalizing and externalizing problems than children living with both parents(Hu et al 2018). Research findings on the relationship of migration of parents and LBC in Moldova using SDQ revealed that the absence of mothers due to migration did not consistently impact children left behind (Vanore, Mazzucato & Siegel 2015). Vanore, Mazzucato & Siegel (2015) findings also revealed that the migration of parents rarely correlated to poor emotional outcomes however it correlated with higher conduct problems in the LBC, and their analyses reported significant differences in males and females.

As described in the introduction and statement of the problem of this study, the mixed finding was reported on the behavioral outcomes (such as emotional and conduct problems)

LBC due to the movement of parents overseas in the Caribbean and other countries (Gao et al., 2010; Liu, Li, & Ge, 2009; Polanco-Hernández, 2009). For example, Filipino research has shown that children of emigrant families experienced emotional results happier than their non-migrant peers whereas some studies have demonstrated that child's experiences differed depending on the communities that send migrants (Battistella & Conaco, 1998; Graham & Jordan, 2011). But, a small body of research in the Caribbean region indicated that LBC who did not move with parents were more likely to experience sadness, loneliness, and behavior problems (Elliot-Hart, Avery, & Rehner, 2006; Jones, Sogren, & Sharpe, 2004; Pottinger, 2005).

It was also noted that LBC are at menace for inappropriate action and emotional well-being when they are separated at an early age and for a prolonged period when they are cared for by non-relatives with low socioeconomic status and receive little support from their parents (Fan et al .2009). Fan et al., (2009) also added that LBC showed higher mental problems and a reduced amount of pro-social actions than NLBC. Parental migration and LBC's poorly attachment with the caregivers in their earlier years in the sending areas resulted in various behavioral, socio-emotional problems and social relation maladjustment (Bassarath, 2001; Repetti, Taylor, & Seeman, 2002).

In addition to the behavioral outcomes, parental migration has been also explained concerning its impact on the motivation and schooling of LBC in comparison with NLBC. The separation of parents from children may impact the motivation and achievement of schooling. However, researchers have not identified similar and consistent findings. It was reported that due to the remittances provided by parents from afar, LBC in the Philippines had a better chance of attending school and staying in school (Yang, 2006). Moreover, according to Parreas (2006), children who were left behind had higher school attendance and fewer dropouts than their

classmates, and girls particularly had improved their academic results. Furthermore, Cruz (1987) on similar studies showed no significant differences in school achievement between non-migrant and migrant children, rather children of migrants participate more in class discussions and extracurricular events than their peers (Cruz 1987). Nevertheless, it has been argued that children who grow up in areas where one or more parents have migrated have the chance to become aware and have networks that potentially change their minds and being influenced to leave their education (Jingzhong & Lu, 2011; Kandel & Kao, 2001). Other research indicated that who migrated (mother, father, or both) affected the educational outcomes of the children. For example, father migration was found to encourage a variety of educational outcomes, while mothers' absence was associated with poor school motivations and achievements (Dillon 2015). Moreover, Giannelli & Mangiavacchi, (2010) study focusing on measuring school attendance in Albania, found high-level poor school attendance and more dropout rates particularly on females than males.

A study report in three countries (Moldova, Ecuador, and Pakistan) also indicated that most females showed limited engagement in their academics and lacked interest, as well as poor achievement due to the burden of household chores and responsibilities of providing care for their siblings (De la Garza, 2010). However, findings in China mentioned that due to the migration of parents boys experienced more problems than girls (Hu et al. 2014; Jiang 2013).

2.4. Caregiver arrangements and behavioral outcomes of children left behind

As mentioned in the review literature above, studies in Ethiopia have addressed mainly the economic consequences of emigration giving little emphasis to the social, psychological, and aspects of the LBC and families. International migration, on the other hand, has impacted migrant families and children in different ways. For example, due to parental migration, the

children's care is turned into either of the parents(if one migrates) or grandparents, relatives, and non-relatives when following the migration of both parents. Every process of a parent migrating may affect how well families interact and function.

Thus a pattern of the movement of parents overseas resulted in what researchers refer to as "transnational families," (Bryceson and Vuorela, 2002; Parrenas, 2005). When parents are without their children, they assign their responsibilities as primary caregivers and caretakers to others. This assignment and arrangement are common in different countries for a variety of reasons, including, restrictive laws on immigration that make it very difficult for parents to emigrate altogether with their kids, and in places where child-caring is widespread and prominent (Mazzucato and Schans, 2011). Although some research found that children of migrants adjusted well to new caregivers after their parents' separation (Coe, 2008; Dankyi, 2011), others found that children who felt rejected attributed their low educational achievement to the emigration of parents (Parrenas, 2005).

Most research reports revealed that children remained behind under the supervision of grandparents, relatives, father alone, and friends, with only very few instances of children being left alone (Parrenas, 2005; Dreby, 2010; Dankyi, 2014). The caregiving arrangement has relations with the behavior of LBC since the nature of caregiving encompasses both instrumental tasks and affective relations.

Research in China and Southeast Asia for example found that compared to other caregivers, children cared for by grandmothers adjusted psychologically following their parental absence (Fan et al., 2010; Graham, 2011; Senaratna et al., 2011; Jiang, 2013). Caretaking by either a mother or father when either of them is migrating has also its impact. Children's expectations of who would care for them are shaped by social standards defining the role of

women as mothers in the predominantly patriarchal countries, which heightens their sense of loss when their mother migrates and is cared for by fathers (Asis, 2006; Parrenas, 2001). As compared with other extended families and non-relatives, grandparents were found to be important caregivers for the children left behind (Moran-Taylor 2008; Yarris 2016; Dankyi 2014; Dreby 2010). On the other hand studies by Lahaie et al. (2009) on Mexican left behind children caring for themselves were found to be more disadvantaged than children cared care for by others. The significance of relatives caring for LBC was also demonstrated by Umami (2019) in that children cared for by non-relatives developed higher psychological symptoms than LBC who are under the care of relatives.

After reviewing the emotional, behavioral, and related problems of LBC associated with the emigration of parents and caregiving arrangements, some coping mechanisms of these children identified in studies have been also presented in the following way.

Left behind Children's coping strategies have been explored by considering the different circumstances and contexts to create different conditions for children to act (Boyden and Mann, 2005). As an active actor and part of societies, it is believed by some that the emigration of parents forced a child "to take an active part and find ways to cope with parental migration" (Asis, 2006:47).

Thus, the capability of LBC to be adjusted come to the various forms of difficulties due to the emigration implied somehow the adaptation to such situations and their resilience which could serve for further study. However, because of physical and psychological readiness, these negative situations, if failed to be handled, endanger the very lives of LBC who are the problem accordingly. In this regard, Giddens (1984) emphasized that almost all people are competent beings who are well-versed in the circumstances in which they found themselves. And it is in this

way that children as human beings might become conscious of their circumstances and, as a result, develop such ways of coping.

Even if numerous organizations and states have agreed on a policy, to protect the rights of children, parental migration is affecting the everyday lives of children left behind. For example conventions on the rights of the children (CRC) compels countries to primarily consider the best interest of children (UN, 1989).

Regarding legal contexts, Ethiopia accepted and signed the United Nations Convention on the Rights of the Child (CRC). It also ratified the African Charter on the Rights and Welfare of the Child (ACRWC), which was enacted by the Assembly of Heads of States of the Organization of African Unity in 2002, and recognized the need to respond firmly to promote and preserve the safety, right and dignity of African children. Furthermore, the Revised Family Code Proclamation No. 213/2000 pretends to prioritize children's well-being, rearing, and safeguarding in conformity with Ethiopia's constitution and approved international conventions. However, according to an assessment by the African Child Policy Forum (2006), there is no indication that suitable enforcement procedures for these rules exist. The legal context implies that people will only cope with children's desires and guarantee their freedom if they are given a voice to share their opinions, emotions, and fears, as well as communicate their anxieties, wishes, and ambitions. Research undertaken in Eastern and Southern Africa by the African Child Policy Forum (ACPF) in partnership with UNICEF encouraged African children to contemplate and give their thoughts on the issues they face. It focused on children's well-being, feelings, and lifestyle, as well as their interactions with family members and friends, neighborhoods, countries, and leadership, and, obviously, their perspectives on problems that affect them (ACPF, 2006.).

However, research regarding the situation of LBC as a result of the emigration of parents is not yet conducted in Ethiopia.

While researchers in Ethiopia identified various intervention strategies to reduce problems related to migration, especially unsafe migration among youth (Habtamu et al .2021), support and frameworks on the challenges of LBC have not yet to be addressed. As a result, one of the implications of this research is that it helps stakeholders to consider the challenges that left-behind children face and design prevention mechanisms to address the problem. When research on such issues is conducted, migrant families and stakeholders will get information and knowledge about the influence of the migration of parents on LBC in order to make informed decisions and devise successful intervention methods.

In summary the migration of parent's situation can have significant social, emotional, and economic implications for the children who are separated from their parents. Children left behind experienced a range of challenges and difficulties as a result of parental migration. Children left behind experienced feelings of loneliness, abandonment, and sadness due to the absence of their parents. They faced difficulties in maintaining a strong emotional bond with their parents, leading to issues such as low self-esteem and emotional insecurity. The migration of parents also can disrupt a child's education where by LBC may face difficulties in attending school regularly, completing assignments, and maintaining academic progress due to lacks of appropriate support and guidance .

Various forms of caretaking are made for the children left behind whose parents migrated overseas. These arrangements may vary and some children may experience inadequate supervision or neglect which consequently impact their overall well-being and development. Prioritizing the importance of remittance sent from migrant parents and overlooking the

behavioral outcomes of children left behind may require research. It is a pressing need to explore how the migration of parents affected the behavioral outcomes of children left behind with possible implications of intervention.

2.4. Theoretical and conceptual frameworks

There are different competing explanations regarding the nature of children, their development, and relationships with parents as well as caregivers. The implications of these theories concerning the behavioral outcomes of children as a result of separation due to parental migration are reviewed and presented. Before the major psychological theories about child development are reviewed, contrary theoretical explanations regarding the influence of the migration of parents and remittance in general on LBC and families will be presented.

The migration optimists, the first theoretical approach to migration, argued that migration and remittances were crucial in helping left-behind families and children meet their basic needs. These 'migration optimists' claimed that migrants serve as agents for the families who have been left behind in the sending communities (Penninx (1982), Beijer (1970), Kindleberger (1965) cited in de Hass, 2007). On the plus hand, emigration benefits sending countries because emigrants send a large share of their revenue home for foreign exchange (Adamnesh, 2006).

In contrast to the above argument, so-called migration pessimists argue that migration entails a loss of personal abilities and assets, the disintegration of traditional, cohesive village communities and economies, and even exacerbates underdevelopment problems, rather than the reverse. (Reichert 1982; Rhoades 1979; Rubenstein 1992; Binford 2003). Migration is seen as contributing to and resulting in stagnant, unproductive, and remittance-driven communities in a pessimistic perspective.

Migration pessimists have also claimed that remittances can encourage others to migrate because they have the potential to build socio-economic disparities in the sending societies, resulting in migration-induced migration being prevalent. According to research studies, exposure to migrant wealth is thought to lead to a shift in rural demand, which would increase reliance on products made in other countries, reinforcing the cycle of increasing dependency (Lipton, 1980). Consistent with the pessimists perspective, in his qualitative study, Getachew (2016) described the returnees' failure to successfully engage with the sending community's cultural expectations, their involvement in addictive behaviors and their disregard for traditional values, and their tendency to extremism became an obstacle to the community's social cohesion and cohesion.

Furthermore, migration pessimists emphasized that migration's most "beneficial" impact, an improvement in children and left behind families' wellbeing, is contrived and risky as remittances received from afar are expected to be irregular and transient forms of income (Binford, 2003; Lipton,1980).

After showing the above contradictory explanations of the influence of migration on LBC and families in countries of origin, theoretical models for child development from psychological perspectives are presented as follows.

Various child development theories describe various aspects of development. Some are concerned with the internal development of the children, while others are concerned with external factors relevant to developmental changes. Any of the arguments are based on researchers, that tried to test the issue through supervised environments. Generally, these perspectives act as a frame through which investigating children's developmental stages so as to serve as a foundation for research and intervention for their wellbeing. Among the various social

and psychological theories of child growth, the following theories are selected and reviewed to serve as a basis for developing conceptual frameworks for this study.

System Theories: The core tenet of these theories is that growth and development are multifaceted and complex events that may not be investigated by a single definition, such as biology. Human actions, according to system theory, cannot be judged individually but must be perceived in the context of the ecological world in which they exist, and behaviors are heavily affected by cultural practices and families Bronfenbrenner (1977) coined the term "ecological systems theory" to illustrate his argument. For Bronfenbrenner (1977) the development of children is influenced by the various processes of the children's world, and the interaction between themselves. Bronfenbrenner(1977) argued that children's relationship with their environment is interdependent. The perspective also proposed that a person may not function separately, but in a chain of processes that includes family and communities. Children's growth must be seen in the sense of systematic relationships that shape their community, according to Bronfenbrenner's ecological systems theory. The ecological systems theory offers a comprehensive strategy that takes into account all the systems that children and their families are a part of and appropriately reflects the dynamic nature of genuine family connections (Hayes and O'Toole 2017). Changes in either layer of Bronfenbrenner's relationships can contribute to the failure of the whole structure, which means that changes in household composition and dysfunctional interactions with caretakers resulted in unanticipated effects on LBC's interaction with others.

Children's quality of life can be influenced by treatment, guidance, emotional contact, motivation, and education from every family member as part of a system, especially in family system theories. As a result, changes in family nature or structure may have a big impact on

human behavior (Bowen, 2004). Family environments are also demonstrated to have a significant influence on child development (Bronfenbrenner & Morris, 1998). In a similar vein, Super and Harkness (1986) in considering the developmental niche as a framework argued that the interplay of physical and social settings of the child's everyday life; culturally regulated customs of child care and child-rearing; and the psychology of the caretakers played an important role in the development of children. The conduciveness of the physical environment, the norms, and values of child care as well as the perception of caretakers to ward child development contributed to child-rearing practices (Super & Harkness, 1986).

In general, the system approach implies that children's development must be considered not just from the family and individual perspectives, but also from the viewpoint of society and other social structures. System theory can thus provide not only a thorough understanding of left-behind children and their surrounding social structures but also systemic solutions to left-behind children's problems.

Attachment theories: The creation of long-term, emotional ties among and between children and a particular primary caregiver is referred to as attachment (Bowlby, 1977). To comprehend the dynamic relationship between humans, John Bowlby and Mary Ainsworth co-developed attachment theory. This theory was developed to better understand the interaction of caretakers and families with children and the subsequent development and wellbeing. The attachment bond is thought to be the strongest and most dominating in a children's formative years (Grossman & Grossman, 2005; Holmes, 1993).

From an attachment viewpoint, the family is thought to have a variety of effects on a child's well-being. According to attachment theory, primary caretakers, usually, mothers are the ones that children develop close attachments, and that their constant availability and

responsiveness encourage stable child wellbeing and upbringing (Bowlby, 1958; Ainsworth, 1969). In this regard, different research on such contexts took this theory as a source to design their conceptual frameworks, explaining problems for children who separated from the attachment figure (Ainsworth et al.,1978; Bowlby, 1977). Moreover, it has been stated that there is a need for empirical methods to address diverse cultures in parent-child isolation during mobility since a child in transnational parental migration may respond differently depending on the caregiving situation at home (Bohr & Tse, 2009).

The attachment theory explains why attachment relationships are so important for a child's emotional and social growth (Bowlby, 1977). The principle of attachment stability, in which a child with a sense of security can depend on the parent (s) as a source of security and convenience in times of upheaval and stress, is crucial (Ainsworth et al. 1978). According to attachment theory, a child's psychological growth is healthy when he or she has a comfortable attachment with a primary caregiver (Suarez-Orozco et al., 2002). Although a person's level of dependency may change as they get older, they will indeed focus on maintaining social and physical contact with their primary caregiver, expressing distress when they are separated (Armsden & Greenberg, 1987). When an attachment's accessibility and responsiveness are impaired, it can diminish a child's sense of safety and comfort (Cassidy, 2008), leading to psychosocial difficulties including anxiousness, sadness, or dissatisfaction (Armsden & Greenberg, 1987; Bowlby 1988; Ainsworth, 1969).).

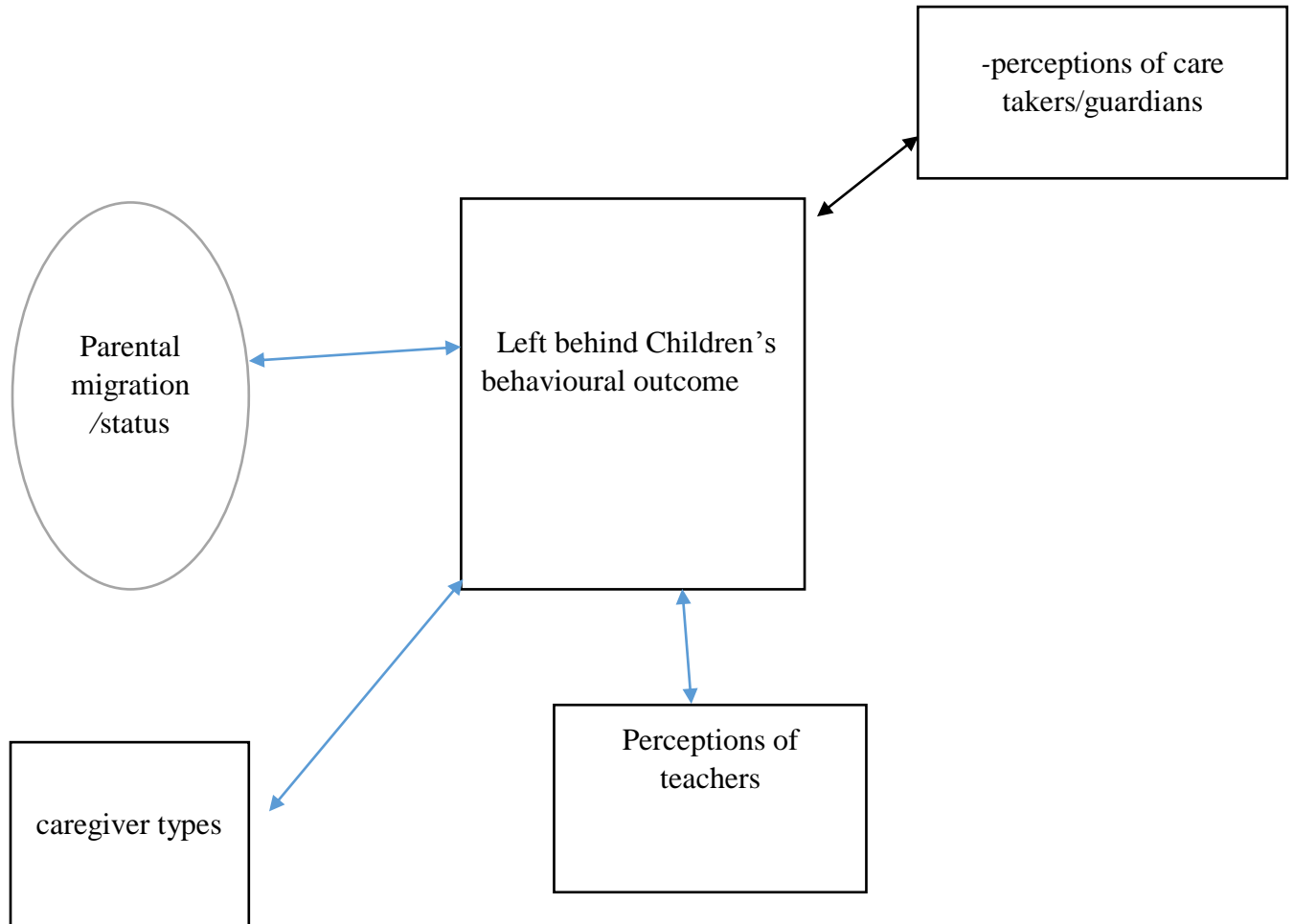
As Bowlby (1988) persuasively said, children with less committed, unresponsive, and indifferent parenting seem to be more prone to grow along a deviant trajectory that may not be compatible with their physical and mental health and leaves them vulnerable to societal changes in a different way. In this regard, as far as some researches in such areas elsewhere are reviewed,

left-behind children are assumed to fit the case with no/little exceptions. As a result, some of the risky behaviors of LBC, such as criminality, violence, emotional harm, and depression, may be linked to a previous unpleasant situation and lengthy isolation with their parents and primary caregiver (Artico, 2003; Bowlby 1988).

