

**PATERNAL EDUCATION MIGRANT AND ITS EFFECT ON
LEFT BEHIND CHILD EDUCATION**

BY

ABDIA IBRAHIM

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DECLARATION

I hereby declare that this proposal is my original work and has not been presented for a degree in any other university

Signed: 
Abdia Ibrahim

Date: 04/05/2020

I confirm that the work in this proposal was done by the candidate under my supervision


Signed:

Date: 04/05/2020

Dr. Michaela Vanore,
Research Fellow,
Maastricht University,
Maastricht Graduate School of Governance

DEDICATION

“To my amazing and visionary parents who supported me in my academic endeavor, baba may Allah rest your soul in peace. You have no idea how you made me a worthy person.”

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ABBREVIATIONS AND ACRONYMS

GEM	Global Education Monitoring
IOM	International Organization for Migration
NEP	North Eastern Province of Kenya
Organization	
SDG	Sustainable Development Goals
UNDOC	United Nations
UNESCO	United Nation Educational, Scientific and Culture

ABSTRACT

Migration for education and economic empowerment is increasingly becoming an important global agenda in the 21st century. The number of migrating fathers for education is on the rise. Often these fathers leave behind their family because of economic issues. This study was designed to examine the effects of absence of fathers who migrate for educational purposes on left behind children's education in Kenya. Thirty respondents residing in Eastleigh were purposively selected and interviewed. The study established a direct relationship between fathers being away and child education and social and health development. The effects included less bonding with fathers, indiscipline, rebellion, addiction to social media, and father-child disconnects. These effects are however dependent on other externalities like communication and frequency of calls from fathers, type of school the child attended, frequency of visit by fathers, amount of remittances, age and skilled levels of the fathers. On remittances, It was observed that highly skilled workers remitted more money than middle level skilled migrants and this has direct influence on child's education. Children from educated/employed mothers performed well in schools and communicated frequently with their fathers and were likely to graduate from schools with less cases of indiscipline and absenteeism. Children whose fathers visited frequently had healthier relationships and educational commitment than those whose fathers have been away for long (>18months). Overall, the impact of migrant fathers on left behind children education and health are more pronounced in boys than girls. Since the implication of migrating fathers could be long term, there should be balance between education and family growth, cohesion and stability. In conclusion this study is interesting and can be useful add-on to existing information and knowledge and can stimulate future studies.

1.0 CHAPTER ONE : INTRODUCTION

1.1 Background of the study

The purpose of the study is to establish whether the migrating paternal parent for higher education and employment have an effect on child education. Like many other Sub-Saharan African countries, education in Kenya is considered to be the determinant of livelihoods and provides a platform for social mobility. Although Sub-Saharan Africa is home to 60% of the world population under the age 25, there are limited employment and academic opportunities for these young growing populations in many of these countries. Relatively, Kenya's education system is well established compared to other countries in the region, graduating substantial numbers of graduates, more than the employment market can absorb. With limited opportunities, some of these highly skilled and energetic population have looked to migration as an alternative while the remaining majority are either unemployed or underemployed. Often men migrate and leave behind their families and these could have serious consequences on family particularly child education.

1.1.1 Education and employment as drivers of migration

Increased globalization, movement of people from and to different parts of the world continues to alter culture, economies, and lifestyle of society. Migration for employment and education have recently become major drivers of population movement particularly from Africa. Presently, movement of people to developed countries for quality education is the new face of globalization (Kahanec and Zimmermann, 2006). Foreign students are the fastest-growing group of migrants in the western world, contributing to significant growth in tertiary education (Dustman and Glitz, 2011). Migration is generally considered as an investment that is expected to increase human capital and like any other investment there is cost and returns on this form of investments. Cost can be monetary or non-monetary form used for migration while the returns on migration is an expectation

that there will be a higher prospect of improved economies and migrants being able to live in a more livable environment (Sjaastad,1962). Although there are no existing data on migration for education in Kenya, the trend in Africa generally shows a higher number of male migrants than female. For example, according to *UN DESA, 2019* report, 47% of female migrated compared to 53% for male. This proportionality is also true for the those migrating for education opportunities.

1.1.2 Migration and children left behind

Often, some migrating males leave their families behind because of lack of resources to travel with the entire family abroad in addition to visa restrictions imposed by receiving countries. While the migration is with hope of improving living conditions for the families, nevertheless, this leaves an adverse effect on the whole family left behind (Farooq and Javel, 2005). Generally, the separation of family members can affect migrating male, children, parents, and spouses. Splitting up families may have multiple adverse consequences on education, health, and social status for children left behind.

Migration, though an important livelihood strategy for many families in resource-constrained countries, is also ‘inherently characterized by rupture – a break, change, distance, division’ in everyday life (Boehm et al, 2011). Existing studies have reported varied implications on family both positively and negatively. Studies in India and China showed widespread increases in psychological distress of left behind children (Rogaly et al, 2002, He et al, 2012). On the other hand, Nobles (2011) reported that separation of father from his children led to better outcome compared to separation as a result of divorce. This was attributed to modern communication technologies and social support networks (Asis, 2006, Wen and Lin, 2012). Although separation is largely known to lead to adverse effects, there is a large body of literature that suggests that the negative consequences of family separation from migration may decrease over time.

1.2 Research Problem

The parent-child relationship is very important in a family setup and absence of any parent may affect the child. Child education is a function of several factors including school completion, performance, absenteeism, and behavior patterns. Culturally, fathers play a primary role in the children's life and therefore their absence may affect the children's attendance and performance at schools and other activities in the community. The migration of fathers also affects behaviours and wellbeing of children left behind in terms of security, confidence, and self-expression. While educated and working mothers can help boost a child's education, the contribution of fathers remains paramount.

Without the presence of father figure, the children are most of the time left confused, missing out on emotional, physical, and spiritual connections with their father. Several studies have been carried out to look into the implication of migration of fathers on children's wellbeing and their educational performance. Zhou et al (2014) used data from rural China and observed that the educational performance of children is adversely affected by parental migration. A more positive educational performance of left-behind children by migrating fathers have been reported by other researchers (Yabiku & Agadjanian, 2017; Asis, and Ruiz-Marave, 2013). In another study conducted in Ghana, Angola, and Nigeria, the authors observed that the relationship between parental absence and education varies by the transnational dimension and therefore cannot be generalized (Cebotari, and Mazzucato, 2016).

There is limited knowledge on the implication of male migration particularly on the education of children left behind in Kenya. Identifying the effect of migrating fathers on the left behind children still remains a challenging and presently limited study in this area. This study was therefore designed to establish the effects of migrating fathers on

children education and wellbeing. A comparative assessment was made of whether there was a difference of paternal migration between girl and boy child education. The findings of this study will help stimulate other studies and help community and government intervention strategies. It will also be a valuable tool to help families planning to separate/migrate to make informed decisions. Some of the pertinent research questions focused on are; How does the father's absence affect children's education outcomes? How does father's communication reduce loneliness and bring comfort and support child and education? How do remittances help improve child education? How does the absence of the father affect the child's wellbeing and general discipline?, and what is the role of mother's education on child education?

1.3 Research Objectives

1.3.1 General objective of the study

The present study aims to investigate the effect of the male parent's international migration on the educational outcomes of children remaining behind. The goal of the research is to understand how father's absence affects children's performance in order to understand how families, schools and communities can better support and contribute to the wellbeing of such children.

1.3.2 Specific Objectives

- (i) To assess the effects of absent fathers on children education and wellbeing,
- (ii) To evaluate the role of remittances and communication on the educational outcomes of the children
- iii) To determine whether the literacy level of the mother can help fill the gap and improve child's education.