Thus, when considering the above viewpoints, the study of children who have been left behind as a result of migration will be much more complete.

Based on the above theoretical explanations regarding child development, the conceptual frameworks of this study rest on the above theories with primary emphasis on the family system and concepts of attachment theories. The attachment theory is used because it argues that when a child does indeed have a healthy attachment with parents or primary caretakers, he or she will have healthy social and emotional development. According to attachment theory, a lack of a stable attachment relationship between children and their parents at a young age can have detrimental psychological and developmental consequences later in life. Furthermore, family system theory, in particular, is a human behavior theory that considers the family as an emotional entity and involves systems thinking to explain the unit's complex interplay (Bowen 2004). It is in the essence of a family for its members to be emotionally intertwined. Thus, separation can cause difficulties for children because they are without a key socialize and caregiver, which can influence their personality growth. The family as a unit appears to have a substantial influence on a child's attitudes, feelings, and behaviors and the separation has adverse impacts (Bowen 2004). Thus attachment theory and the system theory can serve to investigate and analyze this study

Here is the figure of the conceptual framework proposed in this study



As indicated above conceptual framework, perceptions of teachers, and caretakers toward the behavioral outcomes of children left behind were included since they are important agents of socialization. The perception of caretakers and teachers toward the influence of the migration of parents is important to designing intervention mechanisms in the process of supporting LBC. The conceptual framework is prepared since exploring caretakers' and teachers' perceptions are included in the objectives of this study. Parental migration status in the conceptual framework refers to how the mother, father, or both parents' migration affected the behavioral outcome of children left behind. Caregiver types also refer to those who provide care for the left-behind

children. Caregivers include grandparents, mother, father, relatives, non-relatives, and children caring for themselves. The arrows in the conceptual framework indicated the relationships of variables studied. The impact of the migration of parents on children left behind on the one hand and the perceptions of children towards parental migration on the other hand are indicated in the framework. The perception of caregivers towards the influence of the migration of parents on LBC and the experiences of these LBC towards caregiving are indicated in the framework.

Chapter Three

Research Method

3.1. Population and settings of the study

The population of this study is LBC as a result of the migration of parents, and children living with non-migrating families at the study site. The study also comprises teachers and caregivers. The population of this study is delimited only to two weredas in South Wollo, Ethiopia due to accessibility and the researcher's familiarity with the area.

The setting, South Wollo, is generally one of the areas where labor migration to the Gulf States is high. For several reasons such as poverty, social networking, and accessibility to illegal routes, the area is likely to have high numbers of migrants to the Gulf States, particularly to Saudi Arabia. One can observe long queues of people who seek passports for their departure in the Dessie emigration office. According to Dessie Town Labor and Social Affairs Office, about 4,183 persons migrated to the Middle East from 2010 up to 2014, and from these 3,235 migrants migrated to Saudi Arabia and the remaining 948 migrants went to Kuwait (DTLSAB, 2014).

From South Wollo, Tehuledere, and Kutaber weredas were selected as a sample for this study. According to Ethiopian Population projection values of 2017 at zonal and wereda levels, the total population expected in Tehuledere is 144,860 (71,608 males and 70,730 females). In Kutaber the total population is 113,132 (55,191 males and 56,448 females) (Ethiopian CSA projection Database,2013). Kutaber werdeda is 20 km far from Dessie, and 420 km far from Addis Ababa. Moreover, Tehuledere worda is 30 km from Dessie and 430 km from Addis Ababa. The total population of children aged between 11-17 in the two weredas is not known.

Moreover, the total population of guardians taking care of children left behind due to parental migration was not known. Thus sampling of children was drawn using sampling techniques formula from the unknown population. A total of about 62 schools, of which 57 Primary and five secondary schools are found in the two weredas.

3.2 . Research design

The general objective of this study is to investigate the behavioral outcomes of being a child left behind due to the migration of parent(s). To achieve the aforementioned objectives concurrent mixed design is used. The reason for using mixed approach in this study is to address research questions that necessitate quantitative and qualitative approaches. It appears that mixed research approach helps to explain a problem in a better way than the use of either of the approaches (Creswell & Clark, 2011). Mixed methods approach are more than the mere combination of quantitative and qualitative approaches (Creswell 2010). Both quantitative and qualitative data are used and integrated with a mixed study approach.

In concurrent mixed design, quantitative approach and data provider to study the patterns, magnitudes, and relationships whereas the qualitative data helps to explore the individual viewpoints and perceptions for a better understanding of the topic being studied. Mixing or incorporating quantitative and qualitative findings yields not only more data but also a more comprehensive interpretation than each information source could provide on its own.

In this study, concurrent mixed method approach is employed since studying the behavioral outcomes of children as a result of parental migration looks like a multifaceted problem that necessitates getting viewpoints/perceptions of guardians/caretakers and teachers through a qualitative framework and behavioral outcomes through a quantitative measure. Doing so helps to better understand the context of children left behind. Therefore, given the fact

that the issue of the migration of parents is functioning in the context of social dynamics, these complexities need to be comprehended through the application of various methods of data collection. As a result, a mixed method is considered to be more appropriate. The research objectives of this study also guide the type of research approach the research is expected to follow. For example, one of the objectives of this study which targets to examine the behavioral outcome of LBC due to the migration of parents compared with children living with both parents requires a quantitative approach of comparing mean differences through the most frequently used assessment method, SDQ. Investigating the perception of caregivers and teachers about the behavioral outcome of LBC as a result of the migration of parents requires a qualitative approach.

Given that each approach is tailored to various phenomena and contexts (Sale et al., 2000), certain aspects of the research questions are captured by one method, while others can be captured by another. This study planned to obtain a detailed understanding of the research questions by employing both qualitative and quantitative approaches from various sources. The particular mixed research approach used in this study is concurrent whereby the quantitative and qualitative studies are conducted at a time.

3.3. Sample and Sampling Techniques

In this study, LBC, NLBC, guardians/ caretakers, and teachers participated. The number of participants in each group and how each group is selected are described below.

A) Children left behind

In the context of Ethiopia in general and in the study area, Southern *Wollo* in particular, the proportion of parental migration as well as children left -behind is not known. The Ethiopian census could be considered as the source but it has not yet considered the issue of parental migration and children left behind as an important variable. Thus, to select samples, Cochran's (1977) sample size determining formula when the target population is not known is used in this study. Based on Cochran's (1977) formula, the number of children left behind due to the migration of parents planned to be considered for this study was planned to be 384. For comparison purposes, 384 children who live with both parents were also planned to be included in this study.

Cochran's (1977) formula is $n = z^2 pq / e^2$, in this formula

n is a sample size,

z is the critical value of desired confidence level, =1.96

p is the estimated proportion of an attribute that is present in the population, =0.05

$q = 1 - p$, and e is the desired level of precision.

Finally, for this study, 360 left-behind children were selected from nine (seven primary and two secondary) schools in the two *Weredas* of Southern *Wollo*. Of 360 LBC 190 were females and 170 were males. 13 left-behind children were also selected for the interview. As an inclusion criteria children separated from either one or both parents for more than six months

participated in the study. Children who participated in this study are in the age range of 11-17 years old.

B) Children living with both of their parents

For comparison, 360 children of which 190 females and 170 males were from non-migrating parents were included in this study. The comparison group also consisted of children whose age ranges from 11-to 17 years old. Since comparison was made, a stratified sampling method was employed to select these children using LBC and NLB as strata. Gender and age were also part of the strata since both boys and girls in the age range of 11-17 were included in the study.

C) Caregivers/ Guardians

Purposive sampling is used to select caregivers who provided care for LBC. It is purposive since caregivers providing care for a child for more than six months are only included in the study. In this study, 12 caregivers who were caring for LBC participated.

D) Teachers

Teachers who have experience in teaching LBC were also included in this study. A total of 18 teachers (six teachers for an interview and 12 teachers (six groups each) for focus group discussion) participated in this study. With the help of unit leaders of the primary schools' teachers who are assumed to have more experience in teaching and familiarity with the area were purposely selected.

3.4. Instrument

Regarding instrument for data collection , both quantitative and qualitative data collection tools were employed as follows.

3.4.1 . Tool development

To address the quantitative parts of this study, a standardized tool has been adopted to assess the behavioural outcomes of children left behind due to parental migration. The same tool was also used to measure the behavioural outcomes of the comparison group.

In this study, SDQ as a tool was administered for two groups of children; LBC due to parental migration and NLB to collect data . Behavioral outcomes of both LBC and NLBC were assessed and compared using SDQ.

A child psychiatrist, Robert N. Goodman (1997), developed SDQ for behavioral screening, which has been translated into many languages, including Amharic. One of the aims of this behavioral screening questionnaire is used for children aged 11 to 17 to be self-reported. Its accuracy in determining behavioral consequences and emotional problems in children is comparable to that of other commonly used questionnaires such as the child behavioral checklist.

SDQ consists of 25 statements that can be put on one page for administration. Any of the questions can be answered as true, partly true, or false. Each statement/question has a score ranging from 0 to 2 points. The answer “not true” is labeled 0, “somewhat true” is labeled 1, and “certainly true” is labeled 2. The responses are given the same score as the response item is 0- for “not true”, 1 for “somewhat true” and, 2 for “certainly true” except for questions 07, 11, 14, 21, and 25 which are scored in reverse. The questions are separated into five sub-scales (behavioral problems, emotional problems, hyperactivity, peer relationships problems, and prosocial behavior), each of which focuses on a particular ability or problem that can be completed by parents, teachers, and children themselves.

The total difficulties score ranges from 0 to 40 when the scores for hyperactivity, emotional problem, conduct problems, and problematic in peer problems are added together; the

pro-social score is not included in the total difficulties score because the lack of pro-social actions is conceptually separate from the existence of psychological difficulties(1997, Goodman).

Regarding the interpretation of SDQ scores, the total difficulties score of SDQ ranging from 0-15 reflects the unlikely clinically significant problems. Total SDQ from 16-19 score indicates slight significant challenges. Total SDQ from 20-40 reflects a substantial risk of clinically significant problems.

In the qualitative part of this study, interview and focus group discussion guides for this study were prepared by taking into consideration the research objectives. The interview guides intend to ask caretakers /guardians about their interactions with a child under their care, and related information about parental separations due to migration. Some of the interview questions raised for guardians/caretakers were: What kind of relationship did they have with the child under their care? Has the behavior of the children changed since the child's parents migrated and after they began their care? What are the behavioral outcome of LBC in relation to the migration of parents? The perceptions of teachers regarding the influence of the migration of parents on the behavioral outcomes of LBC were explored using focus group discussion and interview guide questions. Interview guide questions were also prepared for LBC to investigate their voices and personal experiences in relation to parental migration. A total of 16 interview guide items were prepared for caregivers. Moreover, ten interview guides were prepared to collect qualitative data from teachers. A total of 15 interview guide items were prepared to get data from children left behind. Focus group guides were also prepared to collect data from teachers.

3.4.2 Fieldwork and supervision

During field work an attempt has been made to take field notes that best describes the situation and context of the issues. The researcher went to the field both in the pilot and main study. A researcher assistant was used both in pilot study and the final work. The researcher assistance who was familiar to the area was recruited. The researcher trained the researcher assistant about the purpose of the study and the ways of collecting was data.

3.4.3. Reliability of the instrument

In different countries' contexts, the SDQ tool has a good track of reliability and validity ratings (Goodman, 1997; Palmieri & Smith, 2007; Woerner et al., 2004). Scoring analysis of 54 studies from 12 African countries found that the instrument could be important in the African situation if the rules, internal accuracy, and cultural appropriateness of the instrument were all taken into account (Hoosen et al.,2018). In this regard, a study on the relationship between orphaned and abandoned children's well-being found that (OAC) psychosocial well-being compared to non-OAC to understand factors correlated with learning progress, the overall alpha score was recorded to be.73 (Escueta et al., 2014). In a study that analyzed the internal reliability of self-report scores by Goodman, Meltzer, & Bailey, 1998 it was reported a result of 0.82 for total difficulties. Moreover, a reliability score of 0.72 for conduct problems, 0.69 for hyperactivity, 0.75 for emotional problems, 0.61 for problematic peer relationships, and 0.65 for prosocial behavior were also reported (Goodman, Meltzer, & Bailey, 1998).

Despite the fact that SDQ has an established track record indicated above, the instrument's reliability and validity have been also assessed using the research's reliability and validity criteria. The validity, the degree to which the investigation provides answers (Silverman, 2004), and whether the researcher has the data corresponding to the study goal were used to

determine the reality of interview responses. Validity derives from the adequacy, comprehensiveness, and effectiveness with which those techniques are applied, as well as the attention given to thoughtful weighing of the proof, rather than from the application of a certain set of rules or adherence to an established tradition, as it does in any study.

To establish and sustain the degree of confidence in qualitative data, an attempt was made to provide rich and thick descriptions; and comprehensive explanations of processes in this report. Two doctors of philosophy fellows in the Department of Foreign languages and literature at Addis Ababa and Wollo University made translations from English to Amharic and vice versa (Beaton et al., 2000). Following the translation, a PhD candidate in the social psychology program at Addis Ababa University also assessed the appropriateness of items in light of the context, ensuring the instrument's essence and face validity.

Regarding instrumentation, a piloting study in two weredas of southern *wollo* was done to check the internal consistency of items against original reliability. For the pilot study, 80 LBC were selected from four schools in the study area. 80 children living with both parents were also included in the pilot study for comparison. A sample size of 10-20 % of the sample size of the main study is a reasonable number of respondents to consider in enrolling in the pilot study (Baker, 1994). Thus 160 children were participating during piloting. The age of both LBC and NLBC in the pilot study ranges from 11-17 years old.

Data management procedures (multicollinearity and outliers,) in the pilot study (with a sample size of 160) were informative and adequate to use similar statistical analysis in the main study. The results of multicollinearity during piloting were not a problem as the highest correlation found between the type of caregiver and total SDQ was $r=.623$. Variance inflated factor (VIF) and Tolerance statistics during piloting have also fulfilled the assumptions since

VIF scores (expected to be well below 10), and tolerance scores (need to be above 0.2) which was acceptable in this study. During piloting, outliers were also checked by using Cook's Distance. In the pilot study, no outliers have occurred since the maximum Cook's Distance value obtained was 0.10 which is far less than the value of 1.00 and thus they fit assumptions.

Cronbach alpha was run and it has been found that α points of the pilot study are almost comparable to the original score. The alpha results for the total items and subscales of the original reliabilities and alpha values of the pilot study and the main study are indicated in Table 1. Original reliabilities refer to reported results by the author of SDQ during the standardization process of the item.

For the pilot study, participants were also selected for the interview and focus group discussion (FGD) in the study area. A total of 15 teachers, five caregivers, and six LBC participated in this pilot study being selected based on their accessibility and relevance to the proposed study.

During the piloting interview and focus group, guide questions yield the kind of information needed. By conducting the pilot, I have learned that the proposed methods are appropriate and the instruments are not complicated for the participants to respond. The participants of the pilot study did not encounter difficulties and ambiguities in responding to the items used to collect data.

Thus, the pilot of the instrument was done in Kutaber and Tehuedere woreda, Southern Wollo, to test for understanding of particular questions, and to revise some of them if misunderstandings occurred. A pilot of the data gathering instrument is required to be certain the items /questions are clear to participants.

Regarding procedures of data collection, the questionnaire to LBC was administered and collected in the school. With the help of *unit leaders*, the classrooms were arranged so that children can comfortably fill out the questionnaire. Interviews and FGD with teachers were also made in the schools. Interviews with caregivers were made in their homes.

3.5. Methods of Data Analysis

In this study, both qualitative and quantitative methods of data analysis were applied. Regarding the qualitative data analysis method, the data gathered through interviews and focus group discussions were first transcribed. I read all the data bit by bit continuously until I got the meaning of the collected data. After a thorough reading of the data categories or codes, were made to reduce the data into manageable sets of themes. In line with the aforementioned objectives, analysis was made thematically. The analysis was done using NVivo 12 software.

Regarding the qualitative part of this study, I assigned an identification number to each participant's file for easy identification and to assure the confidentiality of the participants. I used uppercase alphabets IDLK to represent left behind children participants in Kutaber and IDLT to represent left behind participants in *Tehuledre*. Therefore, a label IDLK-01 indicated a left-behind child who was interviewed as the first participant in *Kutaber*. IDLT-02 indicated a second LBC participant in *Tehulderde*. During the interview, caregivers were also labeled IDCK and IDCT which represented interviewed caregivers in *Kutaber* and *Tehuledre* respectively. Similarly, FGK and FGT represented focus group participants in *Kutaber* and *Tehuledere* respectively.