1.4 Significance of the study

Migration research draws attention to the roles played by wider networks of family and friends. This helps migrants to move and settle through financial and emotional support, overcome individual feelings and emotions on difficult decisions about whether or not to leave one's family and the cultural perspective of migration. Along with the hope of improving living standards and attainment of quality education, migration has some adverse effects on left behind members. Numerous studies have been conducted on the problems and effects of international migration on left behind families who live alone without a male family head. This research tries to fill the gap between theory and practice on the effects of male international migration purely for education on the family's well being and their relations particularly on education of the children. This study is also a valuable contribution to prospective researchers, academicians and the major stakeholders (family members) on the phenomenon of male migration. Another important contribution of this study is that there is limited research on this topic in the Kenya context and therefore this study provides additional information to migration researchers, policy makers and families to help in the decision-making process. Various theories about factors affecting families as a result of migration have been established and this study although limited, is a significant contribution.

2.0 CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The entire history of humanity is a chronology of successive movements of populations within and between regions. Migration has been a constant feature of human history for countless reasons and motives, including wars, conflicts, opportunities, and famines. Although migration has existed since human civilization, it has continued to evolve in shape, pattern, and form. Trends show that there is a global increase in the movement of people particularly from less developed South to more developed North since the end of the second world war (Massey et al,1993). However, with the recent growth of Global South economies, there is also an increase in South-South Migration (Czaika and de Haas, 2015).

World cross-border security concerns and the introduction of tighter restrictions of movements of people have resulted in both regular and irregular forms of migrations. As such, designing worldwide policies to either mitigate or promote migration is challenging because of disparity in economies, differences in quality education in different countries, presence of peace and war, differences in cultures and the available opportunities in origin and destination countries. This movement has had both positive and negative impacts on migrating individuals, families, and the economies of origin and destination countries. A considerable amount of literature is available on the migration in Kenya. Different concepts and thematic areas of migration have been researched and written on. This chapter gives an insight on the impact of migrating fathers on the education of left behind children and coping strategies adopted by families to stay connected. Perspective on wider migration and recent empirical studies on migration are highlighted. Further discussion on the impact of migrating fathers on child education, the role of remittance and communication were examined.

2.2 Overseas Trends in International Migration

Migration, defined as movement of people from one location to another, is as old as that of human civilization and continues to take place across continents and countries. Migration to new and previously unoccupied geographical areas were the hallmark of earlier migrations. With expansion of human population and industrialization, recent migration is marked by massive infusion of cultures or displacement of people and their cultures. In today's increasingly interconnected world, international migration has become widespread across all corners of the globe. According to the International Organization for Migration (IOM), the total number of migrants across the world in 2019 stood at 272 million. Over 74% of these migrants are considered labour migrants with working age of 20-64 years (IOM, 2020), 54% of them are male and the remaining 46% female. Majority of these migrants' work and live in Europe, Asia, and North America.

Poverty, economic inequality, conflict, and lack of economic opportunities and absence of a support system at home countries are the main drivers of migration from the South to North (Browne, 2015; Cherti & Grant, 2013). Modern transportation and telecommunication have made it cheaper and accelerated peoples' movement to search for employment opportunities, quality educational attainment, and search for a better life. The problem of migration has been recognized globally by governments and has become a global talking point. It has become an important global agenda because of its impact on political, economic, social-cultural, and overall world peace. The 2030 United Nations (UN) Agenda for Sustainable Development with its commitment to leave no one behind, recognizes that international migration is relevant for the development of countries of origin, transit, and destination requiring comprehensive responses. In the agenda, governments pledged to facilitate orderly, safe, regular and responsible migration and mobility of people, including implementation of planned and well-managed migration policies (SDG target 10.7).

2.3 Forms of migrations

Regular and irregular migration are two categories of modern-day migrations. Generally, irregular migrants include internally displaced persons, stateless persons, refugees, asylum seekers, and people who may have overstayed their visa in host countries. From Africa alone, irregular migrants have taken unprecedented risks to try to reach their preferred destinations, mostly European and North American countries. Libya has emerged as the epicenter of irregular migration to Europe (Seeberg, 2013; Reitano et al, 2014; Kuschminder et al, 2015). According to Heller (2014), this is because irregular migrants operate in the shadow economy where government monitoring is less efficient, current scenario in Libya because of political turmoil. It [is](#) estimated that close to 250,000 people from other nations are in Libya awaiting to cross into European countries by sea (Cherti & Grant, 2013). In 2018 alone, 117,000 irregular migrants from Africa arrived in Europe by sea. Although this number is half of that of 2016, young people continue to take risks to cross the sea. For example in 2016 alone approximately 5000 people from Africa died enroute to Europe (Faras Ghani, 2019). The recent reduction in the number of irregular migrants to Europe is attributed to closer cooperation between North Africa countries and Europe countries to limit and close the smuggling routes (UNHCR, 2019). Although some migrants initially enter the country of destination irregularly, overtime they regularize their immigration status through enrolment in educational institutions or through marriages.

2.4 Migration for education

Education is recognized as one of the drivers of migration because it is expected to create employment opportunities abroad. Evidence has it that more educated people have higher probability of migrating than their less educated counterparts (Dustmann and Okatengo, 2014; Fargues, 2018; Goldin et al, 2011). The education system in destination countries are attractive because they are considered to be of higher quality and upon completion,

there is high chance for migrants to secure employment in the host countries. The number of educational migrants, those who travel internationally to acquire academic degrees, has increased rapidly in recent decades (Chien and Kot, 2012). Educational migrants have become an increasingly substantial part of transnational migration (Raghuram, 2013). According to the 2019 UNESCO Global Education Monitoring (GEM) Report, the tertiary education graduates are five times more likely to migrate abroad than those with primary education. The global mobility ratio of people migrating for education has increased from 2% in 2012 to 2.3% in 2017, corresponding to 5.1 million migrating students. In the USA, the migration of international students contributed US\$39.4 billion to the USA economy. Other countries attracting and benefitting hugely from international student migration are Australia (US\$24.7 billion), Canada (US\$15.5 billion), and the United Kingdom (US\$31.9 billion).

For Kenya too, there is a rapid increase in the number of migrating individuals to more developed worlds over the years. Kenya is among the top five sending countries from Sub Saharan Africa to the United States. This has often been characterized as brain drain and waste of human capital. According to Pew research in 2018, 33% of Kenyans plan to migrate particularly to the USA in the next five years in search of education and employment opportunities. The study also found that younger adults, men and those with higher incomes are more likely to say they will make a move in the next five years (Pewresearch, 2020).

The migration of academics from Kenya has mainly taken two forms: direct migration or settling down after completion of one's studies in a given country (Odhiambo, 2013). Since early 1980s the United States has consistently attracted Kenyan students and because of available employment opportunities upon completion, many of them choose to reside there after completing their education (Kahura, 2003). For example, by 2019, there

were 3,400 and 2700 Kenyans registered in USA and UK respectively (UNESCO Global Education Monitoring, 2019).

2.5 Impact of paternal migration on child education

Social changes of urbanization, industrialization and migration alters traditional patterns of household formation. Labour migration is one of the promising ways for poor families to escape poverty. However, if a family member moves to another country it can cause disruptions to families' lifestyle. Whether migration benefits or harms people left behind, often children and wife left by the male parent has therefore been an increasing interest in this topic.

As a result of both education migration and other forms of migration, there is a growing number of family separation giving rise to an increased number of female-headed households. Male migration has a profound impact on families left behind in terms of education, family economy, social and allocation of family responsibilities (Antman, 2013; Adams, 2011). This often leads to disruption of normal family lives. Researchers continue to find varying responses to the questions of whether paternal migration has implications on child's education and which child gender would be more affected. Left behind children education could be affected positively or negatively depending on other variables. Ginther and Pollak (2004), Lang and Zagorsky (2001) and Sandefur and Wells (1997) all found that education for the majority of children below 14 years are negatively affected as a result of father's migration.

Generally, according to Grogger and Ronan (1995), the impact of a father's absence on education is more severe and has a larger impact on Hispanic and white children than black children. On the contrary, Antman (2012) found that father absenteeism does not necessarily play a major role in determining children's educational outcomes. In fact, they showed that migrating fathers from Mexico to the USA had positive effects on girls'

education. In South Africa, study showed that 35% of orphaned children without parents performed poorly. Presence of maternal parents did improve the school completion rate and performance depending on the number of children in a household and social-economic characteristic of the family (Chuong and Operario, 2012). A child in a household with many children tends to perform poorly and is likely to drop out of school because of lack of resources and lack of social support.

2.5.1 Remittance and child education

Remittances have emerged as the most important source of private capital flows for many households for most Africa countries. Zsóka Kóczán and Franz Loyola (2018) illustrated that remittances reduce income inequality in the home country and help households to withstand shocks associated with livelihood failures. According to the World Bank report in 2019, diaspora remittance flows to Kenya reached Sh285.5 Billion, representing substantial part of the national gross domestic product. Numerous platforms and institutions provide supports for money transfer to Kenya. North America and Europe are the biggest source of remittances to Kenya accounting for 51% and 28%, respectively (Simiyu, 2013).

Diaspora remittance is at the heart of child education and helps to ease family budgetary constraints. Because of low quality and over enrolment in public primary and secondary schools, most parents are investing their limited resources in private schools to enhance their children education. Unfortunately, private schools are also extremely expensive and limit access to education for children from poor families. On average a family with one child will spend an average of 12% of their annual income on education (Lynne Anderson, 2019).

Families with relatives in diaspora use a significant portion of their remittances for children education enrolled in private schools (Abdia, personal communication). As a result, the positive income effects of remittances may offset the negative effects of paternal absenteeism. Positive impact of remittance on education in Zimbabwe, Ghana, Somalia, South Africa, and Eretria have shown that remittance-receiving households spend a great share of total incomes on education (de Haan, 2000; Schoorl et al, 2000; Zuberi, and Sibanda, 2004; Kifle, 2007). On the contrary, other researchers found no benefit of remittances on education or in some case remittances actually became detrimental to child's education, because households may discount the value of education needed to thrive abroad when child actually migrate to join his parent (Bargain and Boutin, 2015; Pilarova and Kandakov, 2017; Davis and Brazil, 2016).

2.5.2 Communication and child education

The concept of transnational communication and interactions between parents and their children back home is a common phenomenon associated with migration lately. This is facilitated by recent development in communication and teleconferencing technologies. Transnational household communication continues to expand due to growth of phones technologies and reduced calling costs as well as its reliability. In Africa, many people own and carry mobile phones making it easy to reach one another anytime. Whereas transnational mothers call to babysit their daughters, father phone calls are generally associated with family discussions and decision-making processes (Parreñas, 2008). With globalization in communication and technologies, Kenya families are likely to have similar communication nature and pattern. There are limited studies on this how absentee father communicate with their children back home in Kenya.

Modern transportation and telecommunication have made it easier and faster for fathers to continue to contribute to child's education and also try to exert his parental presence temporally and spatially. Regular conferencing and online classes to help with home works and assignments can help contribute to child education positively. Positive correlations between academic outcomes and regular communication with the child via modern communication technologies has been reported in other studies (Nobles, 2011; Asis, 2006, Wen and Lin, 2012). Although, communication can provide some latitude in terms of staying connected, virtual fathering has its own challenges. This may include physical disconnect between father and children, child may not be willing to be present or available for virtual communication. In addition, differences in time zones, poor connectivity and associated costs may hamper efficient communication. Generally older children may frequently communicate with their fathers than those under 10 years.

2.5.3 Migration, discipline, and child education

Male migration changes the structure of the family by shifting responsibilities of the man to the woman hence double roles for woman. The importance of a father's role as a disciplinarian and figurehead is very important in the family particularly in African settings. Not having a father could directly impact how children behave and their attitude towards education. Traditionally in Kenya boys tended to respond less to disciplinary actions of their mothers more often than the girls in the absence of fathers.

Since the education outcome is a function of school completion, academic performance, attendance, and overall discipline at school, presence of father or other male relatives could help the children in the right direction and growth. Generally, boys are more vulnerable to absentee fathers and will perform poorly both emotionally and academically. Lundberg, and Spång (2017) further reported that boys are likely to be more sensitive to father's absence and encounter problems at school than girls. The responses

for girls to absent fathers are generally more of emotional depressions than academic achievements. Psychology and emotions of the children can be improved through school visitations parents. Simultaneous visitations demand of children in multiple schools can put major emotional, cost, and psychological burden on the mother. Most of the school events could occur at the same time and absence of father means, mother has to prioritize which event to attend and which one to opt out. In some cases, she can rely on relatives to cover for her and visit schools on her behalf. This is even more constraining for working mothers who have to ask for permission from work to visits schools. Children with absent fathers may feel abandoned, lost, and consequently this could affect their development and academic attainments. For boys it could lead to increased cases of indiscipline which might undermine their school completion timeline.

2.5.4 Health of children left behind

Migration of the father can affect children psychologically and physically because of constant absence and lack of association and physical contact. The effects could be positive or negative (Kuhn, 2003; Glati, 1993; Hadi, 1999; Hugo, 2002; Save the children, 2006). The social protection and confidence building from father is missed out and such children might become insecure and vulnerable. The children can also become lonely and miss out on parental molding and guidance. Because of insecurity and safety concerns by mothers, outdoor events during school holidays for children might be limited to indoor activities. This might bring about anxiety, depression, and stress and frequent conflict with their mothers. The children may feel neglected, face loneliness and may exhibit poor relationships with the absent parent. Under usual circumstances when father is present, the children will exhibit confidence, remain exuberant, full of energy and the whole family setting is lively. In his absence the whole family feels dull and a sense of left-out sets in. Few studies conducted in this area shows incoherent conclusions.

For example, studies from both India (Rogaly et al, 2002) and China (He et al, 2012) showed widespread increases in psychological distress of left behind children. On the other hand, Nobles, (2011) reported that separation of father from his children led to better mental and health outcomes compared to separation as a result of divorce mainly. The latter attributed their findings to the availability of modern communication technologies and social support networks (Asis, 2006, Wen and Lin, 2012). Further, Marasigan (2018), reported that children with absent fathers might lack concentration in class and this could lead to low educational performance. Disruption in the parent-child bond due to physical separation results in anxiety, grief and depression in many of them (Bowlby, 1973).

26 Conceptualization and Operationalization

This section dealt with the issues of coming up with clear concept of research on what needed to be done to carry out research and establish certain measurements that likely to contributed to the build up of the study. This concept was then operationalized into research activities. Operationalization is basically the process of taking a concept and translating it into something that can be measured. This research looked at concept of overseas migration, and children's education performance, under which indicators of child wellbeing, family social life, family financial security, and family health were assessed. The section also provided some theoretical perspectives that are connected to the topic of the current research. The human capital, ecological systems and attachment are three main theories that were contextualized and evaluated for this study. The overall conceptual framework capturing independent and dependent variable as well as mediators as presented in figure 1.

2.6.1 Overseas Migration

Overseas migration is international migration of crossing international borders to move to another state. It is the movement of individuals from one country to another generally either permanently or temporarily (IOM, 2004). According to the UN, international migration involves movements of persons from his/her country of origin or his/her usual residence either temporarily for a period of three months or as a long term or permanent migrant for at least one year. This study focus on families in which father has gone abroad for education. Education abroad for fathers is generally master or doctoral degree levels. These levels of studies are generally supported by scholarship from international bodies and foreign universities to help build skilled manpower in Africa.

2.6.2 Children Education performance

The educational performance in the absence of father inevitably means less family control, supervision and guidance, can be injurious to children's education. Indeed, much of the transnational family literature focuses on the harmful effects of migration on children, which includes social, economic, psychological dimensions as well as health related behaviours of the individuals in the study. Child performance in Kenya context is the pass mark attained by a child in school or district or national based exams. Other factors like participation in class and sports are also considered here as education performance.