Regarding the procedures of qualitative data analyses, initially, nine codes/ nodes as a category were pre-listed and coded in NVivo 12 software. The nodes/codes were prepared based on the research

questions, conceptual frameworks, interviews, and focus group guides of this study. (see appendix 4). The initial codes/nodes were open to including emerging themes within a given code or if some new and interesting things come up that are not captured by the existing codes/ nodes. After preparing the nodes/ codes, I read each transcribed data and thematically coded the responses of each participant. During synthesizing of the coded data, three key themes and one emerging theme are prepared for the analyses. Decisions of the major themes are made based on the relatedness and essence of issues raised and captured in the processes of coding and during synthesis.

Quantitative data analysis was done using SPSS (version 23) software. In the quantitative aspect mean comparison between left-behind children due to parental migration and children living with both parents / or non-migrating parents was done. To describe the demographic characteristics of LBC and NLBC descriptive methods of analysis were employed. In order to compare behavioral outcomes of LBC and NLBC Independent Samples t-test was performed. Moreover, a one-way analysis of variance (ANOVA) was used to analyze and compare the behavioral outcomes of LBC disgregated by parental status as well as caregiver types. Multiple comparisons of mean differences were also performed to identify parental migration status and type of caregiving and its association with children's behavioral outcomes.

In the quantitative part of the study, the following data management and cleaning procedures and assumptions were made to determine to use on way analysis of variance (ANOVA) .

Outliers

In the main study, outliers were also checked. This assumption is related to checking extreme values that affect a model. Outliers can be checked by Cook's Distance value outputs

during the SPSS data cleaning process. Any of Cook's Distance values over 1.00 are considered significant outliers that affect a model meaningfully. For this study, the maximum Cook's Distance value obtained was 0.10 which is far less than the value of 1.00 and thus they fit the assumptions to run the parametric test proposed.

Homogeneity of variance

Homogeneity of variances which is shared by parametric statistical methods has been also made while running one-way ANOVA to compare the behavioral outcomes of children left behind against parental status as well as caregiver types. In this regard, Levene's test was performed to assess the homogeneity of variance. The results indicated that p values of behavioral outcomes were disaggregated by parental status (mother migrant, father migrant, and both parents migrant) and caregiver types (mother caregiver, father caregiver, grandparent caregiver, relatives, non-relatives, and children caring for themselves) were greater than .05. Thus there is no evidence that the assumption of homogeneity of variance has not been violated.

The reliability coefficient of the study

The internal reliability coefficient of both the pilot study and main study has been run to check the consistency of items of the total SDQ as well as subscales and to compare the results with the original reliability of the items as indicated below.

Table 1: The Inter-item Consistency/ Cronbach Alpha (α)/ of Items the Study

Measure	Number of items	Cronbach Alpha (α), pilot study	Main study
Total SDQ	25	0.78 (0.82)	0.78
Emotional subscale	5	0.76(0.75)	0.79
Hyperactivity subscale	5	0.70 (0.69)	0.74
Peer relations Subscale	5	0.65 (.0.61)	0.76
Conduct problem	5	0.77 (0.72)	0.77
Prosocial behavior subscale	5	0.63 (.65)	0.72

NB. Numbers in parentheses indicate the original reliability of the item

3.6. Ethical Issues

In studying children, ethical issues at each phase of the research process should be taken into consideration. In conducting research with children, both quantitative and qualitative parts of this study considered the following ethical issues.

1. Informed consent-Before collecting the data from children, teachers, and caregivers informed consent was secured. Consent was also obtained from schools. Both written and oral consent was given by each participant in the study. In addition, participants were informed that participation is made based on their willingness and they can withdraw at any time from the data collection process.

2. Confidentiality- for the sake of confidentiality writing names on the questionnaires was not requested. Participants were also informed that data they provide will be used only for this research and will not be disclosed, to anyone.

3. Protect participants from psychological harm. With all possible means; protecting the participants from psychological harm was given considerable attention. Classrooms were arranged for children so that they can comfortably fill out the questionnaire. Place of interviews was arranged for left-behind children to avoid influence from caregivers.

Chapter Four

Findings of the study

In this section, an analysis of the data collected from two woredas in Southern *Wollo* using both descriptive and inferential statistics will be presented. Analysis of the qualitative data will also be presented in this section. In the first part of this section, analyses that show descriptive information regarding the characteristics of major study variables will be presented. As part of these descriptive analyses, demographic information of study participants is indicated. In addition, relationships of the migration of parent (s) on behavioral outcomes of LBC are indicated as being disaggregated by gender, parental migration status, and caregiving characteristics. The mean and standard deviation of the influence of parental migration on behavioral outcomes of LBC is presented and compared with NLBC.

The second part of this section will focus on presenting qualitative data. Firstly demographic characteristics of participants partaking during the interview and FGD will be presented. Secondly, interview results of caregivers, teachers, and left-behind children are presented thematically. The themes that emerged during qualitative data analysis are also included.

4.1. Demographic characteristics of participants of the study (N= 720)

In this section, the sociodemographic characteristics of participants of this study are presented. Left behind children disaggregated by migration status and gender are described below. The number of children with non-migrant parents is also present in the following table below.

Table 2: Demographic Characteristics

LBC, migration Status	n	percent
LBC with migrant mother	135	37.5
LBC with migrant father	118	32.8
LBC with both migrant parents	107	29.7
Total	360	
Gender, LBC		
Female	190	52.8
Male	170	47.2
Total	360	
Non-LBC		
Female	190	52.8
Male	170	47.2
Total	360	

Table 2 shows demographic information of participants of the study disaggregated by gender and parental migration status. In this study both female (52.8%) and male (47.2%), participants of LBC were included. For comparison, 360 children from non-migrating parents of which 52.8% are females and 47.2% are males also included in the study. With regard to left-behind children participants' parental migration status, the majority (37.5%) of them came from mother-migrant families. The proportion of LBC with migrant fathers and both mother and father migrants were 32.8% and 29.7% respectively.

Regarding the years of separation from migrant parents, LBC who participated in this study were separated for 1 to 15 years. LBC separated from their parents with an average year of

5.37 (sd=3.76). In the table below the total number of ages of both LBC and NLBC which ranges from 11-17 yrs old is also presented.

Table 3: Age of Both LBC and NLBC

Age	11	12	13	14	15	16	17
LBC	18	40	48	59	63	70	62
NLBC	18	40	48	59	62	70	63

Table 3 showed the total number of both LBC and NLBC in terms of ages which ranges from 11-17 years old. The age of LBC in the study ranges from 11-17 with a mean of 14.58(sd=1.80). The age of the comparison group also ranged from 11-17 years of age with a mean of 14.57 (sd=1.79).

4.2. Demographic characteristic of LBC disaggregated by caretakers (N=360)

In the table below, left-behind children cared for by different caregivers are also presented as follows.

Table 4: Characteristics of Left-behind Children by Caretakers

LBC's Caretakers	n	percent
Grandparent	86	23.9
Mother only	53	14.7
Father only	79	21.9
Relatives	76	21.1
Nonrelative	35	9.7
Living alone	31	8.6
Total	360	100

Table 4 showed that among participants of the left-behind children due to parental migration, 23.9 % of them were cared for by grandparents. The proportion of LBC cared for by mother and father only was 14.7. % and 21.9% respectively. It was also found that 21.1 % of the participants were cared for by other relatives. As it is indicated in Table 4 above, 35 participants were also cared for by non-relatives and 31 children were taking care of themselves by living alone.

4.3. Parental migration and behavioral outcomes of LBC

Behavioral outcomes of children due to the migration of parents and a comparison group of children with non-migrating parents are presented as follows .

Table 5: Descriptive Statistics and Independent Samples T-test of Reported Behavioral

Outcomes of Participants (N=720)

		Group Statistics			
	Child Status	N	Mean	Std. Deviation	Std. Error Mean
SDQ	LBC	360	17.44	2.98	.15
	NON LBC	360	11.81	3.22	.17

Independent-samples t-test									
Levene's Test for Equality of Variances		t-test for Equality of Means							
						95% Confidence Interval			
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.06	.80	24.63	718	.000	5.63	.22	5.17	6.07
Equal variances not assumed			24.63	709.32	.000	5.63	.22	5.17	6.07

As indicated in Table 5 the independent-samples t-test was employed to compare the behavioral outcomes of LBC as a result of the migration of parents and NLBC. The mean score of behavioral outcomes as measured by SDQ was higher for LBC ($M=17.44$, $SD=2.98$) than for children of non-migrating parents ($M=11.81$, $SD=3.22$), a statistically significant difference, $M=$

5.63; $t(718)=24.63, p < 0.01$. These findings indicate that the absence of parents due to migration influences the behavioral outcomes of children. Results showed that the migration of parents is associated with the occurrence of problems in the behavioral outcome of LBC.

In this study, an analysis of the findings based on the dimensions of SDQ of the two groups is presented together in Table 5 below.

Table 6: Mean and Standard Deviations of Dimensions of SDQ of the LBC and comparison group

SDQ	LBC		Comparison group, NLBC			
	N (360)	Mean	SD	N(360)	Mean	SD
Conduct Problem		4.17	1.06		2.73	1.05
Hyperactivity		4.04	1.07		3.03	1.25
Emotional problem		4.58	1.04		3.22	1.37
Peer relation problem		4.38	1.02		2.82	1.03
Prosocial Behavior		4.04	1.04		6.40	1.32

As depicted in Table 6, the mean of the dimensions of SDQ of the LBC and the comparison group showed differences. The means scores of all subscales except prosocial behavior were higher in LBC than NLBC.

4.4 . Migration status of parents and behavioral outcomes of LBC

In this study the behavioral outcomes of children disaggregated by parental migration status (Whether a mother, father, or both parents migrated) are also analyzed and compared. The aim is to compare the migration status of parents on behavioural outcomes of children left behind.

Table 7: Mean and Standard Deviations of Migration Status of Parents and Behavioral Outcomes of LBC (N=360)

Migration status of LBC	<u>Behavioral outcomes measured by SDQ</u>		
	n	<i>M</i>	<i>SD</i>
Migrant mother	135	17.91	2.54
Migrant father	118	16.16	2.81
Both mother and father migrant	107	18.25	2.93
Total	360	17.44	2.89

The mean of the overall behavioral outcomes of LBC as measured by SDQ was 17.44 (SD=2.89) as compared to children living with both parents ($M=11.81$, $SD=3.22$.)

As depicted in Table 7 the behavioral outcomes of LBC as measured by SDQ were analyzed disaggregated by parental migration into three categories: mother migrant, father

migrant, and the migration of both parents. Table 7 showed which parental migration status has the greatest impact on behavioral outcomes. Children with both migrant parents had a mean score of 18.25 ($SD=2.93$) compared to children with a migrant mother only who scored a mean score of 17.91($SD=2.54$). Children with a migrant father scored a mean of 16.16 ($SD=2.81$). A higher mean score of SDQ is implying higher behavioral problems while lower mean scores are associated with lower problems.

Table 8: One-way Analysis of Variance of Behavioural Outcomes of LBC across Parental Migration Status

Sources	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Between groups	2	291.04	145.52	19.18	.00
Within groups	357	2707.73	7.58		
Total	359	2998.77			

In Table 8 behavioral outcomes of LBC across parental migration status were compared by using a One-way Analysis of Variance. The result revealed that the mean score between the three groups was significantly different $F(2, 357)=19.18, P<.01$. The results suggested that children with different migration statuses of parents showed significant mean differences in the score of behavioral outcomes. Further, comparisons of the means by the Post Hoc Tests indicated a significant mean difference within the migration status of parents as indicated in Table 8 below.

Table 9 : Multiple Comparisons of Behavioral Outcomes of Children with Parental Migration Status

Dependent Variable: SDQ, behavioural outcomes of children						
Scheffe						
(I) Parentalstatus	(J) Parentalstatus	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
mother migrated only	Father migrants only	1.74*	.34	.00	.88	2.59
	both father and mother migrated	-.34	.35	.63	-1.21	.53
	mother migrates only	-1.74*	.34	.00	-2.59	-.88
Father migrated only	both father and mother migrated	-2.08*	.36	.00	-2.98	-1.17
	mother migrants only	.34	.35	.63	-.53	1.21
both father and mother migrated	Father migrantes only	2.08*	.36	.00	1.17	2.98

As the Post Hoc Tests by Scheffe indicated in Table 8, the mean score of the behavioral outcomes of those children whose fathers only migrated was 16.16($SD=2.81$) demonstrating significantly lower levels of behavioral outcomes than the other two groups of children whose both parents migrated $M=18.25(SD=2.93)$ and mother only migrated $M=17.91(SD=2.54)$. The results also showed no statistically significant difference between the behavioral outcomes of children with mothers who only migrated and both parent migrants. The findings showed that LBC by a mother migrant and both parents migrant had a statistically higher mean score on behavioral outcomes than children whose father migrated. Thus the influence of both parents and mother migration on the behavioral outcomes or difficulty of children is higher compared to children with father migrants. This implies that the traditional ways of caregiving roles given to

mothers still play a substantial role in which children's expectations of who would take care of them, and the mothers' absence increases LBC psychological problems.

The mean score of LBC disaggregated by gender is presented here. The aim, as shown in Table 10, was to see whether behavioral outcomes assessed by SDQ differed between males and females.

4.5. Gender and behavioral outcomes as measured by SDQ

Below, behavioral outcomes disaggregated by gender both for LBC and the comparison group are presented in Table 10.

Table 10: Gender and Behavioral Outcomes of Children

Gender, LBC	<i>n</i>	<u>Behavioral outcome</u>	
		<i>M</i>	<i>SD</i>
Female	190	17.75	2.68
Male	170	17.08	3.07
Total	360	17.44	2.89
<hr/>			
Gender, NON-LBC			
Female	190	11.87	3.06
Male	170	11.74	3.41
Total	360	11.81	3.22

In Table 10, it was found that the mean score of female left-behind children was 17.75 ($SD=2.68$) as compared to the mean of male LBC which is 17.08 ($SD=3.07$). The comparison

group NLBC mean score for females and males was 11.87 ($SD=3.06$) and 11.74 ($SD=3.41$) respectively. In addition, an independent samples t-test was performed independently to check whether the mean score of behavioral outcomes of children left behind disaggregated by gender in each group of children was statistically significant (see appendix 1 and 2). A statistically significant mean difference was found between males and females; $t(358)=2.19, p < 0.05$ (see appendix 2). As a result, females showed a higher mean score of behavioral outcomes as compared to males. The results suggested that females experience more problems than males following their parental migration. However, the mean difference in behavioral outcomes of males and females of the comparison group was not statistically significant (see appendix 1).

4.6. Caregiver and behavioral outcomes of LBC

In this study, the mean and standard deviations of behavioral outcomes of LBC cared for by different caregivers are presented as follows

Table 11: *Descriptive Statistics of Mean and Standard Deviations of Behavioral Outcomes of LBC Based on Caregiver types (N=360)*

Type of caregiver	n	<u>Behavioral outcomes of LBC</u>	
		<i>M</i>	<i>SD</i>
Grandparent	84	15.80	2.51
Mother only	53	15.64	2.31
Father only	79	18.65	2.36
Relative	78	18.89	2.59
Non relative	35	18.25	3.08
Living alone	31	17.25	2.65
Total	360	17.44	2.89

Table 11 indicated that, total mean score of children cared for by grandparent and mother caregiver (with a father migrant LBC) was lower than the total score of children cared for by other caregivers. The mean score of LBC cared for by a father (with a migrant mother) was 18.65 (*SD*=2.36) as compared to LBC who are under the care of a mother (with a father migrant) with a mean score of 15.64 (*SD*=2.31). The mean score of LBC cared for by relative and nonrelative was 18.89(*SD*=2.59) and 18.25 (*SD*=3.08). Moreover, one-way ANOVA of behavioral outcomes of LBC cared for by caregiver types showed a significant mean difference between the different caregivers as presented in the following table.

Table 12: One-way Analysis of Variance of Behavioral Outcomes of LBC by caregiver types

Sources	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Between groups	5	702.06	140.41	21.64	.00
Within groups	354	2296.71	6.48		
Total	359	2998.77			

In Table 12, a statistically significant mean difference was found between children left behind cared for by caregiver types $F(5,354)= 21.64, P<.01$. The Post Hoc Tests by Scheffe further revealed that the mean score of behavioral outcomes of LBC cared for by grandparents was significantly lower than children cared for by relatives, non-relatives, fathers only (see appendix, 3). The mean of behavioral outcomes of children cared for by mothers only was also significantly lower than children cared for by relatives, non-relatives, and fathers only. Multiple comparisons suggested that children cared for by mothers and grandmothers are in a better behavioral situation compared to children cared for by relatives, non-relatives, and fathers only. The mean score of behavioral outcomes of children cared for by relatives, non-relatives and fathers were not significantly different from each other.

4.9. Presentation and Interpretation of Qualitative data

In this section caregivers' and teachers' perceptions of the influence of the migration of parent(s) on LBC were explored qualitatively. The experiences of LBCs in relation to the migration of their parent's migration were also studied. In this section, first, the profile of the participants is presented. Secondly, the three major themes will be presented.

Caretakers such as grandparents, fathers, mothers, relatives, and non-relatives were included in this study to explore their perceptions about the absence of parents due to migration and behavioral outcomes of LBC. Caretakers' perception of behavioral outcomes of children, the types of interaction that existed among children left behind, and the responsibilities of caretaking were investigated. Based on their experiences, teachers were also purposely selected to explore their perception of the influence of the migration of parents on behavioral outcomes of LBC.

The following table indicates the profiles of the qualitative study.

Table 13: *Participants of the Qualitative Study*

Participants	Characteristics	Number
Caregivers	Grandparents, father, mother, and relative	12
Teachers	Primary school teachers (6 for interview, 12 for FGD)	18
LBC	LBC cared for by a grandparent, father (stepmother), mother and relatives	13

As we can see in Table 17 it was indicated that 12 caretakers /guardians, 18 teachers, and 13 left-behind children participated in the study. For focus group discussions, two groups of teachers (each with six members) were used. Interviews were used for caregivers, teachers, and left-behind children. After transcribing, coding, and synthesizing the qualitative data the following themes emerged, and they are presented in this section.