2.6.2.1 Indicators of wellbeing

This is how societal wellbeing is measured in terms of subjective interpretation. The indicators can be in terms of financial security, education for children, family cohesion, social participation, leisure, work- family life, health, security and environment aspect among other indicators. Financial security, family life and social participation has been taken for measuring the wellbeing of left behind children as indicators in this research.

2.6.2 .2 Family and social life

The family unit is the basic social unit of human association and serves as a basic social and economic role that affect wellbeing. Families care for physical, emotional and psychological needs of each other, bringing up children, participate in community interactions and associations like sports, gatherings(cultural), and recreational activities among others.

2.6.2.3. Financial security

This entails wellbeing in terms of financial needs in the family or individuals. Having adequate associations to meet basic needs as housing, food, health care and generally living a fulfilling life of contentment and security. This is mainly dependent on remittance from father or mother working to sustain family.

2.5.2.4 Health

Good health allows individuals to live a productive life of development. Health is a basic need for an individual to participate fully in the community or in their living environment. Physical and mental health is important to families and individuals throughout the course of their lives in order to carry out their day to day activities. According to the World Health Organization (WHO), health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. Health generally declines with age and therefore family interactions and cohesion contribute to good health.

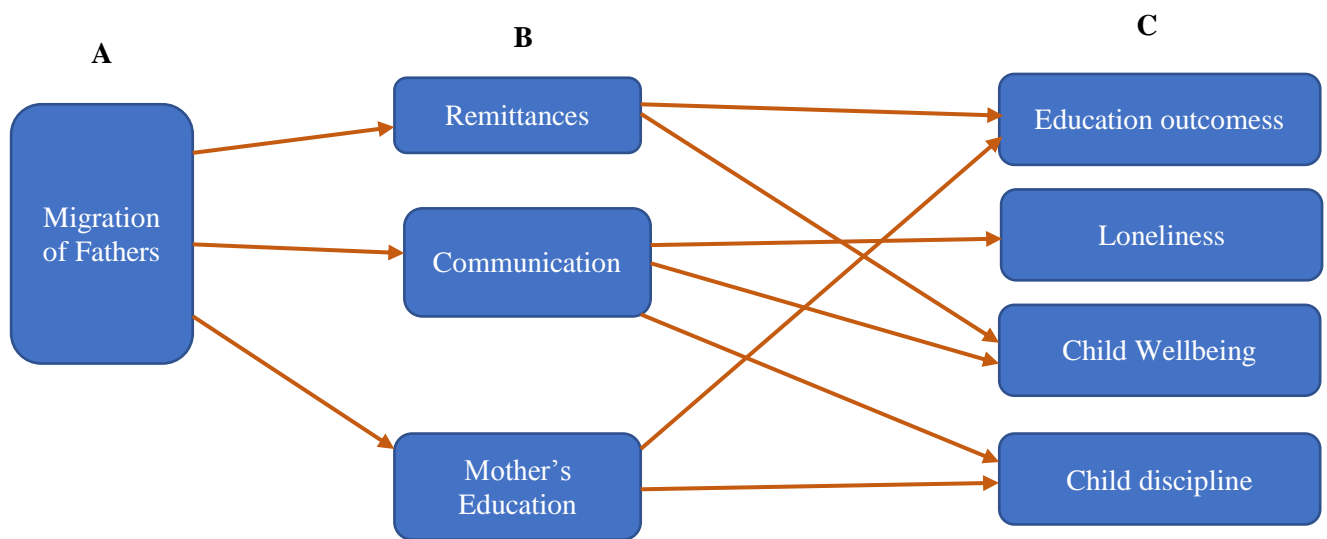


Fig. 1 a Conceptual Framework for the effect of father's migration on child education outcomes and overall wellbeing. A, B, and C represents independent variable, mediators and dependent variables, respectively

2.6 Theoretical Perspective

2.6.1 The Human Capital Theory

The Human Capital Theory as postulated by (Sjaastad 1962) suggests that migration acts as a form of human capital investment primarily driven by desire to exploit geographic

variations and the return benefits. Therefore, fathers' migration can enable the children to learn the importance of migration to gain new skills, to gain new experiences, to find a better job in future and/or to flee insecurity (Marasigan, 2018).

2.6.2 Ecological System Theory

This explains how the inherent qualities of children and their environments interact to influence how they grow and develop. This theory was put forward by Bronfenbrenner on his socio-ecological model of child development and tries to explain how parental absence affect children educational performance. Bronfenbrenner's ecological model organizes contexts of development into five levels of external influence. –immediate environment, connections from peers, indirect environment, social and cultural values and changes over time and their wider understanding of themselves (Paat, 2013). In this study children's education is looked at in terms of transnational characteristics of migrant father, the duration of absence, remittances, the legal status of the migrant living abroad and all that contributes to the children's life in general. It is expected that the different contexts in which children grow and develop in like home environments, the work and education environment of the parents, the social norms and expectations in a society that are related to family performance will interact with each other to contribute to an environment that supports or undermines child resilience amid changes and potential conflict that may arise as a result of father's migration. Generally, caring and sensitive parents provide an environment that is interesting, stimulating and emotionally supportive to the children (Sroufe, 2005).

2.6.3 Attachment Theory

This theory explains the aftermath of family separation (Satow, 2018). The theory was developed by Bowlby (1958) and he observed damaging effect of separation especially of adolescent children from their parents. He also observed young children tend to reject

their parents after a long time of separation. Reviving the parent-child bond needs more time and sometimes counselling. This has negative effect on both child and the parent. The child cannot distinguish the reasons why his parent left him; he only knows he deserted him. Children needs an authority that can enact respect, value and fear, all these elements are found with children with fathers present. This is well summarized by Freud and Da Vinci (1953) in their article *Leonardo Da Vinci and a Memory of His Childhood* from Freud publication 1910 that “for the majority of human beings, both today and in primitive times, the need to base themselves on an authority of whatever type is so imperative that their world collapses if this authority is threatened”. This theory is particularly useful for my study because in the absence of father’s authority on regular basis may make the child’s world unstable particularly when the absenteeism is prolonged.

2. 7 Chapter Summary

This chapter dealt with collection and review of existing literatures related with this study. Areas covered and deem necessary for this study are background to migration, reasons why people migrated, forms of migrations, risks that are associated with irregular migration. Brief statistics are provided as an indication for the enormity of the migration on the global stage. Descriptions that cover migration for education, economics of migration for education, remittances, implication for left behind families and role of communication to fill the gap is provided. Theoretical and conceptual background is thereafter briefly provided. This chapter proceeds and laid foundation for the next chapter that focuses on how the research was implemented.

3.0 CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

In carrying out this study certain protocol and procedure was adhered to. In this chapter, I have described the research designs and tools that were used to implement this project. This is then followed by a brief description of the target population, sampling of the subset from the target population and the way the sampling was implemented. Subsequently a brief summary on data collection approaches and analysis technique were provided before providing the overall summary of the chapter.

3.2 Research Design

Designing research is a necessary strategy that is used to generate accurate information that can support conclusions for research hypotheses. Sound research is generally based on stating clearly the existing problem under consideration, reviewing the existing published information on the subject, identifying the research gaps and developing research tools to generate necessary data and information to support hypotheses and conclusions. Creswell, (2014) illustrated that the appropriate design is anchored on the nature of the research questions. This study was designed to understand the potential consequences of fathers migrating on left behind children education and the coping mechanism adopted by families to stay connected with migrant fathers. Because of the nature of the study and time constraints, I considered the descriptive approach to be an appropriate way to carry out this research. Information for published literature and responses to interview questions were the main sources of information used to support my research conclusions and recommendations.