4.9.1 Contributing factors to parental migration

Theme one: Contributing factors of parental migration as perceived by participants

During Interview and FGD, one of the themes that emerged was related to factors that contributed to the migration of people in the study area, Southern *Wollo*. The main factor that drives people to move, according to the qualitative data collected from caregivers, teachers, and LBC, is seeking betterment in the lives of the families that stay behind. Migration is perceived as the best chance for the family's survival and possible well-being including for the children left behind. Participants explained that there is "no other way" for people in the sending areas to survive than to migrate elsewhere to earn money and support left-behind children and families. In this regard, a teacher during an interview said the following

People are being forced to migrate because there are no resources here. By migrating to Saudi Arabia people are trying to help their children and left behind family members (IDTK1)

Both caregivers and teachers explained socioeconomic motives for the migration of parents. Left behind children also raised the economic reasons for the migration of parents. Participants explained that emigration is a difficult choice that can be motivated to satisfy the socioeconomic conditions of family members and LBC. Arguing in favor of the economic factors of migration, a grandmother looking after her left-behind grandchild said ‘No one will ever leave children and families if they have resources at home to use without any fear. In a focus group discussion, a teacher also pointed out that poverty is what pushes people to move, separating them from their children and leaving other family members behind. He stated

No one would ever migrate if they had enough to live on. Migrant parents, like other non-migrants, want to be with their children and other family members. Who wouldn't want to be at home with his or her family? It is just for remittance(FGTK).

The above quotation sufficiently portrays how parents are forced to migrate for the well-being of children and left-behind families. Participants have also raised the benefits of becoming a labor migrant as compared to living conditions in their home places. From participants' responses, it was understood that working away from home was perceived as important to secure higher remittance than working locally that have limited or no opportunities'. On A grandparent from *Kutaber*, Southern *Wollo* put her perception as follows:

Working away as a migrant is better than being idle and starved here. Most of the time you have no alternative here to earn a living. When working and living here, the parents of the children who were left behind were unable to make ends meet. As a result, they were forced to migrate. (IDCK2).

The interview of a grandparent above caring for a grandchild demonstrated that it is the economic factor that drove parents to migrate leaving children and families behind. The qualitative data also revealed that parents' decision-making process in leaving their children with caregivers was difficult. Despite the economic motives, according to caretakers, most of the migrant parents of children who have been left behind have a desire to remain with their parents. Instead of leaving them behind, they would prefer to remain with them at home if the circumstances allowed. Grandparents caring for their grandchildren argued that migrant parents' deep feelings of longing for and concern for their children do not seem to fade with time as reflected in the following way

I believe that a migrant mother and a child will begin to live together and form emotional attachments, just as they did previously. When a mother and her child are separated for a long time, their emotional bonds will never be broken (IDCT3).

The above quote implies that attachment between parents and children is strong, but circumstances are forcing parents to migrate, leaving their children behind. The above quote is also related to attachment theory which argued the importance of the caregiver particularly a mother in the development of a child. Reports from caregivers showed that caregiving mainly focuses on providing meals, cleaning the clothes of LBC, and taking them to school. For some caregivers, it appears that taking care of LBC is a demanding task since these children are assumed to be children who require special attention (የሰይጥ ልጅ/ አደራ ልጅ). Even though providing care for LBC was "not simple" and rather is "demanding" for grandparents due to aging and health-related issues, they tolerated parental migration as if it were for the sake of children and left-behind families. Grandparents also believe that caregiving for grandchildren is their responsibility. A 65 year old grandmother described the situation as follows

When parents intend to migrate, grandparents are responsible for raising the LBC, which is true in our area. Grandparents have a role in caring for the LBC. As a result, it is our social duty to take care of LBC. Even though we are elderly, it is normal to look after grandchildren (IDCT4).

From the above quotes, it seems that grandparents are considered the first responsible person to care for LBC. When parents separated from children not only due to migration but also for various reasons grandparents are preferred to provide care for grandchildren. Participants in this study, including fathers, mothers, and relatives frequently raised that grandparents have

obligations to provide a significant amount of care for LBC. Some LBC also felt that their parents decided to migrate because there are grandparents who are entitled to take the role of caregivers. Children perceived that parents may not easily decide to migrate if the grandparents looking after them are not around.

LBC who participated in this study also agreed with the response of teachers and caregivers, accepting the explanation that parents migrated for the sake of left-behind children and families. A 17 year old LBC girl explained the situation of parental migration as follows :

I have not agreed to my mother's migration since the responsibility of caring for my little brothers would be on me. I told my mother to change her mind but she refused to do so. When she prepared to go I left the home and stayed elsewhere to express my disagreement. However she finally went to Saudi, and I returned home and started to lead the household chores in place of her absence since I understand the push factors that forced my mother to decide so (IDLT1).

The above saying by a left-behind child implied that, while children are dissatisfied with their parents' migration, they recognize the underlying reasons for migration. In this regard, a boy who separated from a migrant father for 3 years also added, "I always miss my father. I want him to return home, however, I understand that he needs to work to support the family" (IDLT2). Accepting parental migration could be important for children's development of resilience and psychological adjustment.

Moreover, a mother who has been caring for her children since her husband migrated to Saudi Arabia, explained the difficulty of earning a living and how most people in the area considered parental migration to be a reasonable solution.

During the interview and FGD teachers repeatedly raised that LBC have a comparative advantage in getting clothes and other materials in the form of remittances from afar, which consequently inspires others to migrate abroad.

Most of the participants mentioned that parents' migration could improve the socio-economic conditions of LBC and families but this happens at the expense of a lack of children's emotional and social well-being.

4.9.2 Consequences of parental migration as perceived by participants

Theme Two: Behavioral problem of LBC due to parental migration as perceived by caregivers, teachers, and children

During interviews with caregivers, teachers, and children left behind, the consequences of parental migration were explored. Focus group discussions with teachers were also conducted to explain how parental migration relates to children's behavioral outcomes. Even if participants argued that the movement of parents overseas is associated with the needs of children and families left behind, the qualitative data revealed its social and psychological consequences to be tremendous.

Some of the major problems captured during the focus group discussion and interview regarding the consequences of the migration of parents on LBC include "a feeling of rejection" "sadness," "hopelessness," "loss of trust," "poor self-esteem," "difficulty concentrating," and, "lack of interest in education, " and 'lack of respect for others". Moreover "lack of security "and "supervision ", "aggressive actions," "being spoiled in behavior, " "risky, " and "inappropriate behavior", were the most commonly cited consequences of the absence of parents due to migration on LBC, all of which are described below.

Participants described some of the children's behavioral outcomes in relation to the emigration of parents as isolation, depression, stress, and frustration. Even if the children who remained behind were aware of the driving factors of the migration of their parents, they conveyed their emotional attachments and the influences of separation. Regarding this, a 16 years old girl who lived with her relative /aunt following the migration of both her parents to Saudi Arabia expressed her dissatisfaction as follows

I missed my parents very much. It seems like all I see, particularly when other children are with their parents, it brings back memories of my experiences with my parents. So due to feelings of loneliness, I sometimes cry (IDLT3)

The above quote elaborates on a child's apparent emotional attachments to a migrant parent, as well as the intense feelings and challenges that come with separation. It seems that children left behind experience feelings of loneliness when they see other children living and cared for by their parents.

Despite the positive consequences of the socio-economic benefits for children, it was explained by respondents that parental migration affected the psychosocial aspects of LBC. Participants stated that the emotional and psychological influence of the separation of parents on children is not limited to psychological problems, but also includes issues such as aspiration and education. In this regard, teachers in the focus group discussion argued that children's feelings of abandonment would have long-term effects, leaving them to live with feelings of isolation and psychological problems in their future lives. A teacher in *Tehuledere, Haik, Southern Wollo*, described his observation as

I noticed the vulnerability of LBC to psychosocial problems since they have no parents around them who care and provide the necessary parental love. These children lack motivation in their academics and show depressive behaviors due to parental absence. Some LBC also frequently indulge in socially inappropriate behavior (IDTT2).

The quotation above implied that the problems of children left behind are mainly associated with parental absence. Teachers in the focus group discussion argued that parents play a significant role to supervise, helping, and disciplining children and their absence consequently impacted children's wellbeing.

During the interview and focus group discussion with teachers, it was emphasized that children must be raised by their parents and that LBC's problems are related to the loss of proper parental care. It was explained by teachers that they observed emotional changes in children, emphasizing that all children of migrants are vulnerable due to parents' migration and lack of proper supervision. LBC are assumed to have a loss of meaningful social relations with their peers and are exposed to psychological difficulties.

Teachers and some caregivers mentioned that migrant parents mainly referred their LBC to grandparents with the belief that grandparents can care for their grandchildren with responsibility. However, focus group discussants and interviewed participants reflected their concerns about the potential adverse impacts of parental migration on LBC in terms of schooling, emotional, and social wellbeing. LBC who are under the care of grandparents are labeled as those who need special care /የአያት ልጅ ቅምጥል/ but also created an age gap that could create problems in communicating and understanding each other.

In the focus group discussion, teachers argued that grandparents as well as other caregivers for the LBC tended to focus on survival needs such as food and failed to fulfill the children's emotional needs. A teacher in the focus group discussion put her observation as follows:

Caretakers/guardians would never fill the emotional connections that LBC miss from their parents. Nothing compares the love as well as care that a parent is providing to children. Any child wants to gain love from her/his parents. Due to parental absence, they experience a sense of hollowness in their hearts, which caused social and emotional problems (FGTT).

The following saying from a teacher in *Kutaber Sothern Wollo*, can help decipher where and when the detrimental consequences of parental absence can be more severe for the LBC.

When a migrant parent cannot provide remittance to the caregiver any longer, negative effects are stronger since caregivers are expecting a lot from the migrant parent while taking responsibility for the left-behind children. LBC became emotionally vulnerable when his/her migrant parents are not keeping their promises/ expectations for the caregiver ... there is a lot of discouragement. (IDTK1).

Not sending remittances as per the expectation from caregivers as well as left-behind children happen for various reasons. There are migrants' parents who failed to be successful and got deported. A grandmother who is caring for two children mentioned that her daughter went to Saudi illegally but was deported before sending anything. The grandmother added that she is caring for LBC when her deported daughter also emigrated to Saudi through an illegal route and disappeared for a long period.

As an illustrative quotation in FGD participants, one of the teachers articulated the influence of the migration of parents on LBC as follows

Perhaps you have just observed. the psychological problems of LBC due to parental migration have become increasing and easily observable. They react very strongly and sensitively to anything in the school and surrounding areas. They frequently rush into socially undesirable behavior like an addiction that is harming the youth. One can easily get the left-behind children in Khat houses. The problems will be increasing unless love and care from relatives and others are provided (FGTK).

Teachers also mentioned that the unintended consequence of giving children who were left behind a lot of attention under the assumption that they needed special care and support, especially from grandparents, had a significant impact.

In addition to teachers' explanation about their observation of behavioral outcomes of children in relation to parental migration an interview made with left-behind children themselves suggested that they faced various emotional and social problems following the departure and extended absence of their parents. LBC demonstrated feelings of loneliness, abandonment, and anxiety after their parents' migration. A 16-year-old girl in *Kutaber* Southern Wollo, who was separated from both parents for 12 years said,

Since I am living separately away from parents at the age of childhood, I believe that I have had little parental care. I yearn to be with my parents in the deepest recesses of my heart.

(IDLK4).

The above quote demonstrated the feeling of children left behind concerning their parental absence. Even though these children are advantaged in terms of the remittances sent

from their parents, their responses showed that they received little or no affection from their parents due to migration.

LBC also explained that they are missing migrant parents believing that parents are the primary ones who fulfill everything. While explaining their painful feelings over their parents' absence, LBC shared both love and disappointment with an obvious emotional attachment. When exploring the influence of the migration of parents on behavioral outcomes of children, it appears that the problems of LBC from migrated mothers become the most strong as a 16 years old girl and 14 years boy in *Kutaber* respectively suggested as follows:

My mother was everything to me...I felt satisfied whenever I see her at home. She understands my feelings, and preferences, and always lets her children feel secure. but following her absence, I felt sad (IDLK5).

I want my mother with me. I recall a time when someone offended me and no one intervened on my behalf. It's really difficult without my mother. I live with my father and stepmother, so I don't feel so alone, but I still have bad days because no one can replace my mother. (IDLK6).

The children's quotes above vividly illustrated how the absence of a mother due to migration impacted the social and psychological well-being of LBC. The children's response suggested that experiencing a sense of security and well-being is possible with the presence of a mother.

In addition to left-behind children's reflection, a relative of migrant parents, taking the responsibility of caring for a child whose both parents migrated also described the situation as follows

It is obvious that children strongly develop emotional attachments with their parents. Children expect their parents' affection and are easily frustrated when they are separated from them. We are responsible for taking care of a child left behind since his parents are in Saudi for labor purposes, but it is difficult to treat him in the way his parents did (IDCK5).

The above quote from an uncle caring for a child who had been left behind suggested the importance of parents for the social and psychological well-being of children, as well as the difficulties caregivers face to provide care the way parents do.

In the FGD, teachers mentioned that the migrant parents are trying to compensate for their absence by sending excess materials such as clothing, and mobile apparatus in the form of remittances to their children, which inadvertently bring changes to an unhealthy parent-child relationship. It was explained that such provision of materials could have led to the dependence of children on the parents' remittance and discouraged them from attending their academics or having better aspirations for their lives in the future. However, arguments were also raised by teachers in which some children are well aware of their parents' migration to relieve livelihood problems and help improve the living conditions of the family left behind. Thus, they noticed some children are more mature in their daily lives, despite the unpleasant emotions or psychological consequences of their migrant parents' prolonged absence. Some of the LBC have the chance to communicate with their migrant parent (s) via telephone. However, some of the children did not have the chance to communicate with their migrated parents.

An interview that has been made with a father caring for two children whose mother migrated described the emotional and behavioral consequences of parental migration as follows.

The father believed that children must grow with both parents. He said “ *I feel that my two children (aged 13 and 16) are affected emotionally by their mother's absence for three years and they frequently asked about her return to home* ”(IDCK6).

Caregivers were also asked if they think a child left behind has privileges as compared to children who are living with their parents. The caregivers mentioned that LBC became more advantageous over their peers when their migrant parents frequently communicated from afar and send remittances to them consistently. But when migrant parents are not successful for different reasons left-behind children get frustrated. Regarding this, a grandparent in *Tehuledere, Haik, and Southern Wollo* who has been caring for two grandchildren expressed the situation as follows:

My daughter(migrant mother) who left her two children with me was once deported from Saudi before working...but she returned to Saudi through the desert route and now stayed about a year. I did not yet get any information about her whereabouts. Her children /especially the younger one/ are also worried and asked me now and then about her. In such cases, children could be affected a lot (IDCT7).

When caretakers were asked to list specific disadvantages LBC are facing, they mentioned some psychological and social problems such as losing confidence to interact with others and lack the confidence to disclose problems they are experiencing. A grandmother who is caring for a 15 years old girl whose mother emigrated for 14 years expressed her worries as follows

My daughter left her child to me while the child was one year old ..she returned and visited us twice but her child did not show any special attention just like a mother since

they separated in the early years. The child already developed an attachment with me and does not want to talk about her mother. But she is always silent and showed depressive behaviors to the extent that her peers here around get worried about her(IDCT8).

In the FGD and Interview, it was reported that girls experienced more problems than boys. Following parental migration particularly, the mother, girls became overburdened with household chores and the responsibility of caring for their younger siblings who are left behind.

In terms of the schooling of children, most teachers explained that children who are left behind and receive remittance from distant parents showed a lack of interest to attend their education. Teachers mentioned that most of the LBC lack the motivations to learn as compared to children living with their non-migrating parents. They also said that children at school are not motivated in schooling and refuse to attend classes as a result of being dependent and obsessed with remittances sent abroad. It was suggested that some of the children spent remittances on things that are inappropriate for them which reduces their interest in learning, and they no longer see schooling as a path to a better future. In this regard, a teacher during the interview described the situation as follows

Parental migration is a normal phenomenon in our area, and parents are sending remittances to help their children be cared for by different caregivers usually by grandparents. Children are obsessed with the materials sent by parents and consequently lack a desire for schooling (IDTK2).

The above saying demonstrated that parental migration impacts their children's education not only because they are unable to supervise their children because they are far away, but also

because sending everything to those children contributed to indulging in socially unacceptable behavior, which in turn influences children's motivations. However, some children mentioned the importance of the migration of parents on motivation by fulfilling necessary educational materials. Regarding this, a child cared for by a mother since his father migrated for five years reflected his experiences as follows

My father went to Saudi to support the families. He always sends me materials and advised me to study hard. I know that my parents expected a lot from me. I think it's challenging for my father to work there... I am attending my education and I want to make my family (IDL7).

Some LBC on the other hand expressed their worry regarding the absence of parents in the motivation of children's education. Regarding this, a 14 old years child separated from a mother said

Mothers should not leave their children. Children are suffering greatly following the absence of parents. Following my mother's migration, who was a teacher, I no longer have the motivation to attend my education as I did before. My mother was the one who encouraged me to study hard and become a clever student (IDLK8).

Aside from the emotional costs of parental migration, the above quote suggested that children may miss their parents who encourage and motivate them to go to school and become intelligent. Most of the teachers also explained how the migration of parents influenced not only LBC but also NLBC. Some of the LBC who receive remittances have the potential to influence others' desire to migrate rather than motivating them to attend schools. Teachers during the FGD mentioned that not only children left behind but also non-migrating parents' children would

remain in school until they are old enough to go abroad. Based on their observation some of the teachers emphasized that LBC lack respect for teachers, and the lack of interest to attend their education, as well as being showy (ልታይ ልታይ ማለት) are common issues that they practiced in school.

Thus it is possible to imply that providing remittances may not be considered a guarantee to enhance the educational outcomes for the children left behind.

Theme three: Strategies of intervening to alleviate the consequences of parental migration as perceived by participants

Strategies were suggested by participants to intervene in the consequences of the absence of parents due to migration on the behavioral outcomes of children. Participants proposed that governments and other stakeholders should develop an environment in which people can work and live in their countries. Participants argued that it is the socioeconomic inequality that drives people to migrate leaving children and families behind. As a result, economic opportunities that allow people to work and earn a living in their communities will act as a deterrent to the negative consequences of the movement of people overseas leaving their families and children in their country of origin. Some of the participants also emphasized that the remittances migrants send shall be properly used by children and left-behind families. Teachers in a focus group discussion specifically indicated that parents must pay special attention to their children's psychosocial well-being and education, rather than simply providing materials. Apart from remittance, the social and emotional costs of the migration of parents on LBC are essential to note.

Some of the children who were left behind indicated that parents, particularly mothers, should not leave their children in their early years because they lose the sense of love and

affection that a mother is supposed to provide. Regarding this, a child whose mother emigrated for three years said, "I feel that children should not suffer the way I do by losing their mother by migration."

The other theme that emerged during the analysis of qualitative data in this section of the study was the consequences of the migration of parents on family breakdown and divorce. From the qualitative study, it was mentioned that most of the LBC were from divorced families. Grandparent caregivers during the interview explained that a child under their care is from a divorced parent due to migration. When the mother decided to migrate she has to get divorced. Since some of the children are not comfortable living with the stepmother for various reasons migrant parents prefer to leave them with a grandparent. However, some of the LBC do not want their grandparents anymore because they believe that it is through the presence of grandparents that their parents are migrating. According to FGD participants, psychosocial costs of a breakdown of families on LBC appear to be high, particularly in the case of a family that has already broken down to one of the migrations of a parent. In this regard, the main influence areas of parent's migration on children's behavioral outcomes were despair, loss of parental care, violence, intimidation, teasing, and indulging in risky behavior (alcohol abuse, drugs, and sexual behavior). Regarding this, a teacher during FGD describes the situation as follows

Due to the migration of parents, LBC are participating in socially undesirable behavior. They waste their time in Kath houses and use alcohol in their earlier years since they have no parental control (FGTK).

A teacher during the interview also explained that some of the LBC are vulnerable to risky behavior as follows.

It is possible to observe LBC who are susceptible to various problems such as substance

abuse, indulging sexual behavior which is related to peer pressure and the accessibility of money sent directly to them with inadequate supervision (IDTT3)

According to the above quote, the LBC receives remittance directly and uses it inappropriately to cope with the psychological and social challenges they face. As a result, it's good to keep notes of remittances and use them properly to help children and families who have been left behind.

When parental migration is accompanied by and ends in divorce, such behaviors are typical in LBC. Long absences are often said to cause problems with caregivers and can lead to family breakup. According to the caretakers and teachers, divorce is a very typical consequence of either of the couple's migration. It is possible to understand that when the migration of parents is followed by family problems like divorce LBC are exposed more to social and psychological problems. The impact of the migration of parents on LBC might be worsened by parent's divorce, and not getting the proper caregivers that understands the problem.

This implies that the migration of parents as one of the contributing factors to disruptions and the fate of children shall be also investigated in further research.

Chapter Five

Discussion

In this part of the study, major results are discussed with prior findings.

5.1. Parental emigration and behavioral outcomes of LBC

First, the emigration of parent (s) concerning its influence on the behavioral outcomes of LBC was studied in comparison with NLBC. The findings showed that the mean scores of behavioral outcomes LBC ($M=17.44$, $SD=2.98$) and children of non-migrating parents ($M=12.00$, $SD=3.24$) were significantly different; $t(718)=24.63$, $p=0.01$. The mean score of behavioral outcomes of LBC was significantly higher than the mean score of NLBC. Consistent with these findings, prior research on children left behind also reported social-psychological problems such as loneliness, stress, and intense fear as compared to their peers with non-migrating parents (Reyes, 2007; Battistella & Conaco 1996; Save the children Sri Lanka 2006; Asis 2006; Pissin, 2013). Moreover, researchers in Moldova identified the psychological problems of children whose parents migrated (Vanore, Mazzucato, & Siegel, 2014; Bryant, 2005). Previous reports also mentioned that LBC were found to be more exposed to psychological problems, and violent attitudes compared to other children (Pissin, 2013; Fan et al, 2009). Mazzucato et al. (2015) also reported that children of migrant parents showed a higher psychological problems, as compared to that of children living with both parents in a study conducted in Ghana, Nigeria, and Angola. Thus it is possible to conclude that compared to NLBC, LBC are paying the social and emotional expense of parental emigration which might not be compensated by remittances. The difference in behavioral outcomes between LBC and the comparison group demonstrates the importance of parental presence for children's well-being.

The theoretical approaches of attachment (Bowlby 1988) and system (Bown 2004) that are being used to develop the conceptual framework of this study also emphasized the role of parents in their children's behavioral outcomes.

However, research on Filipino school children showed little data that LBC experienced more emotional and social problems than NLBC (Graham & Jordan, 2011; SMC,2004). On the other hand in contrast to the results of this study, research results on social and emotional situations of LBC in Ecuador were mixed (Rae-Espinoza,2012) by which parental migration affected behavioral outcomes both positively and negatively.

The positive aspects might be related to the remittances used to support the socio-economic situation LBC (Cortes, 2007; Selamawit,2013) while the negative impacts could be associated with the emotional costs. As a result, proper remittance utilization and management may contribute to LBC livelihood situations, which are favorably correlated with social and psychological well-being. It is possible to infer from this study that remittances sent to children and left-behind families are not appropriately utilized. Because of socioeconomic circumstances, the focus on remittances rather than the impact of child separation from parents in sending areas may contribute to the overlooking of LBC's emotional and social difficulties. Even if LBC showed significantly higher behavioral problems than the comparison group, some people in the sending areas perceived that LBC is better off than other children due to the materials sent to them. Thus, assessing children's well-being by observing remittances in the form of clothes, smartphones, and other commodities sent from migrant parents may have an impact on the provision of psychosocial support. When people give much emphasis to remittances, the social and emotional costs of parental migration LBC might be downplayed. Understanding the reasons

for the migration of parents as a labor emigrant among sending communities, as well as accepting the problems of LBC, are critical to lowering risks and allowing adaptability for LBC.

To conclude, the behavioral outcome differences observed in LBC are related to the impact of the separation due to parental migration as directed in the conceptual frameworks of this study.

5.2. Behavioral outcomes of LBC and migration status of parents

In this study, behavioral outcomes of children and the status of emigration of parents were also examined. Results revealed that migration of a father, mother, and both parents influenced the behavioral outcomes of children. It was found that the mean of behavioral outcomes of children between parental migration status was significantly different $F(2, 357)=19.18, P<.001$. Multiple comparisons of the three groups further suggested that the mean score of children with mother migrants and both parent migrants is significantly higher than children of a father migrant. In this regard, previous research findings showed that the migration of a mother migration impacted children's social well-being negatively as compared with the migration of fathers (Chen et al. 2019). Moreover, a study on 253 LBC in Sri Lanka due to the emigration of mothers reported higher behavioral and emotional difficulties compared to the other groups (Senaratne, Perera & Fonseka 2011). A research report on 385 children left behind from both parent emigrants also demonstrated psychological problems more than the other groups of children (Suarez-Orozco et al. 2002). Furthermore, left-behind children were found a problem with feelings of rejection when their mothers migrated as compared with children of father migrants (Graham et al. 2012; Crawford-Brown, 1993). The migration of mothers was also found to be the major factor that leads children to rush into behavioral problems than the

migration of a father (Bakker et al. 2009). In Jamaica, 80 percent of socially unacceptable behavior was also reported among children of migrant mothers as compared with 30 percent of children in other groups (D'Emilio et al. 2007). In addition to this Parreñas's (2005) study in the Philippines also identified behavioral outcome differences between the migration of a father and mother.

The findings of the migration status of parents in relation to behavioral outcomes suggested that LBC is influenced more by mothers and both parents' migration than by fathers' migration. Even if the migration pattern in the study areas is mainly women, in the migration decision of parents, it would be preferable if the father moved rather than the mother. For the sake of children, the norms accepting the emigration of mothers leaving children with fathers and other extended families shall be changed. Though men may not play the same role in transnational migration as mothers by sending remittances from afar, it would be beneficial for children to remain with their mothers. As reported by Parreñas (2005 in Phipinines, boys, and girls have different reactions to the migration of a mother and father. A father migrant child may assume that father is responsible to fulfil the basic need as 'head' of the family and his absence may be accepted. However, LBC may not easily understand a mother leaves home to satisfy the economic need of the family. As the result, LBC with the migration of mothers develops feelings of rejection and other psychosocial problems as compared to the migration of fathers. In designing intervention mechanisms to support children left behind, it is also better to compare the emigration status of parents and associated consequences on children.

In this study, the behavioral outcomes of children left behind were also compared with males and females. The result indicated that a significant mean difference was found between males and females due to the migration of parents on behavioral outcomes as measured by SDQ

$t(358)=2.19, p < 0.05$. Findings showed that the mean score of females showed higher behavioral outcomes than males. The current study reported that girls are more impacted by parental migration since they are expected to accomplish household chores, particularly in mother migrated families. During an interview, it has been mentioned the excessive burden of household activities and caring for their little siblings rested on girls who consequently stressed them, particularly when the mother migrated. Supporting this result, previous research regarding the influence of emigration of parents on gender reported that girls were found to be impacted more in terms of psycho-social well-being than boys (Catrinescu et al.2011, Jaupart, 2019). Parrenas (2005) also explained that the emigration of mothers tends to give more duties for their daughters than for their boys, in terms of domestic responsibilities. Following the migration of mothers, it was mentioned that girls were more responsible than boys when it came to caring for younger children at home (Parrenas 2001, 2005). On the contrary previous studies in china indicated that males showed a higher level of problems as compared to females (Hu et al. 2014; Jiang 2013).

Differences in LBC behavioral outcomes as a result of parental mobility can also be explained in terms of the social setting in which children grew up. In patriarchal countries like Ethiopia, girls are more likely to be assigned home responsibilities than boys. Girls in Ethiopia, particularly in rural areas, tend to help their mothers at home in their spare time. In the absence of mothers, females are given more responsibility for caring for siblings and undertaking domestic tasks than boys. As a result, boys may have the opportunity to play with their peers and cope with the psychosocial issues that arose as a result of their parents' move. During fieldwork, I noticed girls caring for babies as a result of the mother's migration. Such pressures may lead young girls to consider emigrating to another country.

Thus it is understood that the migration of parents has different impacts on males and females, and psychosocial and various supports shall be based on the problem males and females are facing.

5.3. Behavioral outcome of children across caregiver types

In this study, the behavioral outcomes of children were compared based on the caregiver types. The results showed a significant mean difference in behavioral outcomes of children left behind and cared for by different caregivers $F(5,354)=21.64, P<.01$. The multiple comparisons also demonstrated that children cared for by mother(with father migrant) and grandparents showed a lower mean score of behavioral outcomes as measured by SDQ than the other groups of children cared for by father (with mother migrant), relatives, non-relatives, and those children who are living alone. This suggested that LBC cared for by mother(with father migrant) and grandparents were found advantaged as compared to the other groups of children.

Consistent with this, previous research confirmed that grandparents played a detrimental role to provide proper care for LBC compared to the other caregiver types (Yarris 2016; Dankyi 2014; Dreby 2010). LBC in China and Southeast Asia who were also cared for by their grandparents were also found to be benefited as compared to LBC cared for by others (Fan et al., 2010; Graham, 2011; Senaratna et al., 2011). Previous research findings confirmed that grandparents are found to be good to give psychosocial support to children who miss their parents (Abebe, 2010, Derby 2010).

In this regard, the theory of attachment emphasized that a caretaker, particularly a mother, is the first one who strongly forms attachments with the child and that her constant availability and responsiveness encourage a stable child's mental and emotional development.

(Bowlby, 1977; Ainsworth, 1969). Different research on such contexts also took the theory of attachment as a framework in the explanation of social and psychological consequences of the separation of a child from the main caregivers (Bowlby, 1958; Berlin, Ziv, Amaya-Jackson, & Greenberg, 2007).

In this study, a significant mean difference was not observed between children cared for by relatives, non-relatives, fathers only, and children who cared for themselves. However, Lahaie et al. 2009 studies on Mexican LBC reported that as compared to LBC cared for, by others, children caring for themselves were found to be a highly disadvantaged group. Previous studies also demonstrated that LBC cared for by non-relatives showed more psychological problems compared to LBC who are under the care of relatives of parents (Umami 2019; Battistella & Conaco, 1998).

In contrast to the findings of this study, Graham and Jordan (2011) found no evidence of a relationship when the mother-caregiver group and father-caregiver group of LBC in mental health problems were compared in the data from four countries (Indonesia, Vietnam, Thailand, and the Philippines) using SDQ.

The contradictory findings could be linked to family contexts. When a child's care is left to the mother and the father's involvement is minimal, the child may have difficulty adjusting during the mother's absence. On the other hand, a child may not have difficulties in family contexts when the father plays an equal role in child care as the mother. As a result, in our context, where caring is primarily a mother's responsibility, the likelihood of children developing behavioral difficulties following the mother's migration is significant. While the quantitative data suggested that children cared for by grandparents were better off than children cared for by others, in the qualitative data, it was explained that children cared for by grandparents had

behavioral problems. As stated in the qualitative section of this study, children raised by grandparents are spoiled and disrespectful of other children. Surprisingly, some LBC attributed the migration of their parents to the presence of grandparents. LBC perceived that when grandparents are present, parents are more likely to migrate. Even though a child who is reared by grandparents receives more care, the context concerning parental migration in the study areas looks changing. The generation gap created by children and their grandparents may also have an impact on understanding the needs of the LBC. It seems that it is difficult for grandparents to fully discharge their responsibilities to provide care to LBC in a traditional way of family functioning as well as attachments.

5.6. Discussions of qualitative findings

In this study, the perception of teachers and caregivers toward parental migration was explored qualitatively. The qualitative results showed that parents migrate for the sake of their children and left-behind families. Participants explained that parents' migration is associated with the remittances that children and left-behind families are receiving. Participants perceived that socioeconomic factors are contributing to the migration of people.

Consistent with these employment opportunities and economic factors are identified as considered major driving factors for migration (Orozco,2003; Selamawit, 2013; Getachew, 2016; Castles, 2000; Yeoh & Lam, 2007). Migration is considered a means to the economic well-being of families (Stark & Bloom, 1985).

As a result of socio-economic problems that children and left-behind families face, it appears that parents are expected and forced to migrate. Though participants discussed the reasons for migration, the qualitative data in this study revealed its consequences regarding

behavior and schooling of LBC. In this study, both caregivers and teachers reported behavioral and emotional problems in LBC children due to the migration of parents. Left behind children also mentioned that they miss their parents, feel a sense of loneliness, stress, lack of parental care, and related social and psychological problems following parental absence due to migration. Similar findings regarding the consequences of parental migration demonstrated that children felt a sense of separation and experienced emotional and psychological problems (Smith et al, 2004; Dreby, 2007, Parrenas, 2005, Tsehay, 2016). Furthermore, previous findings indicated that the migration of parents had an adverse influence on children's behavior as well as education although remittances met the material and economic needs of these children and left behind families at home (Ukwatta, 2010; Jingzhong & Lu, 2011; Fernando, 1989). Children in this study reported that nothing compares to the love of a parent, particularly a mother, and they argued that parents should not move elsewhere separated from their children. A similar finding was also reported in the Philippines with children of migrant parents that showed a prevalence of social and psychological problems among LBC (Parrenas 2005; Bryant 2005). Prior research by De Brauw and Mu (2011) also found that relatives could not provide care to children the way parents do. It was also argued children could develop positive relationships with extended families (Save the children Siri Lanka 2006) but difficult to replace the love and affection provided by the mother(Jampaklay 2006).

Though children understand the reasons for their parents' migration, it appears that accepting the migration of a mother is more challenging. During field observation and interviews with LBC, it was implied that they often mentioned the mother's absence and the challenges they faced. The finding of the FGD and Interview data from teachers in this study suggested that due to a lack of proper supervision and parental care, LBC get indulged in socially inappropriate

behavior. It was also suggested that LBC lacks the motivation to schooling. Children who were left behind had low self-confidence, strained attachments with their parents, and social relationship problems with their peers. All these are consistent with the findings of this study (Ye & Murray, 2005). Furthermore, as Bowlby (1988) eloquently observed, children with little involvement and insensitive parents are more prone to suffer social and psychological issues for a variety of reasons. The role of the way of caregiving and the social norms of child-rearing in the development of children had been also explained through the concept of the developmental niche (Super & Harkness, 1986).

Similar concerns were raised in Sri Lanka by Ukwatta (2010), who found that 62 percent of children left behind were engaging in socially unacceptable behavior such as violence and risky activities, especially after their mother migrated. The qualitative data obtained from teachers implied that children who are left behind have been spoiled by their grandparents' treatment and remittances from abroad, and have become boastful and disrespectful towards teachers and peers. In line with this result, UNICEF (2006) studies using focus group discussions results in Moldova showed that providing materials and money directly to LBC was not supported by teachers and caregivers, who argued that materials were being used improperly. As a result, it is preferable to place a greater emphasis on the management of remittances to reduce the challenges that may occur for children in the sending communities.

Regarding schooling, contradictory to the findings of this study Yang (2006) reported that because of the remittances sent by parents, children in the Philippines had a better chance of attending school and staying in school. Moreover, according to Parreas (2006) in Filipino households, children who were left behind had higher school attendance and fewer dropouts than their classmates, and girls particularly had improved their academic results. Furthermore, Cruz

(1987) in similar studies in the Philippines showed no significant differences in school achievement between non-migrant and migrant children, but children of migrants participate more in class discussions and extracurricular events than their peers (Cruz 1987). The contrary finding might be associated with the proper use of remittance as well as providing care and support to children left behind.

Consistent with the influence of the migration of parents on girls, previous study reports confirmed that most of them showed poor participation in schools and a lack of interest and achievement due to household chores and responsibilities of providing care for their siblings (Gao, et al. 2010; De la Garza, 2010).

In the sending areas, girls are not only expected to accomplish the household chores in place of the absence of the mother but also quit their education and migrate to support their families. Therefore educational support for the LBC shall focus on identifying potentially affected groups as a result of the migration of parents.

In general, teachers' and caregivers' perspectives on the impact of parental migration on LBC behavioral outcomes, as represented by conceptual frameworks, were helpful in explaining the situations. As indicated in the major themes, apart from the good aspects of the migration of parents, the social and emotional repercussions of LBC were explored. As a result, the findings may serve to aware those who categorize LBC differently.

The qualitative study implied that the culture of caregiving is changed. The change is related to the perceived role of caregiving practices to children. Previously it was normal for the grandparents, other extended families, and even neighbors to raise children when parents are away for various reasons. However, in this study, the LBC, teachers, and caregivers emphasized the role of a parent in children's development. The participants frequently mentioned that

children should get care and support from parents. This might be related to the social dynamics and the attitude of parenting and caregiving. This shift may help to design prevention and intervention strategies to support the LBC affected by parental migration.