3.3 Population

According to Banerjee and Chaudhury (2010) in the context of research, population is an entire group about which some information can be ascertained about. Population can include individuals, events or objects. The target population for this research consisted of families residing in Eastleigh, a suburb of Nairobi-Kenya whose male parents have migrated to the United States. The target population are generally from North Eastern province of Kenya. Many of the men have migrated to developed countries- USA, Canada and European countries in the last fifteen years. Most households are female headed families due to spouse migration.

3.4 Sample

Population sampling is generally the process of selecting a subset of the entire population for the purpose of the study. A good sample consists of part of the population, information from the sample can be used to make inferences about the population, and samples are representative of the entire population. However, since I did not use random sampling, and I do not have the true distribution of the population characteristics within the sampled population, it is not possible to ascertain if the characteristics of the individuals within the study are representative of the entire population. It is worthy to note that this study is highly exploratory because I sketched out trends among a population that has not been extensively studied before. And as such because of the study design, it is not important that the population is representative, but rather that their specific, idiosyncratic experiences can help interested parties like policy maker to understand the phenomenon under study better.

Purposive sample selection was adopted to carry out the study. The sample size consisted of 30 respondents. The samples included women whose male partners are out of the country for two to ten years. Families with young children and adolescents were targeted. Families with 3-5 children (both gender), different age cohorts, and the type of schools

attended by children were targeted. The educated samples from this population are largely first generation of University graduates. Existing structural and archaic rudimentary government policies has largely hindered and discriminated the North Eastern Province population in terms of education. With prevailing absence of equitable employment, real and perceived nepotism in Kenya has forced most these first-generation degree holders to look out to other destinations for education and employment opportunities.

3.5 Data Collection

Interviews were conducted for the study. Interviewing is a useful tool because it helps interviewers relate to the interviewees (Kvale,1996). It allows the interviewer to pursue in-depth information about the topic. Another value of interview is that interviewee responses can generate further additional follow up information/questions. Interviews are also a far more personal form of research than questionnaires. Preliminary information on the purpose of the interview, confidentiality of information, format of the interview, the length of interview, contact information of the interviewer were provided to interviewees to set the stage. All the interviewees were asked the same or similar types of questions for the purpose of focusing the subject. The interview questions included both closed and open-ended questions. The areas of questions covered are general family background, gender, number of years away, frequency of visit back by male parents, frequency of communication, mode of communication, remittance, child education and personal behavior. Interviewees were identified through my network, relatives and friends. The limited number of samples might potential have biases on the findings of the study. In addition the targeted identification of respondents may introduce some biases in the experiment. Although there is potential for biases, the implementation of this research is a first step to understand the effects of education migrants from Eastleigh on the children education.

3.6 Data Analysis

Using interviews to generate data is usually challenging because of the oral nature of the interview. Notes were taken during the interview and some of the quotes from respondents are presented. Quantitative data on frequency of communication, remittances amount, school performance, were presented as descriptive statistics. Quotations from respondents that clearly captures different themes of the studies are included in different sub section of the study.

3.7. Chapter Summary

This study was based on a sample of 30 families whose male counterparts migrated for education and the implication of separation on children and was implemented using an interview approach. The target location and population of families in Eastleigh-Nairobi Kenya. The respondent's selection was targeted and data on family structure, remittance, educational outcomes are presented.

4.0 CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

This chapter dealt with analysis and interpretation of collected and curated information from the interview. The theme of the study was to understand the relationship between children's education and fathers who migrated away for education. The study looked into the underlying factors that might have influence on child education. These factors included remittances, present or absence of educated and employed female parent, and impact of communication. The study targeted a subset of the Eastleigh population. Available secondary information on the subject matter were referenced and used to support the findings and conclusions of the study.

4.2 Descriptive statistics and verbatim quotations

Overall description of the households is represented in table 1. Overall, the average household is five members segregated into 3 female and 2 males, the household children were aged between 4 and 18 years. Most of the families have lived alone for between 2 to 6 years without father. Literacy levels of mothers varied with 46% having no formal education, while 40% completed high school and the remaining 14% attained college level.

Table 1 summary of overall household characteristics

Items	Overall respondent description
Household Size	5
Household composition	Female=3, male=2
Age of the mother	29-38
Age of the children	4-18
No. of years father was absent	2-6 years

Mother's education level	42% illiterate, 40% high school, and 18% college level
Father's education level	67% masters and above, 33% bachelor degree

4.2.1 Remittances received by households

Many households in Kenya rely on remittances to supplement family incomes for different uses. Kenya is among the top 10 remittance receiving countries in Sub-Saharan Africa (World Bank, 2011, Simiyu, 2013). For this study, the 30 respondents were interviewed on the amount of monthly remittances they received from their male migrants. Table 4-2 represents the monthly and percentage of remittances.

Table 2. Monthly remittance frequency

Amount (Ksh)	5000	6000-10000	11000-15000	16000-20000	21000-25000	26000-30000	31000-35000	36000-50000
Percent (%)	18.0	39.5	10.6	20.0	2.8	1.9	3.4	3.8

The amount received ranged between Ksh 5,000-50,000. Overall, 88% of the household respondents received between 5,000-20,000. Majority of them (39.5%) received between 5,000-10,000 followed by those who received 16,000-20,000 (20%). In agreement with other findings, the results indicate that remittances are useful economic support system for families left behind. Ratha (2003) and Nyamwange & Paterson (2013) have both associated remittances with human development in education, health, and gender equality and as such receiving families regards remittances as ladder out of poverty and a path to wealth. Consistent with literature (e.g., Nyamwange & Paterson, 2013), some respondents reported, that regular remittances have improved their family creditworthiness incase remitter delayed sending money in good time.

Generally, the amount and use of remittances vary with age, gender and education and incomes of remitter and recipients. It also indicates that money sent by male migrants is a function of their stipends and incomes and those of their partners left at home. Evidence from responses showed that families with highly skilled male migrants and those studying doctoral degrees remitted more money than those with middle level skills and education. The majority of existing studies support a positive, linear relationship between the amount remitted by migrants and the level of skills because of their higher incomes (Freund and Spatafora, 2005); Faini, 2007; Beine et al, 2008), Bollard et al (2011) conclusions contradict these findings. Another observation from the study is that 21% of respondents had household member sizes above five and received more than 20,000 monthly remittances. This means that there is a strong relationship between amount of remittances received by families and the household sizes. Additional investigations on the relationship between skills and amount remitted as well as relationship between amount and household sizes needs further investigation to validate the finding of this and other studies.

From this study, it also emerged that the amount of remittances and adjustments to expenditure depended on inflation rate in Kenya and prevailing dollar-shillings exchange rates. When shilling is stronger, the amount remitted in dollars increased to cover the standing family expenditures. Majority of respondents receiving remittances through Hawala system receive money in dollars and then convert to shillings in the local black markets. These markets provide higher rates of exchange without charging any fees compared to local banks. And because of this respondents were inclined to recipient their remittances in dollars from Hawala system. In addition, the Hawala system is less intrusive on information gathering from recipient than the local banks. As such most of recipient would prefer a weaker shilling because this gives them more money and consequently better financial stability. Conversely, people receiving money through

mobile transfer generally received their cash in shillings with service providers offering daily standard exchange rates based on trending bank rates. Although this approach is faster, majority of respondents would prefer to switch to Hawala as long as remitter has time to visit local USA Hawala when sending money instead of using phone Apps.

Cost of sending or remitting money to Kenya is another factor the remitters and recipients have to consider in their budget. There exists both formal and informal mode of cash transfer and the associated costs of remitting that determined which model is adopted by senders (Nziramasanga and Yoder, 2013). Kamgnia and Murinde (2012) found cost of formal cash transmission to be prohibitive, estimated at 10% of the total remitted amount (African Development Bank, 2012). The cost associated with sending money via mobile system is hidden and remains inherent within the exchange rates. The sender would not have knowledge on how much he is being charged. For Hawala, there is a standard charge of 5% on total remittance. This is slightly lower than what was reported by Kamgnia and Murinde (2012).

Table 2-3 represents the responses of households' respondents on how they utilized the remittances received from the male migrants. 93% of the household respondents reported that the bulk of their remittances were used on rent, education, and food & clothing accounting for 43%, 35%, and 15%, respectively. Young and highly skilled male remitters tended to direct their remittance to education (human capital investment) than those with middle level of education and skills. Guzmán et al (2008) reported, that households where the remitter is male and recipient is female, the bulk part of expenditure allocation is towards education. This means there could be direct association between gender and remittances and allocation of remittances to education. I also observed that families with older remitters send remittances largely for the purposes of

social and family daily needs. This may be because older siblings from the same family could be employed locally and are supporting educations of their young siblings.

Table 3. Household remittance uses

Uses	Food and Clothing	Rent	Education	Medical	Communication and Entertainment	Investment/Saving
Percent (%)	15.0	39.0	35.0	1.5	4.0	5.0

The amount of money received dictated where families lived and the type of schools their children attended. Families with higher incomes lived in better housing and better neighbourhoods than those of low incomes. Again, uneducated and unemployed mothers without complimentary income tended to live in low-income houses and their children attended free public schools. Majority of families who own houses channeled their remittances to cover extra tuition for the children in expensive private schools. The enrolment in private school are driven by the need for quality education, consistent with the findings of Zuilkowski et al (2018).

The results also showed that 5% of the families had some sort of remittances saving in local banks as a reservoir for future investments or money that can be used in times of financial crisis. The saving of remittances in Kenya is generally lower than those reported for Ethiopian and Ugandan families (Musumba et al, 2015). The results also showed that families are investing 4% of their remittances on communication and entertainment. Monthly subscription in phone and internet services is an evidence that there is high rate of engagement between left behind families and male migrants. Left behind children also do not have access to outdoor activities like visiting national parks and as such the use of television is one of the coping mechanisms for children with absentee fathers.

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4.3.2 Communication

Communication and staying connected is an important characteristic of families with male migrants. The respondents reported different mediums of communications, as well as different frequency of communication and the purposes of communication. Responses on the duration, frequencies, nature of calls, and mode of communication are presented in table 3. Almost 50% of the families talked to their male migrants five times a week and another 43% of respondents indicated communicating between once and twice a week. Majority of these calls lasted an hour or more (39%), the remaining respondents reported call duration of 10 min (33%) and half (28%).

Both phone and internet calls are increasingly becoming popular in Kenya. Close to 60% of families in the sample relied on mobile phone communication. The use of internet calls and emails form communication stood at 35% and 8% respectively. Topic of discussion for those using phone calls is mainly family issues, decision issues, and social aspects of children and their mother. On the other hand, the use of teleconference over internet is valuable in helping children with studies and school home works as well socialization with parents. Use of Skype has been reported to be preferred way migrant students communicate with their children (Nedelcu, 2012; Nedelcu and Wyss, 2016; Hilje van der Horst et al, 2019). Responses from household showed that the use of Skype was popular with children because it creates visual presence (telepresence) (Pols, 2012) in addition to being cheap.

Some respondents reported that using internet facilities to stay connected with children does not necessarily bring them closer to their fathers particularly where fathers have been away for extend period. Girls between 10-17 are more likely to stay connected via internet with their father than younger boys (5-13 years). Using these platforms requires investment of time and efforts by both fathers and children. Some respondents reported

younger boys refused to connect with their father and sometimes avoided their fathers entirely. In addition, mothers sometimes invoke fathers' authority to try to instill discipline in boys and as such boys associate fathers with punishment rather than connections and this could further lead to disconnect between fathers and children especially boys. The topic of discussion between boys and fathers varied with age. For those below age 10, fathers focused on storytelling and mentoring about how the father himself grew up. More private information is discussed as boys enter adolescent where some fathers gradually indirectly start training boys on sex education and gender communication aspects. However, this information was mostly hidden from mothers and most respondents were either unaware or reluctant to share the information.

Other studies on the use of internet to stay connected found that some children may entirely avoid talking to away parent and this creates drift and less bond with fathers (Licoppe, 2004; Nedelcu and Wyss, 2016; Hilje van der Horst et al, 2019).

Despite distance, most respondents reported that fathers still maintained their traditional role as head of the household and decision maker using regular phone calls and video conferencing. This finding is consistent with the reporting of Parreñas (2008), Brownlie (2011), and Baldassar, (2016). Some of the challenges reported by respondents with regards to communication are poor internet communication, cost of communication, differences in time zones, and scheduling to align with fathers work calendar. *"I send hard mathematical questions on whatsapp to my father and he guides me through the process and that has really helped me and also motivated me in working out class exercises. I still feel my father is helpful with homework and.....eeee...sometimes my sibling compete with me for our father's attention. But sometimes because of time zone, he is not available to help through solving specific homework problems"* (class 7 pupil, respondent no. 10, "female")

Table 4 the frequency, duration, mode and nature of communication of household respondents

Items	Unit/type	Percentage (%)
Frequency	5 times/week	49.0
	twice /week	19.0
	once/week	24.0
Call Duration	10 min	33.0
	Half hour	28.0
	I hour or more	39.0
Mode of calls	Phone calls	58.0
	Internet calls	35.0
	Emails	8.0
Nature of calls	Social and emotional support	45.0
	Education Support	50.0
	Entertainment and storytelling	5.0

“Last December was really cool for me,my dad paid for Netflix and provided us with his account and password, we really enjoyed watching online comedies and documentaries during school holidays.....we know he is away but internet has really helped us get engaged and entertained.....but sometimes too much Netflix

was also distracting me and my sibling from studying” [Form 2, Male student, from respondent no. 4 house].

4.3.3 Impact of absenteeism of father on children

During the interview, questions on the type of effects on separation on children were pursued. I had useful discussion with mothers on the subject to get their perspective. The absence of father affected boys and girls different at different ages (Table 4). The miss out on bonding for boys comes much earlier than for girls. Families with boys aged 4-7 years whose fathers were away had low connection to their fathers. Similarly, girls ages 8-12 years required more of bonding with their father than at any other age. Although girls tended to rebound and develop connection, the disconnection with boys stay on well beyond their adolescent age. Absence of fathers can have both immediate and long-term effect on children.

Generally, findings in literatures are inconclusive on this subject. However, McLanahan et al (2013) reported in their review that the prolonged absence father had impact on children’s education outcomes as well as children’s social-emotional adjustment, and mental health when they enter adulthood. This is likely to be pronounced if father absence occurred during early childhood than during middle childhood and boys are known to show more vulnerability than girls. The age at which male child grow mentally and socially is during the first ten years. The absence of fathers during this duration could have significant social, physical and mental impact on the child. It would take tremendous effort for the relationship between boys and fathers to be reestablished. Once boys enter puberty stage, the peer pressure from agemates kicks in. Sometimes the influences from fathers and that from peers may be antagonistic to each other and that may lead to confusion and rebellion.

“I remember, when my son was five, his father came to visit us in Nairobi. The boy kept asking who the ‘stranger’ was and he wanted the ‘stranger’ to leave the house. His father has been away since he was a year old...emmm....and to date at the age of 7 years, there is a disconnect between him and his father” [Respondent 13]”.

“My daughter had difficult time connecting with her father when she turned 10 and stayed on that way till she was 14, She is now 15 and some sort of connection is developing and she is getting closer,, I pray this connection continues to develop strongly” [Respondent 6].

Respondents reported cases of children’s indiscipline. Boys’ indiscipline usually started early and persisted way into their teen stage, while for girls it usually came between 13 and 17 years. Families reported that indiscipline children showed cases of rebellion to their parent, to teachers, untidiness, and fail to follow mothers’ instructions. Most cases of indiscipline led to absenteeism from school, particularly for boys, with some dropping out of school entirely. 11% of the family reported cases of child drop out or missing a school term. The rate of absenteeism was high for families with children in public schools than those with children in private schools. This is relatively lower than the national school drop out of 27% (New Blog, Megan, 2013). Since I did not sample families with non-migrating fathers, there is no way of comparing the drop out levels between families with and without migrating fathers.