Chapter Six

Conclusion, and implication

6.1. Conclusion

In this study, the behavioral outcomes of children due to parental migration in southern Wollo Ethiopia were explored using concurrent mixed research methods.

In conclusion, a significant mean difference in behavioral outcomes assessed by SDQ was found between LBC due to the migration of parents and NLBC. A significantly higher behavioral outcome as measured by SDQ was found on LBC due to the migration of parents as compared to NLBC.

Among children with parental migration status (a mother, a father, and both parent migrants) a statistically significant mean difference was found in behavioral outcomes as measured in SDQ. LBC with a migrant father had shown significantly lower behavioral outcomes than the other two groups. Moreover, a statistically significant mean difference was not found between the LBC of mother migrants and both parent migrants. LBC whose mothers or both parents migrated become more disadvantaged which is revealed by they showed higher behavioral outcome scores in SDQ as compared to children of migrant fathers.

A statistically significant mean difference was also observed between children cared for by different caregiver types $F(5,354)=21.64, P<.01$. When compared to children cared for by other groups (father only, relatives, non-relatives, children living alone), LBC cared for by mothers (in the absence of the father) and grandparents demonstrated significantly lower behavioral outcomes as measured by SDQ. Thus children cared for by mothers and grandparents look more advantaged than those cared for by other caregivers.

The results revealed that children relate their parents' migration abroad with their goal of providing a good standard of living for them, but they want to live with them. LBC expressed feelings of longing, separation, unhappiness, emotional deprivation, and other social and psychological problems due to the migration of their parents. Following the migration of parents, some LBC showed a lack of motivation to attend school due to feelings of lack of care and support. LBC are also exposed to the burdens of household chores, especially girls. Children's understanding of the reasons for their parent's migration may help as a means of coping to mitigate the consequences.

As a limitation, interviews and FGD with teachers were made in schools and it is difficult to generalize the behavioral outcomes of children left behind manifested in the school to the home environment and other settings. The self-report measure was not also without limitations since participants may not assess their behavior accurately. It is in this regard a comparison group from non-migrating parts was included.

6.2. Implications

The following implications are drawn from the study's findings.

Regardless of economic advantages, parents must consider the psychosocial costs of migration on children left behind. Parents, teachers, caretakers, and those who have a stake in children need to understand the problems that children who are left behind face. This is critical to developing relevant strategies to resolve the problems LBC faces.

To mitigate problems, prevention and intervention strategies can be suggested as follows.

1. Intervention /Practical implications

As identified in the findings there are children affected by the migration of parents. Particularly children whose mother or both parents migrates showed significantly higher

behavior compared to children of father migrants. LBC cared for by relatives also showed behavioral problems compared to children cared for by mothers. As the result, such problems call for practical activities to help children left behind. To help LBC who faced psychological and social problems, counselors, psychiatrists, and mental health professionals are expected to provide support. Psychotherapy and counseling services can help the LBC to develop and build their self-esteem. In this regard, psychiatrists, psychologists, and mental health professionals in *Wollo* university shall also take the role to provide support as part of their community services. Based on the findings, the researcher of this study has also a plan to design post-research activities to help the LBC affected by the migration of parents. As a result, children with a higher SDQ mean score will receive psychosocial support in the form of community services, as it is not ethical to leave individuals who have had difficulties. Thus counselors, clinical psychologists, and other professionals in the areas will be consulted to provide interventions to those LBC who showed symptoms as assessed using SDQ.

Besides, various forms of support from friends, families, caregivers and teachers have to be implemented because children naturally seek social support from others. Thus counselors, social workers, and teachers have to be involved to create conducive environments for the LBC to receive social support. Teachers can also provide the necessary advice and support for the LBC who faced educational challenges following the migration of parents. Tutorials and other support mechanisms designed at school for LBC may motivate them to learn and achieve their academics. Schools shall create an environment whereby more LBC can participate in extracurricular activities that would help them reduce stress and related problems.

2. Educational implications

Regarding educational implications, various types of training for the sending community the potentially migrant parents, the caregivers, as well as the LBC, can be designed and provided. The general public in the sending areas, teachers, and other service providers to children shall be given awareness about the social and emotional impacts of the migration of parents. Awareness-raising training needs to be provided at the household, community, and higher levels through different methods. Those stakeholders that play a role in mitigating the consequences of migration in the areas can also include the issue of LBC affected by the migration of parents. Stakeholders such as children and youth affairs offices at the various government levels, and non-government organizations working on children shall take the leading role to provide the awareness training. can government. Since a significant number of LBC are found in schools, the stakeholder can use the school environment to invite parents and caregivers in order to share information about managing the behavioral difficulties of those children who are at risk. Information campaigns also may target the management and effective utilization of remittances for the betterment of children and left-behind families. Specifically, as a stakeholder Wollo University, department of psychology and early childhood care and education make to the opportunity to design strategies and provide training about the psychosocial development and wellbeing of children to those that have a stake. Information shall be addressed through public gatherings, radios, television, magazine, and newspapers.

3. Policy implications

The findings of this study have also policy implications. As far as the issue of children is concerned it has been mentioned by different stakeholders that all children have a right to be cared for by parents and get the necessary things. However, the findings of this study indicated

that many children are left behind and found to face behavioral problems due to the migration of parents. Thus, the development and implementation of migration policies should first safeguard the "best interests" of children associated with their parents' migration decisions (s). This can be done by initiating a comprehensive service capacity-building program for those working with families, and early childhood cares to help them better understand and address the needs of children who are living separately apart from their parents.

4. Research implications

Children's understanding of the factors for the migration of their parents may help a as means to cope with some of the problems they encountered. However future research may focus on identifying the specific coping mechanisms LBC are using whenever they faced problems following the migration of their parents. The identification of coping mechanisms will help to prepare intervention strategies. The suggestions of caregivers and teachers shall also be examined as a way of improving approaches and activities in caring for the LBC. It would have been also important to study the views and expectations of returnee parents from migration regarding the behavioral outcomes of their children.

Limitation of the study

This study is not without limitations. The behavioral outcomes of children left behind was assessed mainly against parental status, gender, and caregiver's types. The study did not include the other sociodemographic characteristic such as household size, economic status, parental education, and caregivers level of education. Thus the findings are limited to parental status and type of caregivers as well as gender of LBC in relation to behavioural outcome.

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Self-report measures in the Strength Difficulty Questionnaire((SDQ) administered for children

General Instruction

This questionnaire aims to collect data on the Relationship Between being a Child Left Behind as a result of the migration of parents and Behavioral outcomes in South Wollo, Ethiopia. It has two parts that include measures of socio-demographic characteristics and

Self-report measures of Strength Difficulty Questionnaire((SDQ). You are selected and requested to participate in this study. It is hoped that you will provide adequate information for the successful completion of the study. Before responding to the questions, please note the following points.

1. On any page of the questionnaire, you are not required to write your name.
2. The questions do not have right or wrong answers
3. You will participate in this study only if you are voluntary

Would you accept to take part in the research? 1. Yes: Signature: _____ 2. No

Socio-demographic Measure

The purpose of the socio-demographic measure is to get information about your socio demographic characteristics. Read the items carefully and write the response that you think is right on the space provided. For the items with alternatives, circle the number with your choice.

1	sex	1. Male 2. Female
2	age	-----
3	Grade level	-----
4	Migration status of parents	1. Mother migrated 2. Father migrated 3. both
5	Who takes care of you now	1. Grand parents 2. Mother 3. Father 4. Relatives 5. Non-relative 6. alone
6	Length of separation with a migrant parent.....	-----
7	Where did your parent/s/ migrate to..?	-----
8	How much is your caretakers/guardians' monthly income?	1. High 2. Medium 3. Low
9	How old are your caretakers/guardians?.....	-----
10	What is the occupation of your caretaker /guardian/?	1. Employed 2. Trading 3. Farming 4. Others: Specify

Appendix-B Strengths and Difficulties Questionnaire

Directions: A list of items that describe your behaviors is provided below. Kindly read carefully each item and circle 0 for Not True, 1 for Somewhat True, and 2 for Certainly True based on how situations have been for you in the last six months.

S.N	Strength and Difficulties Questionnaire	Not True 0	Somewhat True 1	Certainly True 2
1	I try to be nice to other people. I care about their feelings.	0	1	2
2	I am restless; I cannot stay still for long.	0	1	2
3	I get a lot of headaches, stomach-aches or sickness	0	1	2
4	I usually share things with others (food, games, pens, etc.)	0	1	2
5	I get very angry and often lose my temper.	0	1	2
6	I am usually on my own. I generally play alone or keep to myself	0	1	2
7	I usually do as I am told.	0	1	2
8	I worry a lot.	0	1	2
9	I am helpful if someone is hurt, upset, or feels ill	0	1	2
10	I am constantly fidgeting or squirming	0	1	2
11	I have one good friend or more	0	1	2
12	I fight a lot. I can make other people do what I want	0	1	2
13	I am often unhappy, down-hearted or tearful	0	1	2
14	Other people of my age generally like me	0	1	2
15	I am easily distracted, I find it difficult to concentrate	0	1	2
16	I am nervous in new situations. I easily lose confidence	0	1	2
17	I am kind to younger children	0	1	2
18	I am often accused of lying or cheating	0	1	2
19	Other children or young people pick on me or bully me	0	1	2

20	I am often volunteer to help others (parents, teachers, children)	0	1	2
21	I think before I do things	0	1	2
22	I take things that are not mine from home, school or elsewhere	0	1	2
23	I get on better with adults than with people of my own age	0	1	2
24	I have many fears, I am easily scared	0	1	2
25	I finish the work I'm doing. My attention is good	0	1	2

Annex -A1 socio-demographic measure and Strength Difficulty Questionnaire (SDQ), NLB

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Self-report measures in Strength Difficulty Questionnaire((SDQ) administered for children

General Instruction

This questionnaire aims to collect data on Relationship Between being a Child Left Behind as a result of the migration of parents and Behavioral outcomes in South Wollo, Ethiopia. It has two parts that include measures of socio-demographic characteristics and

Self-report measures of Strength Difficulty Questionnaire((SDQ). You are selected and requested to participate in this study. It is hoped that you will provide adequate information for the successful completion of the study. Before responding to the questions, please note the following points.

1. On any page of the questionnaire, you are not required to write your name.
2. The questions do not have right or wrong answers
3. You will participate in this study only if you are voluntary

Would you accept to take part in the research? 1. Yes: Signature: _____ 2. No

Socio-demographic Measure

The purpose of the socio-demographic measure is to get information about your socio demographic characteristics. Read the items carefully and write the response that you think is right on the space provided. For the items with alternatives, circle the number with your choice.

1	sex	2. Male 2. Female
2	age	-----
3	Grade level	-----
4	How much is your parental monthly income?	1. High 2. Medium 3.Low
5	What is the occupation of your caretaker /guardian/?	1. Employed 2. Trading 3. Farming 4.Others: Specify

Direction: A list of items that describe your behaviors is provided below. Kindly read carefully each item and circle 0 for Not True, 1 for Somewhat True, and 2 for Certainly True based on how situations have been for you in the last six months.

S.N	Strengths and Difficulties Questionnaire	Not True 0	Somewhat True 1	Certainly True 2
1	I try to be nice to other people. I care about their feelings.	0	1	2
2	I am restless; I cannot stay still for long.	0	1	2
3	I get a lot of headaches, stomach-aches or sickness	0	1	2
4	I usually share things with others (food, games, pens, etc.)	0	1	2
5	I get very angry and often lose my temper.	0	1	2
6	I am usually on my own. I generally play alone or keep to myself	0	1	2
7	I usually do as I am told.	0	1	2
8	I worry a lot.	0	1	2

9	I am helpful if someone is hurt, upset or feels ill	0	1	2
10	I am constantly fidgeting or squirming	0	1	2
11	I have one good friend or more	0	1	2
12	I fight a lot. I can make other people do what I want	0	1	2
13	I am often unhappy, down-hearted or tearful	0	1	2
14	Other people of my age generally like me	0	1	2
15	I am easily distracted, I find it difficult to concentrate	0	1	2
16	I am nervous in new situations. I easily lose confidence	0	1	2
17	I am kind to younger children	0	1	2
18	I am often accused of lying or cheating	0	1	2
19	Other children or young people pick on me or bully me	0	1	2
20	I am often volunteering to help others (parents, teachers, children)	0	1	2
21	I think before I do things	0	1	2
22	I take things that are not mine from home, school or elsewhere	0	1	2
23	I get on better with adults than with people of my own age	0	1	2
24	I have many fears, I am easily scared	0	1	2
25	I finish the work I'm doing. My attention is good	0	1	2

Annex-B perceptions of caretakers/guardians

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Interview guide questions for caretakers/guardians

The main purpose of this research is to investigate the relationship between being a child Child Left Behind due to Parental Migration and Behavioral outcomes in South Wollo, Ethiopia. To investigate whether the migration of parents influences the behavior of LBC, you are selected to participate in this research to describe and explain the experiences of children under your care. Since you have experience of taking care of LBC due to the migration of parents (s) getting information regarding, general situation of these children from you will be important. As a result, all information will be utilized solely for research purposes, and your personal information will be kept secret. You also have the option of refusing to answer any questions you don't want to.

1. sex..... age.....level of education.....average monthly income....
2. How long have the parent (s) of the child been gone?
3. Is there a psychosocial change in the child as a result of his or her parents' migration? If so, how?
4. How did you begin to look after him/her? So why would you believe you were selected to be the caretaker? How familiar were you with the child before he or she moved in with you?
5. What would you say about your relationship with the child?
6. What would you think a guardian's role is? How would you feel about your role as a caregiver?

7. Did anything happen to the child in the past six months? When, how, and who became engaged, as well as your and others' reactions and feelings? what were the consequences for the child?

8. How do you explain the migration of parents? how do you explain its benefits and drawbacks for left-behind children, families, and sending communities?

9. What are your expectations for the child and his/her parent's relationship to a result of out-migration?

10. What aspects of child care do you like or find challenging?

11. Has someone in your community provided you advice regarding the child you look after?

(For example, discipline and school performance among migrant children.)

12. Do you believe, there are differences between the behavioral outcomes of left behind compared to those who live with both parents? If yes, what are they?

13. Do you believe that children who are left behind have benefits over children from living with both parents? Do you think they have any particular drawbacks? What do you do if one of the children in your care is very depressed or upset?

14. Do you believe children of migrant parents' psychosocial experiences are considerably different from your own? What for?

15. Do you see any challenges with the child's emotions, concentration, conduct, or ability to interact with others? how?

16. Is there anything else you believe I should know concerning parental migration and the behavior of children left behind that you think I should know? If there's anything you believe I should have asked that I haven't?

Thank you!

Annex - C : Interview Guide for Teachers

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Social Psychology PhD program

Interview guide questions

The main purpose of this research is to investigate the relationship between being a child Child Left Behind due to Parental Migration and Behavioral outcomes in South Wollo, Ethiopia. To investigate whether the migration of parents influences the behavior of LBC, you are selected to participate in this research to describe and explain the experiences of children under your care. You are chosen because you know the behavioral outcomes of LBC as the result of the migration. As a result, all information will be utilized solely for research purposes, and your personal information will be kept secret. You also have the option of refusing to answer any questions you don't want to.

Interview Guide for Teachers

- 1 . Sex.... age.....teaching experience
2. How do you describe the nature of migration and its impact in this area?
3. How well do you know the migration of parents and children left behind children?
4. How do children who have been left behind in schools as a result of parental migration behave and perform?
5. Have you noticed any changes in the children since their parent's absence? If so, could you give some specific examples?
6. Have you ever communicated with caregivers regarding the behavior and schooling of children left behind? If so, what did you discuss? If not, what is the reason?

7. Do you see differences between children of migrant parents and children living with both parents in terms of social, psychological, and behavioral situations? If yes, can you point out the differences?

8. Can you explain to me a current experience you had with a child who was left behind? In your opinion, how typical was that?

9. Is there anything else that comes to your mind when it comes to the behavior and schooling of children left behind?

10. Now what do you think the school and governments could do to support the child who has been left behind due to parental migration?

Thank you!

Annex – D: Focus Group Guides for Teachers

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Social Psychology PhD program

The main purpose of this research is to investigate the relationship between being a child Child Left Behind due to Parental Migration and Behavioral outcomes in South Wollo, Ethiopia. This Focus Group Guides for Teachers is, therefore, mean to get your insightful thought on this issue. You are chosen because you know children stay behind as a result of the migration of parents and their experiences.

1. How do you explain the responsibility of parents in the behavior and schooling of their children?
2. Can you describe the social, psychological, behavioral, and educational experiences of children at your school who have been left behind owing to parental migration?
3. In your opinion, what problems did left-behind children pose to schools and teachers?
4. What role do you think schools should play in supporting children left behind? (Any good practice?)
5. Do you observe the difference in the behavior, emotion, and any other characteristics in the children left behind with children of intact families in your school?

Annex-E: interview guide questions for children left behind

Addis Ababa University
College of Education and Behavioral Studies
School of Psychology
Social Psychology PhD program
Interview guide questions

The main purpose of this research is to investigate the relationship between being a child Child Left Behind due to Parental Migration and Behavioral outcomes in South Wollo, Ethiopia. You are selected and requested to participate in this study. It is hoped that you will provide adequate information for the successful completion of the study.

As a result, all information will be utilized solely for research purposes, and your personal information will be kept secret. You also have the option of refusing to answer any questions you don't want to.

1. Sex..., Age..... grade level...
2. How long have your parents been away?
3. Which one of your parents has migrated (both mother and father)?
4. Now, who provides care for you? (grandparents, one of the left-behind parents, uncles/aunts, or...?)
5. Who do/did you go to now when you're in trouble, and how is this different from before your parents were away?
6. When did your parent go abroad? How old were you at the time?
7. Would you describe is your relationship of your caretaker (one of your left behind parent or others)? What are the issues you discuss with her/him? What mechanism you use to make your relation better for yourself?
8. Can you mention the care that you received from your parent (s) before migrated to else where ? Is your migrant parent(s) currently attempting to be a caregiver in your life?
9. Do you ever need support? In what way ? whom do you ask?
10. Could you explain me about the happiest moment you've had after your parents' migration?
Would you tell me about the worst experience you've had with parental absence?

11. What is your expectation/aspiration or what do you want to do in the future?
12. Can you tell me your experience in the last the six months? Anything special that stands out in your mind related to your life because of your parent(s) migration?
13. Once your parents left, how did you feel? What are your current feelings?
14. What do you do if you're ever upset because your parent is away?
15. What is your attitude toward migration? Anything you want to say about parental migration and its influence?

Thank you!

ተጨማሪ መግለጫ 1: ከወላጆቻቸው ተለይተው የሚኖሩ ልጆች ስነባህሪያዊ ማህበራዊ ና ግላዊ መረጃ

አዲስ አበባ ዮኒቨርሲቲ

የትምህርትና ስነ-ባህሪ ጥናት ኮሌጅ

ሳይኮሎጂ ትምህርት ቤት

ማህበራዊ ስነ ልቦና ፒኤች ዲ (የፍልስፍና ዶክትሬት) መርሐ ግብር

አላማ

ይህ መጠይቅ የተዘጋጀው የወላጆች ፍልስጥ በልጆች ስነልቦና እና ማህበራዊ ሁኔታዎች ላይ ያለውን ተጽዕኖን ለማሰጥናት ነው። ስለዚህም ለእያንዳንዱ ጥያቄ ትክክለኛ መልስ በመስጠት ለጥናቱ ውጤታማነት እስተዋጋኑ እንድታደርጉ በትህትና እየጠየቅን ለሚያደርጉት ትብብር በቅዲሚያ እናመሰግናለን።

መረጃውን ከመስጠትህ/ሽ በፊት ልትገነዘባቸው /ቢያቸው የሚገቡ መሰረታዊ ነጥቦች

1. በዚህ መጠይቅ ማንኛውም ገጽ ላይ ስም መፃፍ አያስፈለግም።
2. በዚህ ጥናት የምትሳተፈው /ፊው ሙሉ ፈቃደኛ ስትሆን/ኝ ነ ው ።

- አንተ/ች በዚህ ጥናት ለመሳተፍ ቃደኛ ነህ /ሽ ?
1. አዎ ቃደኛ ነኝ ፊርማ-----
 2. ቃደኛ አይደለሁም

ክፍል 1. የጥናቱ ተሳታፊዎች አጠቃላይ ሁኔታ መጠይቅ

የሚከተጥት ያቁዎች የአንተን/ችን አቃላይ ሁኔታ በተመለከተ መረጃ ለመሰብሰብ የተዘጋጁ ናቸው ጥያቄዎቹን በማንበብ ከተሰጡት አማራጮች አንዱን በማክበብ መልሱን ስጥ / ስጭ። አማራጭ የሌላቸውን ጥያቄዎች ደግሞ መልሱን በክፍት ቦታ ላይ አስቀምጥ/ጭ /፡፡

1	ፆታ	1.ወንድ 2. ሴት
2	እድሜ	-----
3	የትምህርት ደረጃ/ክፍል	-----
4	የወላጆች ፍልሰት ሁኔታ 1. እናት የሄደች 2. አባት የሄደ 3. ሁልቴም የሄዱ	1. እናት የሄደች 2. አባት የሄደ 3. ሁልቴም የሄዱ
5	በአሁኑ ጊዜ ከማን ጋር ትኖራለህ/ሪያለሽ ?--	1.አያት 2. እናት 3 አባት 4ዘመድ 5.ዘመድ ያልሆኑ 6 ብቻየን
6	ከወላጆችህ/ሽ ጋር ከተለያየህ/ሽ ስንት አመት ሆነህ/ሽ ?	-----
7	ወላጆችህ/ሽ የት ሀገር ነው የሄዱት/የሚኖሩት?	-----
8	በአሁኑ ጊዜ የሚያሳድግህ/ አበርህ/ሽ የምትኖረው ሰው ገቢ ምን ያህል ይሆናል?	1. ከፍተኛ 2.መካከለኛ 3.ዝቅተኛ
9	በአሁኑ ጊዜ የሚያሳድግህ/ አበርህ/ሽ የምትኖረው ሰው እድሜ ስንት ነው ?	-----
10	በአሁኑ ጊዜ የሚያሳድግህ/ አበርህ/ሽ የምትኖረው ሰው ስራ ምንድን ነው ?	1. በመንግስት ወይም በሌላ ድርጅት ተቀጣሪ 2. ንግድ 3. እርሻ/ግብርና 4.ሌላ : ይገለጽ.....

ክፍል 2:- የጠንካራና ደካማ ጎኖች መጠይቅ

መመሪያ:- ከዚህ በታች የተዘረዘሩት ባህሪያት አንተን/ቺን ይመለከታሉ።እያንዳንዱን መዘርዘር በጥምና ካነበብህ/ሽ በኋላ ባለፉት ስድስት ወራት ያሳየኸውን/ያሳየሽውን ባህሪ በተመለከተ ምን ያህል እውነት እነደሆነ ከቀረቡት ሦስት አማራጮች መካከል ትክክለኛውን መልስ በመምረጥና ለመረጥኸው/ሽው መልስ የተሰጠውን ቁጥር በማክበብ መልስ/ሽ። የአማራጭ ቁጥሮች ትርጉም እንደሚከተለው ነው፡-

- 0=እውነት አይደለም
- 1=በከፊል እውነት ነው
- 2=በእርግጥ እውነት ነው

ተ.ቁ		እውነት አይደለም	በከፊል እውነት ነው 1	በእርግጥ እውነት ነው 2
		0		
1	ስለ ሌሎች ሰዎች ስሜት እጠነቀቃለሁ።	0	1	2
2	እንቀገርቀገርለሁ፤ እረፍት የለሽ ነኝ፤ አንድ ቦታ አርፌ መቆየት አልችልም።	0	1	2
3	ብዙ ጊዜ ራሴን፤ ሆዴን አመመኝ ወይም አቅለሽለሽኝ እላለሁ።	0	1	2
4	ለሌሎች ልጆች ያለኝን ነገር በቀላሉ አጋራለሁ(የሚበላ፤ መጫወቻ፤ እርሳስ፤ ወዘተ)።	0	1	2
5	ብዙ ጊዜ በጣም ተናዳጅና ግልፍተኛ ነኝ(እንፈራፈራለሁ፤ እማታለሁ፤ እጮሃለሁ፤ እወራወራለሁ)።	0	1	2
6	ከሌሎች ልጆች ጋር አልደባለቅም፤ ገለል እላለሁ፤ ለብቻዬ የመጫወት አዝማሚያ አለኝ።	0	1	2
7	በጥቅሉ ታዛዥ ነኝ፤ ብዙ ጊዜ አዋቂዎች የጠየቁኝን አደርጋለሁ።	0	1	2
8	ስለ ብዙ ነገር እሰጋለሁ፤ ብዙ ጊዜ ትንሽ ትልቁ ያሳስበኛል።	0	1	2
9	ሰው ተጎድቶ፤ ከፍቶት ወይም አሞት ካየሁ እረዳለሁ።	0	1	2
10	ያለማቋረጥ በተቀመጥሁበት እቁነጠነጣለሁ፤ እንቆራጠጣለሁ፤ እጠማዘዛለሁ።	0	1	2
11	ቢያንስ አንድ ጥሩ ጓደኛ አለኝ።	0	1	2
12	ብዙ ጊዜ ከሌሎች ልጆች ጋር እደባደባለሁ ወይም ጉልበተኛነቴን አሳያለሁ።	0	1	2
13	ብዙ ጊዜ ደስተኛ አይደለሁም፤ ይከፋኛል ወይም እንባዬ ይመጣል።	0	1	2
14	በጥቅሉ በሌሎች ልጆች ተወዳጅነት አለኝ።	0	1	2
15	በቀላሉ ሀሳቤ ይበታተናል፤ ትኩረቴም አንድ ቦታ ላይ አይቆይም።	0	1	2
16	አዲስ ሁኔታዎች ሲገጥሙኝ እረበሻለሁ፤ ወላጆቼ ላይ ጥብቅ እላለሁ፤ ወይም አልለቅም እላለሁ፤ በቀላሉ በራስ መተማመን አጣለሁ።	0	1	2
17	ከእኔ ለሚያንሱ ልጆች ደግ ነኝ።	0	1	2
18	ብዙ ጊዜ እዋሻለሁ ወይም አጭብረብራለሁ።	0	1	2

19	ሌሎች ልጆች ይተናኮሉኛል፤ ያበሽቁኛል ወይም ጉልበተኝነታቸውን ያሳዩኛል።	0	1	2
20	ብዙ ጊዜ ሌሎችን ለመርዳት ፈቃደኛ ነኝ(ወላጆች፣ መምህራን፣ ሌሎች ልጆች)።	0	1	2
21	አንድ ነገር ከማድረግ በፊት ስለነገሩ በቅድሚያ አስተውላለሁ።	0	1	2
22	ከቤት፣ ከትምህርት ቤት ወይም ከሌላ ቦታ እሰርቃለሁ።	0	1	2
23	ከሌሎች ልጆች ይልቅ ከአዋቂዎች ጋር በቀላሉ እግባባለሁ	0	1	2
24	ብዙ ነገሮች እፈራለሁ፤ በቀላሉ ድንግጥ እላለሁ።	0	1	2
25	የጀመርኳቸውን ነገሮች እስከመጨረሻቸው ድረስ አከናውናለሁ፤ ጥሩ የትኩረት ስፋት አለኝ።	0	1	2

ፊርማ ቀን

እናመሰግናለሁ

መግለጫ 1A ከወላጆቻቸው ጋር የሚኖሩ ስነ-ባህሪያዊ ማህበራዊ ና ግላዊ መረጃ

አዲስ አበባ ዮኒቨርሲቲ

የትምህርትና ስነ-ባህሪ ጥናት ኮሌጅ

ሳይኮሎጂ ትምህርት ቤት

ማህበራዊ ስነ ልቦና ፒኬች ዲ (የፍልስፍና ዶክትሬት) መርሐ ግብር

አላማ

ይህ መጠይቅ የተዘጋጀው የወላጆች ፍልስጥናት በልጆች ስነ-ልቦና እና ማህበራዊ ሁኔታዎች ላይ ያለውን ተጽዕኖን ለማሰጥናት ነው። ስለዚህም ለማነጻጸር ይረዳ ዘንድ ከ ወላጆቻቸው ጋር የሚኖሩ ልጆች ይህን መጠይቅ እንዲሞሉ አስፈላጊነቱ ከፍተኛ ስለሆነ ለእያንዳንዱ ጥያቄ ትክክለኛ መልስ በመስጠት ለጥናቱ ውጤታማነት እስተዋዳኝ እንድታደርጉ በትህትና እየጠየቅን ለሚያደርጉት ትብብር በቅዱሚያ እናመሰግናለን።

መረጃውን ከመስጠትህ/ሽ በፊት ልትገነዘባቸው /ቢያቸው የሚገቡ መሰረታዊ ነጥቦች

1. በዚህ መጠይቅ ማንኛውም ገጽ ላይ ስም መጻፍ አያስፈለግም።

2. በዚህ ጥናት የምትሳተፈው /ፊው ሙሉ ፈቃደኛ ስትሆን/ኝ ነ ው ።

አንተ/ች በዚህ ጥናት ለመሳተፍ ቃደኛ ነህ /ሽ ? 1. አዎ ቃደኛ ነኝ ፊርማ-----

2. ቃደኛ አይደለሁም

ክፍል 1. የጥናቱ ተሳታፊዎች አጠቃላይ ሁኔታ መጠይቅ

የሚከተጥት ያቁዎች የአንተን/ችን አቃላይ ሁኔታ በተመለከተ መረጃ ለመሰብሰብ የተዘጋጁ ናቸው ጥያቄዎቹን በማንበብ ከተሰጡት አማራጮች አንዱን በማክበብ መልሱን ስጥ / ስጭ። አማራጭ የሌላቸውን ጥያቄዎች ደግሞ መልሱን በክፍት ቦታ ላይ አስቀምጥ/ጭ /።

1	ዖታ	1.ወንድ 2. ሴት
2	እድሜ	-----
3	የትምህርት ደረጃ/ክፍል	-----
4	የቤተሰቦች/ሽ ገቢ ምን ያህል ነው?	1. ከፍተኛ 2. መካከለኛ 3. ዝቅተኛ
5	የቤተሰቦች/ሽ ገቢ ምን ያህል ነው-ስራ ምንድን ነው?	1. በመንግስት ወይም በሌላ ድርጅት ተቀጣሪ 2. ንግድ 3. እርሻ/ግብርና 4. ሌላ : ይገለጽ.....

ክፍል 2:- የጠንካራና ደካማ ጎኖች መጠይቅ

መመሪያ:- ከዚህ በታች የተዘረዘሩት ባህሪያት አንተን/ቺን ይመለከታሉ። እያንዳንዱን መዘርዘር በጥምና ካነበብህ/ሽ በኋላ ባለፉት ስድስት ወራት ያሳየሽውን/ያሳየሽውን ባህሪያት በተመለከተ ምን ያህል እውነት እነደሆነ ከቀረቡት ሦስት አማራጮች መካከል ትክክለኛውን መልስ በመምረጥና ለመረጥሽው/ሽው መልስ የተሰጠውን ቁጥር በማክበብ መልስ/ሽ። የአማራጭ ቁጥሮች ትርጉም እንደሚከተለው ነው፡

- 0=እውነት አይደለም
- 1=በከፊል እውነት ነው
- 2=በእርግጥ እውነት ነው

ተ.ቁ		እውነት አይደለም	በከፊል እውነት ነው	በእርግጥ እውነት ነው
		0	1	2
1	ስለ ሌሎች ሰዎች ስሜት እጠነቀቃለሁ።	0	1	2
2	እንቀጥቀጥለሁ፤ እረፍት የለሽ ነኝ፤ አንድ ቦታ አርፎ መቆየት አልችልም።	0	1	2
3	ብዙ ጊዜ ራሴን፤ ሆዴን አመመኝ ወይም አቅሰሽለሽኝ እላለሁ።	0	1	2

4	ሌሎች ልጆች ያለኝን ነገር በቀላሉ አጋራለሁ(የሚበላ፤ መጫወቻ፤ እርሳስ፤ ወዘተ)።	0	1	2
5	ብዙ ጊዜ በጣም ተናዳጅና ግልፍተኛ ነኝ(እንፈራፈራለሁ፤ እማታለሁ፤ እጮሃለሁ፤ እወራወራለሁ)።	0	1	2
6	ከሌሎች ልጆች ጋር አልደባለቅም፤ ገለል እላለሁ፤ ለብቻዬ የመጫወት አዝማሚያ አለኝ።	0	1	2
7	በጥቅሉ ታዛዥ ነኝ፤ ብዙ ጊዜ አዋቂዎች የጠየቁኝን አደርጋለሁ።	0	1	2
8	ስለ ብዙ ነገር እሰጋለሁ፤ ብዙ ጊዜ ትንሽ ትልቁ ያሳስበኛል።	0	1	2
9	ሰው ተጎድቶ፤ ከፍተኛ ወይም አሞት ካየሁ እረዳለሁ።	0	1	2
10	ያለማቋረጥ በተቀመጥሁበት እቁነጠነጣለሁ፤ እንቆራጠጣለሁ፤ እጠማዘዛለሁ።	0	1	2
11	ቢያንስ አንድ ጥሩ ጓደኛ አለኝ።	0	1	2
12	ብዙ ጊዜ ከሌሎች ልጆች ጋር እደባደባለሁ ወይም ጉልበተኛነቴን አሳያለሁ።	0	1	2
13	ብዙ ጊዜ ደስተኛ አይደለሁም፤ ይከፋኛል ወይም እንባዬ ይመጣል።	0	1	2
14	በጥቅሉ በሌሎች ልጆች ተወዳጅነት አለኝ።	0	1	2
15	በቀላሉ ሀሳቤ ይበታተናል፤ ትኩረቴም አንድ ቦታ ላይ አይቆይም።	0	1	2
16	አዲስ ሁኔታዎች ሲገጥሙኝ እረበሻለሁ፤ ወላጆቼ ላይ ጥብቅ እላለሁ፤ ወይም አልለቅም እላለሁ፤ በቀላሉ በራስ መተማመን አጣለሁ።	0	1	2
17	ከእኔ ለሚያንሱ ልጆች ደግ ነኝ።	0	1	2
18	ብዙ ጊዜ እዋሻለሁ ወይም አጭበረብራለሁ።	0	1	2
19	ሌሎች ልጆች ይተናኮሉኛል፤ ያበሽቁኛል ወይም ጉልበተኝነታቸውን ያሳዩኛል።	0	1	2
20	ብዙ ጊዜ ሌሎችን ለመርዳት ፈቃደኛ ነኝ(ወላጆች፤ መምህራን፤ ሌሎች ልጆች)።	0	1	2
21	አንድ ነገር ከማድረግ በፊት ስለነገሩ በቅድሚያ አስተውላለሁ።	0	1	2
22	ከቤት፣ ከትምህርት ቤት ወይም ከሌላ ቦታ እሰርቃለሁ።	0	1	2
23	ከሌሎች ልጆች ይልቅ ከአዋቂዎች ጋር በቀላሉ እግባባለሁ	0	1	2
24	ብዙ ነገሮች እፈራለሁ፤ በቀላሉ ድንግጥ እላለሁ።	0	1	2
25	የጀመርኳቸውን ነገሮች እስከመጨረሻቸው ድረስ አከናውናለሁ፤ ጥሩ የትኩረት ስፋት አለኝ።	0	1	2

ፊርማ ቀን

እናመሰግናለን

ተጨማሪ መግለጫ 2፣ ለአሳዳጊዎች (ሞግዚቶች) የቀረበ ቃለ መጠይቅ

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ስነባህሪ ኮሌጅ

ሳይኮሎጂ ት/ቤት

ማህበራዊ ስነ ልቦና ፒኤች ዲ (የፍልስፍና ዶክትሬት) መርሐ ግብር

የዚህ ቃለ መጠይቅ ዋና ዓላማ በደቡብ ወሎ የወላጆች ፍልሰት በልጆች ስነልቦና እና ማህበራዊ ልማድ ውጤት ላይ ያለውን ተጽዕኖ ለማጥናት ነው። ስለሆነም በእርሶዎ ሞግዚትነት/እንክብካቤ ያሉ ልጆቹን ሁናቴ ታውቃላቸው በማለት እና ከልምዳችሁ በመነሳት የወላጆች ስደት/ፍልሰት በልጆች ባህሪ ላይ ያለውን ተጽዕኖ እንድትገልጹ ሲሆን የምሰጡት መረጃ ለጥናት አላማ ብቻ የሚውል ሲሆን ሚስጥራዊነቱ የተጠበቀ ነው። ምላሽ መስጠት የማተፈልጉትን ጥያቄ እንድትመልሱም አተገደዱም።

በፈለሱ (በተሰደዱ) ቤተሰብ ልጆች ዙሪያ ለአሳዳጊዎች (ሞግዚቶች) የቀረበ ቃለ መጠይቅ

1. ጾታ _____ እድሜ.....የትምህርት ደረጃ _____ የገቢ መጠን _____
2. የልጁ/ጅቷ ቤተሰቦች ልጆቹን ትተው ወደ ውጭ ከሄዱ ምን ያህል ጊዜ ሆነ
3. ወላጆቹ/ቿ ወደ ውጭ ከፈለሱ/ ከሄዱ በኋላ በልጁ/ጅቷ ላይ የታየ ለውጥ አለ ? መልስዎ አዎ ከሆነ እንዴት/?
4. ልጁን/ጅቷን ለመንከባከብ/ለማሳደግ ምን ? ለማሳደግ ለመንከባከብ እርሶዎ የተመረጡበት ምክንያት ምንድን ነው ? ልጁ/ጅቷ ወደ እርስዎ ከመምጣቱ/ቷ በፊት ምን ያህል ያውቁታ/ጅቷ?
5. ከልጁ ጋር ያለዎትን ግንኙነት /መቀራረብ እንዴት ይገልጹታል?
6. በየወላጆች ፍልሰት/ስደት ምክንያት የተተው ልጆች ሞግዚት/ተንከባካቢ የመሆን ሚና ምንድን ነው ይላሉ ? ሞግዚትነት /አሳዳጊ በመሆንዎ ምን ይሰማዎታል ?
7. ባለፉት 6 ወራት/ በሚያሳድጉት/ ልጅ /ልጅቷ ላይ የደረሰ ነገር አለ ? መቼ? እንዴት ? እርስዎን ለማገዝ የሞከር ነበር ? የሌሎች ምላሽና ስሜት ምን ነበር? በልጁ/ጅቷ ላይ ያለው ተጽዕኖ እንዴት ነበር ?