For families with uneducated mothers, the children do not have access to someone who could help them with homework and home study organization. The responses showed that the children from these types of families academically performed poorly compared to families where mothers have at least college level education. Performance was generally measured by determining the ranking of the child in a given subject as well as overall ranking in the class. Although educated mothers are helpful in child education, working

mothers faced time constraints and sometimes unable to balance child needs, house chores, and employment demands. Another observation from the respondents is that, children whose fathers are away for more than a year without visitation tended to be less social and engrossed more in TV or internet. The effects are more severe for girls between age 13 to 17 years. Some few families reported lack of socialization for boys of 8-12 years old. Over use of internet was also reported to be associated with cases of children’s indiscipline and poor performance in schools and low concentrate in class and studies.

Table 5 Types of effects on different age groups of children (*√ indicates issues affecting child while white space indicates absence of effects*)

Gender	Age	Bonding	Discipline	Absenteeism	Performance	Socialization	Emotion Effects
Boys	4-7	√	√				
	8-12		√	√	√	√	
	13-17		√	√	√		
Girls	4-7					√	
	8-12	√			√	√	
	13-17		√		√	√	√

From the interview it appears that girls never had problems with absenteeism. When I probed respondents on this issue, majority of the mothers indicated that girls generally are loyal to their mothers and tended to accomplish task and they are not distracted likes boys are.

“Mum: come my son, baba want to talk, son: I will talk to him tomorrow, mum: but you have been promising to speak to him for long, Son: yes but not now am tired and also whenever you call, you just like reporting, me to him, you shout a lot and report everything small thing to baba.....I do not want baba too to shout at me because of you reporting me a lot, mum: okay son, I will not report you again,son: eeh.....you always so say that but keep repeating, Mum: “this is our usual dialogue with my sons,yes communication is helpful but for boys not easy especially when they reach ten years old...” [Respondent 14 and son conversation in my presence].

4.3.4 Education outcomes

Academic outcomes and school completion are a function of several factors (McLanahan, Tach, and Schneider, 2013; Berg et al, 2014). In this study, the school performance, school completion, and engagement in extracurricular activities appeared to vary with the duration of the fathers’ absence. The longer the father is away the more the child performance and participation in class are affected negatively. This was truer for children with less educated mothers. The in-class participation ranged between High (H) and withdrawal stage (W) depending on the duration the father has been away since he last visited the family (Table 4). Participation in class is when a child asks or respond to questions, complete homework, volunteer to do school activities and engage in extracurricular activities. For boys whose father has not visited for more than six months showed evidence of descending from high performer and high participant in class to moderate performer and participant (fathers away for 12-18 months) and any delay more than 18 months makes boys to completely loss interest in in class participation. Although one would expect an inverse u-shaped curve, with the situation normalizing over time, in my case I find the trend is not met. The inability for boys to rebound and participate may be precipitated by absence of male role model in the family, peer pressure, adolescence, and boys finding new interests in other things.

“My husband has been away for close to 3 years and it has been stress for my young once socially and academically. ...eeemm, In the early stages my boy was the top of his class and all-over sudden his grades started to decline andeeeeee.....the only thing he would keep asking is about why other people have their fathers bring them to school and for him, nobody takes him or visit him at school”,He no longer plays with friends and participate in school football as he used to do” [Respondent 28].

Participation in extracurricular activities is an essential component of child growth and development. Extracurricular activities include debating, playing football, belonging to school choir and clubs among others. Engaging in these activities helps the child to be active and healthy and likely to enhance academic performance of the child. This study showed that, duration of absenteeism of fathers impacted boys and girls differently. Generally, absence of father does not generally reduced level of participation of boys in extra curriculum activities regardless of duration the father has been away. The effects on girls to participate in extra curriculum activities comes when the duration of father’s last visit to the family is extended beyond 18 months and this continues as delay visit period is extended.

Table 6 The impact of duration of father’s last visit on the children participation in class, performance and engagement in extracurricular activities (H=high participant, M=moderate participation, L=Low participation and W=withdrawal participation; T5, T10 and T20 represents top 5%, 10%, and 20% in class position respectively

Activities	Gender	Duration father after last visit (months)					
		6	12	18	24	30	36
Participation in class	Boys	H	M	M	L	W	W
	Girls	H	H	H	M	M	L
Position in class	Boys	T5	T5	T10	T10	T10	T20
	Girls	T5	T5	T20	T10	T10	T5
Extracurricular	Boys	Yes	Yes	No	Yes	Yes	Yes
	Girls	Yes	Yes	No	No	No	No

Despite differences in opinions in literature, Hutchinson et al (2018) paint a more optimistic picture that children brought up in the absence of father attempted to learn to be a better father because they do not want to their children to experience the same challenges of absentee father. Nobles (2011) added that ties with migrant fathers are positively correlated with schooling outcome. Respondent families whose children visited their further abroad reported improved performance of children in school and the children appear to understand better what is keeping their father away. This visit is more visible for children the of age of 13 years. I also observed that, children whose father have higher education tended to be motivated to study abroad like their fathers. This is an additional motivating factor for children to be focused and determined in their studies. Erman and

Härkönen (2017) accounted that the effect of fathers does not affect child's cognitive ability but rather the influences is as a result of noncognitive skills and behaviors.

4.3.5 Role of educated and working mothers on the education of the child

Another component that was important for child education is whether the mother of the child is educated as well as professionally employed. This was contrasted against those who are uneducated and unemployed. 58% of respondents were in households with educated mothers. Of these 46% are actively employed in active employment. Evaluation of households with employed mothers generally had their children enrolled in 'expensive' private schools particularly those with kids in primary schools.

Generally, private schools are increasingly becoming first destination for children from moderate to high levels family incomes. This is because private schools are associated with higher quality of education as well as higher performance of candidates in the national schools. These schools also have plenty of extracurricular activities as well as additional nutrition provisions that are attractive to well off parents and create interests to children. Assessment of children enrolled in private schools had 36% higher scores across all the subjects compared to those enrolled in public schools. Although there are some cases of high performers in public school, majority of them tended to score and perform lower than their counterpart in private schools. The case was true for boys and girls of all ages. Educated mothers did also organized the study timetable of their children in addition to helping with homework compared to those with limited education. This appear to be a factor that contributed to children talent and academic development.

“Since he migrated abroad for education, we are able to enroll our three children in private schools...eeee.....i have noticed great improvement in their grades, they even participate more in class and other school activitieseeeeee,the money we receive from him plus my salary from government has helped us to cater for both rents and schools fees for our children...eeee..apart from being apart and lonely, his migration has had positive impact on our children especially my first born.....[Respondent 23, children enrolled in private schools].

“The father of these children left us 2 years ago and he has not been back since then because of cost and visa issues, but he tries to stay in touchsometimes using phone and sometimes on skype.... He has tried to maintain our lives here in Nairobi, my four children are attending nearby city public schools..... and you know, the money he sends covers our house rent, school uniform and household essentials. My children always compare themselves to the children from our neighbourhoodthose children are taken by school bus in the morning and returned in the evening, andmy children hear nice stories from the other children about the nice things about private schools I have tried to motivate them and explain to them our situation and what they need to do for their study to improve.....My eldest daughter now understands very well why their father has not visited and she is working hard in her studies..... and now she knows why they are enrolled in public schools with less extra curriculum activities.” [Respondent 19, children enrolled in Public schools].

Overall this exploratory study provides useful clue with the regards to the influence of father’s migration on child education and general wellbeing in tandem with the envisioned conceptual framework I put forward at the beginning of my study. Mediating factors like mother’s education, communication, and remittances had relatively moderate positive influence on overall child well-being. Prolonged father’s absence had greater

negative influence on young boys than girls. In the absence of frequent visits by father, communication is still a critical modulator to the wellbeing of the child. The relationship between the mother and father is also likely to have high influence the overall wellbeing of the child. But this was beyond the scope of this study. The field will certainly benefit if in future researchers can pursue parental relationship as a mediating factor.