8. ለወላጆች ፍልሰት/ስደት/ ያለዎት አስተያየት ምንድን ነው? የወላጆች ፍልሰት/ስደት/ ትተዎቸው ለሄዱት ልጆች /ለቀሩት ቤተሰቦች እና ለላኪው ማህበረሰብ ያለው ጠቀሜታና ጉዳት ምንድን ነው ?
9. ለሚያሳድጉት ልጅ እና ለተሰደዱት/ለፈልሱት ወላጆቹ ያለዎት አስተያየት ምንድን ነው ?
10. በወላጆች ፍልሰት/ስደት ምክንያት የተተው/ች ልጅ በማሳደግዎ የሚያስደስትዎ እና የሚያስጨንቅዎት ምንድን ነው ?
11. የአካባቢው ማህበረሰብ በሚያሳድጉት ልጅ ባህሪ እና የትምህርት ሁኔታ ላይ አስተያየትና ምክር አግኝተው ያውቃሉ?
12. በወላጆቻቸው የተተዉ ልጆች እና ከወላጆቻቸው ጋር የሚኖሩ ልጆች ልዩነት አላቸው ብለው ያስባሉ? መልስዎ አዎ ከሆነ ቢያብራሩልኝ
13. የሚያሳድጉት ልጅ ችግር ቢያጋጥመው ለመርዳት ምን ያደርጋሉ? ወላጆቻቸው ለአሳዳጊ/ሞግዚት/ ትተዎቸው የሄዱ ልጆች ከወላጅ ጋር ከሚያድጉ እኩያዎቻቸው/አቻዎቻቸው የተሻሉ ናቸው ብለው ያስባሉ? ችግርስ ያጋጥማቸዋል ብለው ያስባሉ?
14. በወላጆች ፍልሰት /ስደት/ ምክንያት እርስዎ በሚያሳድጓቸው እና እርስዎ

በወለዱአቸው ልጆች

ላይ ሰፊ ለዩነት አለ ብለው ያስባሉ? ለምን ?

15. በወላጆቻቸው የተተዉ ልጆች በስሜት ; በትኩረት ; በባህሪ እና ከሌሎች ጋር ባላቸው መስተጋብር

/ግንኙነት ላይ ችግር ይታይባቸዋል? እንዴት ?

16. በወላጆች ፍልሰት /ስደት/ እና በተተዉ ልጆች ባህሪ ላይ የሚነግሩኝ እና ማወቅ አለብህ የሚሉኝ ነገር አለ? በመጠይቁ ያልተጠየቁ ያልተካተቱ ነገሮች አሉ?

እናመሰግናለን

ተጨማሪ መግለጫ 3 ለመምህራን የቀረበ መሪ ቃለ መጠይቅ

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ስነባህሪ ኮሌጅ

ሳይኮሎጂ ትምህርት ቤት

ማህበራዊ ስነ ልቦና ፒ ኤች ዲ (የፍልስፍና ዶክትሬት) መርሐ ግብር

መሪ ቃለ መጠይቅ

የዚህ ቃለ መጠይቅ ዋና ዓላማ በደቡብ ወሎ የወላጆች ፍልስጥ በልጆች ስነልቦና እና ማህበራዊ ልማድ ውጤት ላይ ያለውን ተጽኖ ለማጥናት ነው። ስለሆነም የልጆቹን ሁኔታ ታውቃላቸው በማለት እና ከልምዳችሁ በመነሳት የወላጆች ስደት/ፍልስጥ በልጆች ባህሪ ላይ ያለውን ተጽኖ እንድትገልጹ ሲሆን የምስጢት መረጃ ለጥናት አላማ ብቻ የሚውል ሲሆን ሚስጥራዊነቱ የተጠበቀ ነው። ምላሽ መስጠት የማተፈልጉትን ጥያቄ እንድትመልሱም አተገደዱም።

ለመምህራን የቀረበ መሪ ቃለ መጠይቅ

1. ጾታ _____ እድሜ _____ የማስተማር ልምድ _____
2. በአካባቢው ስላለው ስደት/ፍልስጥ/ ቢያብራሩልኝ
3. ስለ ወላጆች ስደት/ፍልስጥ እና በወላጆቻቸው ስለተተዉ ልጆች ምን ያህል ያውቃሉ?
4. በፍልስጥ /ስደት ምክንያት ስለተተዉ ልጆች የትምህርት ውጤታማነት ፣ ባህሪ እና ማህበራዊ ግንኙነት ይላሉ?
5. ወላጆቻቸው በፍልስጥ/ስደት/ ምክንያት ከተዋቸው ልጆች ባህሪ ጋር በትያያዘ ያስተዋሉት ለውጥ አለ? መልስዎ አዎ ከሆነ ቢያብራሩልኝ
6. በወላጆች የተተዉ ልጆችን ከሚያሳድጉ/ከሚንከባከቡ ሞግዚቶች ጋር ስለ ልጆቹ ባህሪ እና የትምህርት ሁኔታ ላይ ተመካክረው ያውቃሉ? አዎ ከሆነ በምን ዙሪያ ተወያያችሁ? መልስዎ ተገናኝቼ አላውቅም ከሆነ ለምን አልተገናኙም?
7. በስደት/ፍልስጥ ምክንያት በወላጆቻቸው በተተዉ ልጆች እና ከወላጆቻቸው ጋር በሚኖሩት መካከል ልዩነት አለ? መልስዎ አዎ ከሆነ ልዩነቱን ግለጹ

8. በስደት/ፍልስት ምክንያት በወላጆቻቸው የተተዉ ልጆች ጋር በተያያዘ በቅርቡ ያጋጠመዎት/የተከሰተ ነገር ካለ ቢገልጹልኝ? በእርስዎ እይታ የተከሰተው እንዴት ነበር?
9. በወላጆቻቸው የተተዉ ልጆች ላይ ከባህሪያቸው እና ትምህርታቸው ጋር በተያያዙ ያጋጠመዎት የሚያስታውሱት ነገር አለ?
10. በወላጆች ስደት/ፍልስት ምክንያት ለተተዉ ልጆች ትምህርት ቤት እና መንግስት ምን አይነት እገዛ ቢያደርግ ጥሩ ነው ብለው ያስባሉ?

ስለቃለመጠይቁ እነናመሰግናለን

ተጨማሪ መግለጫ 4 የመምራን መወያያ መሪ ጥያቄዎች

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ስነባህሪ ኮሌጅ

ሳይኮሎጂ ት/ቤት

ማህበራዊ ስነ ልቦና ፒኤችዲ (የፍልስፍና ዶክትሬት) መርሐ ግብር

የመምራን መወያያ መሪ ጥያቄዎች

የዚህ መወያያ መሪ ጥያቄ ዋና ዓላማ በደቡብ ወሎ የወላጆች ፍልስጥ/ስደት በልጆች ስነልቦና እና ማህበራዊ ልማድ ውጤት ላይ ያለውን ተጽኖ ለማጥናት ነው። ለጥናቱ መረጃ ለመሰብሰብ ባላችሁ ልምድ መረት በስደት/ፍልስጥ ምክንያት የተተዉ ለጆች የሚያሳዩዎቸውን ባህሪያት እንድትወያዩባቸው የሚከተሉት የመወያያ መሪ ጥያቄዎች ተዘጋጅተዋል።

1. ወላጆች በልጆቹ ባህሪ እና ትምህርት ላይ ያላቸውን ሚና እንዴት ትግልጹታላችሁ?
2. በትምህርት ቤታችሁ ከሚማሩትን ተማሪዎች መካከል ወላጆቻቸው በስደት/ፍልስጥ/ምክንያት ትተዋቸው ስለሄዱ ልጆች ባህሪ ሊያብራሩልን ይችላሉ ?
3. በስደት/ፍልስጥ/ምክንያት የተተዉ ልጆች ለትምህርት ቤት/መምህራን የሚያቀርቡት ችግር ምንድን ነው?
4. በስደት/ፍልስጥ /ምክንያት የተተዉ ልጆችን ለማገዝ የትምህርት ቤቶች ሚና ምንድን ነው? (ጥሩ ተሞክሮ ካለ ቢያብራሩልን)
5. በትምህርት ቤት ውስጥ ወላጆቻቸው ፍልስጥ/ስደት በሄዱባቸው እና ከወላጆቻቸው ጋር በሚኖሩ ልጆች መካከል በባህሪ ; ስሜት ;ትኩረት እና ሌሎች ጉዳዮች ላይ ልዩነት አይታችኋል?

እናመሰግናለን

ተጨማሪ መግለጫ 5 በወላጆች ስደት/ፍልሰት ምክንያት ለተተዉ ልጆች የቀረበ መሪ ቃለ መጠይቅ

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ስነህራ ኮሌጅ

ሳይኮሎጂ ት/ቤት

ማህበራዊ ስነ ልቦና ፕሌቶሪ (የፍልስፍና ዶክትሬት) መርሐ ግብር

የዚህ ቃለ መጠይቅ ዋና ዓላማ በደቡብ ወሎ የወላጆች ፍልሰት በልጆች ስነልቦና እና ማህበራዊ ልማድ ውጤት ላይ ያለውን ተጽኖ ለማጥናት ነው። ለጥናቱ መረጃ ለመሰብሰብ ከአንተ/አንቺ የተመረጠ ስለሆነ ትክክለኛውን መረጃ ለመሰብሰብ ቃለመጠይቅ የምናደርግ ሰሆን ፤ መረጃው ሚስጥራውነቱ የተጠበቀ ሲሆን፤ ቃለመጠይቁ ካልተስማማህ/ሽ በመካከል መተው ትችላለህ/ሽ።

በወላጆች ስደት/ፍልሰት ምክንያት ለተተዉ ልጆች የቀረበ መሪ ቃለ መጠይቅ

1. ጾታ _____ ዕድሜ _____ የትምህርት ደረጃ /ክፍል _____
2. ወላጆችህ /ሽ ወደ ውጭ ከሄዱ ስንት አመት ሆናቸው? ----
3. ከወላጆችህ/ሽ ማንኛው ነው ወደ ውጭ የሄደው? እናት/አባት /ሁለቱም
4. በአሁኑ ሰዓት ከማን ጋር ነው የምትኖረ/ሪው ?
5. ችግር ሲያጋጥምህ/ሽ ከማን ጋር ነው የምትሆነው/ኚው/ ወደ ማን ነው የምትቀርበው/ቢው? ወላጆችህ/ሽ ከመሄዳቸው በፊት ስታወዳድረው የተለየ ያጋጠመህ/ሽ ነገር አለ ?
6. ወላጆችህ/ሽ ውጭ የሄዱት ከመቼ ጀምሮ ነው ?
7. ከአሳዳጊህ/ሽ ሞግዚት/ጋር ያለህ/ሽ ግንኙነት እንዴት ነው ? ምን ዓይነት ርዕሶች ላይ ትወያያላችሁ? ሁኔታዎችን የተሻለ ለማድረግ ምን ታደርጋላችሁ?
8. ወላጆችህ/ሽ ወደ ውጭ ከመሄዳቸው በፊት ሲያደርጉልህ/ልሽ የነበረውን እንክብካቤ ልትገልጽልኝ/ጭልኝ/ትችላለህ/ለሽ ? ወላጆችህ በአሁኑ ሰዓት ውጭ ላይ ሆነውም እንክብካቤ አያደረጉልህ/ልሽ ይገኛሉ?
9. ምክር ፈልገሽ ታውቂያለህህ/ሽ? በምን ጉዳይ ማንን ነው የምትጠይቁ ?
10. የተደሰትክበት/ሽበት አጋጣሚ ልትነግረኝ/ሪኝ ትችያለሽ? ከቤተሰብ መለየት ጋር ተያይዞ የተከፋሽበትን (ህበትን) ጊዜ ልትነግረኝ ትችላለህ/ያለሽ ?

11. ወደ ፊት ምን ትጠብቃለህ/ያለሽ /ምን ለመስራት/ለመሆን አስበሻል /ሀል
12. በአለፈው 6 ወር ውስጥ ያጋጠመሽን ተሞክሮ ልትነግራኝ ትችያለሽ? በአምሮህ/ርሽ የቀረ የተለየ ገጠመኝ ካለህ/ሽ?
13. ወላጅህ/ሽ ወደ ውጭ በሄዱበት ሰዓት የተሰማህ /ሽ/ በአሁን ሰዓት
14. ወላጆችህ/ሽ ውጭ በመሆናቸው ደስተኛ ካልሆንክ/ሽ ነገሮችን የተሻሉ ለማድረግ ምን ታደርጋለህ/ሽ?
15. ፍልሰት /ስደር ያለሽ/ህ አመለካከት ምን ይመስላል? ስለ ወላጆችህ/ሽ ፍልሰት ስደት እና ተጽዕኖው ተጨማሪ የምተለው/ይው አስተያየት ካለህ/ሽ

Appendix 1, Group Statistics and independent t-test result of behavioral outcomes of NLBC by Gender

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
SDQ	Female	190	11.8737	3.06108	.22207
	Male	170	11.7471	3.41605	.26200

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.335	.249	.371	358	.711	.12663	.34137	-.54471	.79797
Equal variances not assumed			.369	341.466	.713	.12663	.34345	-.54893	.80218

Appendix 2 Group Statistics and independent t-test result of behavioral outcomes of LBC, by Gender

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
SDQ	Female	190	17.7579	2.68334	.19467
	Male	170	17.0882	3.07469	.23582

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	6.534	.011	2.207	358	.028	.66966	.30349	.07281	1.26651
Equal variances not assumed			2.190	337.621	.029	.66966	.30579	.06817	1.27115

Appendix 3: Multiple comparisons of a mean of behavioral outcomes cared for by different caregiver types

Multiple Comparisons

Dependent Variable: **SDQ, Behavioural outcomes**

Scheffe

(I) caregiver	(J) caregiver	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
grand parents	mother only	.16801	.44682	1.000	-1.3272	1.6632
	with father only	-2.84870*	.39920	.000	-4.1845	-1.5129
	relatives	-3.08791*	.40052	.000	-4.4281	-1.7477
	non relatives	-2.44762*	.51245	.000	-4.1624	-.7328
	living alone	-1.44854	.53528	.201	-3.2397	.3426
mother only	grand parents	-.16801	.44682	1.000	-1.6632	1.3272
	with father only	-3.01672*	.45226	.000	-4.5301	-1.5033
	relatives	-3.25593*	.45342	.000	-4.7732	-1.7387
	non relatives	-2.61563*	.55478	.001	-4.4721	-.7592
	living alone	-1.61656	.57593	.166	-3.5438	.3107
with father only	grand parents	2.84870*	.39920	.000	1.5129	4.1845
	mother only	3.01672*	.45226	.000	1.5033	4.5301
	relatives	-.23921	.40658	.997	-1.5997	1.1213
	non relatives	.40108	.51720	.988	-1.3296	2.1318
	living alone	1.40016	.53983	.245	-.4062	3.2066
relatives	grand parents	3.08791*	.40052	.000	1.7477	4.4281
	mother only	3.25593*	.45342	.000	1.7387	4.7732
	with father only	.23921	.40658	.997	-1.1213	1.5997
	non relatives	.64029	.51821	.910	-1.0938	2.3744
	living alone	1.63937	.54080	.105	-.1703	3.4490
non relatives	grand parents	2.44762*	.51245	.000	.7328	4.1624
	mother only	2.61563*	.55478	.001	.7592	4.4721
	with father only	-.40108	.51720	.988	-2.1318	1.3296
	relatives	-.64029	.51821	.910	-2.3744	1.0938
	living alone	.99908	.62822	.772	-1.1031	3.1012
living alone	grand parents	1.44854	.53528	.201	-.3426	3.2397
	mother only	1.61656	.57593	.166	-.3107	3.5438
	with father only	-1.40016	.53983	.245	-3.2066	.4062
	relatives	-1.63937	.54080	.105	-3.4490	.1703
	non relatives	-.99908	.62822	.772	-3.1012	1.1031

*. The mean difference is significant at the 0.05 level.

Appendix, 4

Initial nodes, codes/ categories

1. perceptions of parental migration/ attitudes, contributing factors)
2. positive sides of parental migration
3. negatives sides of parental migration
4. The coping mechanism of LBC due to parental migration
5. Strategies of intervening to alleviate the consequences of parental migration
6. Role of schools to help LBC
7. Relationships of caregivers and LBC
8. Unique experiences of LBC as a result of parental migration
9. others themes (if any)

Final themes

1. Contributing factors of parental migration
2. Consequences of parental migration
3. Strategies of intervening to alleviate the consequences of parental migration
4. Other emerging themes