5.0: CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This chapter presents summary of findings, conclusions, recommendations and limitation of the study. The aim of the study was to examine the impacts of educational migrant fathers on left behind children education in Kenya. Several existing studies from other countries have documented both negative and positives of absence fathers on child education as well as child well-being. From this study, there evidences of linear relationship between child education and paternal migration. The relationship is influenced by other externalities like ability of fathers to send sufficient remittance to support child education in private schools, the levels of mothers' education, levels of mothers' incomes, skill levels of migrant fathers, ways and communication frequencies.

Descriptive information on amount remitted by fathers showed that 88% of respondents received between 5,000-20,000. More skilled fathers remitted higher remittances than the middle level skilled migrant fathers. Those families receiving higher remittances invest large chunk of it in education. Younger remitters tended to allocated more resources into education. This was also true for the length and frequency of communication with their children. This established better and stronger connection that have resulted in higher education outcomes than those with less communication. Traditional phone calls and use of internet is very popular with families investing heavily in education of the children. Additionally, families manned by educated and employed mothers have better child-parent relationship and better education performance than those whose mothers are neither educated or employed. Absenteeism of fathers appeared to affect younger boys (4-7) more than girls. Girls aged 8-12 connected and bonded very well with their fathers while boys develop indiscipline, absenteeism from school and lower performance in schools mainly those in public schools. The impact of absence father at early childhood

of the boys will likely have long effects on boys. Children with less contact with their fathers overall develop more interest in social media and learning for peer groups than from parents.

5.2 Conclusions

The aim of the study was to examine the impacts of educational migrant fathers on left behind children education in Kenya. The study concluded that there is moderate direct relationship between fathers being away and child education and social and health development. Although the presence of father is important for child's education, it appears that the relationship between child's educational performance and father's absenteeism is moderated by mother's educational background. While a father's absence may be "universally" less good for children, it does the hardest for children with uneducated mothers.

The effects included less bonding with fathers, indiscipline, rebellion, addition to social media, and father-child connection. However, these effects are dependent on other externalities including communication and frequency of calls from fathers, type of school the child are enrolled in, frequency of visit by fathers, amount of remittances remitted and allocation for allocation to education, and age and skilled levels of the fathers. The study also concluded that highly skilled workers remitted more money than middle level skilled migrants and this in turn affects the quality of child educational outcomes. There were also significant differences between families with educated and employed mothers compared to those from families with uneducated and/or unemployed mothers. Children from educated/employed families performed well in schools and communicated frequently with their fathers and are likely to graduate from schools with less cases of indiscipline and absenteeism. The study also concluded that absenteeism and frequency of fathers' home visits have large impact on child growth and educational outcomes. Children whose fathers visited frequently have healthier relationships and education

commitment than those whose fathers have been away for long (>18months). Overall, the impact of migrant fathers on left behind children education and health are more pronounced in boys than girls. Younger boys who missed on bonding with their fathers are likely to perform poorly and remain disconnected from the fathers and become indisciplined.

5.3 Recommendations

The families should consider child age when making decision to migrate for education. Since the implication of migrating fathers could be long term, there should be balance between education and family growth, cohesion and stability. Fathers can play positive supportive role of bonding with children and should increase frequency of visits to and family visiting him during school holidays. Communication is important, but it does not necessarily create physical bonding but allows for frequent contacts between children and fathers. This somewhat can be regarded as virtual bonding and interaction. Since most of these migrating fathers are sponsored by donor bodies and foreign governments, the Kenya government should invest in local universities and improved education quality while creating employment opportunities and perhaps have an agreement with sponsoring bodies to have budget for family visits or relocation during the studies. Foreign universities should also be encouraged to allow fathers to conduct part of their research in Kenya to allow students to spend time with their families. To the ministry of education, it is important to realize the need to sensitize migrating fathers/students to understand the foreign countries conditions and implication on families before they move out. In conclusion this study is interesting and can be useful add-on to existing information and knowledge and can stimulate future studies.

5.4 Limitations of the study

This study had several limitations. The number of respondents is low (30) and are not representative. This may have created larger variation in the findings and the relatively small number of samples may have influence the nature the results. Sufficient data on qualitative and quantitatively could have provide more information to make solid the conclusions of the study. This information would have provided a more statistics analysis like regression, correlation, covariances, data normality among others. The study is also based on one homogenous community and does not represent families of other Kenyans from other part of the country. This community have limited education generally preferring to engage in business than in formal education and employment, they have also historically been marginalized and they represent a cohort of community who come from most underdeveloped region of the country where literacy level is very low. Information from fathers were not collected for triangulation and validation from their wives. Neither the school community accounted was not provided in the study and that also limit the scope and conclusion of the study. The study is also limited because it did not capture information from families with non-migrating parents and as such conclusion can only be limited to families with migrant fathers. The study would also have benefitted more if the nature of the parental relationship would have been included as a mediating factor to the conceptual framework. Lastly, the time and resource limitation hampered in-depth analysis of more impact of migrants' father on left behind children education.

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Megan News Blog: <https://tailoredforeducation.org/status-of-education> (Accessed 10/03/2020)

APPENDICES

Appendix I: Interview Questions

A. General Information on Respondent/household

Name.....Age.....level of
 education.....Are you employed.....No of years father
 way.....

Householdsize		female Male
Number of children		female Male
Age of children	1.....2.....3.....4.....5.....6.....	

B. Visit and frequency of visits

- i) How often does your husband/father of your children visit Kenya

- ii) How long does he stay before he visit again....

- iii) How old were your children since he last visited,
,.....
- iv) Incase of long separation does your husband give you the reason(s) that makes
 him to visit his family more often.....what are
 some of the
 reasons.....

.....
.....
v) Any reason why he did not travel with you and children
abroad.....
.....
.....
.....

C) Communication

i) Does their father call the
children.....

ii) In a week how many days does he
call.....

iii) How long does the call
last.....

iv) Is there an preference of mode of
communication.....

v) Between you, boys and/girls who remembers most to call
him.....
...

vi) Can you summarise what sort of information or topics do

a. You discuss with him
.....

b. Boys discuss with
him.....

c. Girls discuss with
him.....

vii) Can you list some of the challenges that you and children face on communication.....
.....
.....
.....
.....

D) Remittances and uses

(i) Do you depend on him on financial family needs.....

(ii) How often does your husband send month.....and how much and currency.....

(iii) What platform do you receive money through.....

(iv) Name some of the things you use money on
.....
.....
.....
.....
.....

(v) Does the remittances meet all the family expenses
.....
.....
.....
.....

(vi) Do you have any other source of incomes apart from remittances.....

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

E) Education and outcomes

(i) Do your children attend school.....how many in
primaryschool.....

(ii) What kind of school do your children attend public or
private.....

(iii) What is the reason you may prefer one type of school over the
other.....

(iv) What is the cost of private school compared to public
schools.....

(v) Do children like their public or private school and
why.....
.....
.....
.....

(vi) How do you relate fathers absence with you child performance in
class.....and you think his absence enhances or diminishes your child
school outcomes

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

- (vii) Does your child participate in extracurricular activities
and which are these
 activities.....

- (viii) Can you relate the age of your child with the kind of activities they participate in
 at
 school.....

- (ix) What kind of behavioral changes did you notice and how is that related to the
- a. Length of duration father has been
 away.....
 ...
 - b. The rate of communication with their
 fathers.....
 - c. What is the relationship between you and children
 likely.....
 - d. Any difficulties you experience managing the family with absence of
 father.....

Appendix II: Originality Report

PATERNAL EDUCATION MIGRANTS AND ITS IMPACT ON LEFT BEHIND CHILD EDUCATION

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