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**FACULTY OF SOCIAL SCIENCES**

**DEPARTMENT OF PSYCHOLOGY**

**A COMPARATIVE ANALYSIS ON THE PSYCHOLOGICAL, SOCIAL AND ECONOMIC WELLBEING OF ADOLESCENTS WITH PARENTS IN THE DIASPORA AND HOME COUNTRY AT NEMAKONDE HIGH SCHOOL.**

**BY**

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**A DISSERTATION SUBMITTED TO THE FACULTY OF SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE BSc HONOURS DEGREE IN PSYCHOLOGY**

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## **DEDICATION**

This dissertation is dedicated to my beloved mother Carlolyn Matiki and my uncle Kennedy Matiki

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“I will not die but live to proclaim what the lord has done.” **Psalms 118 verse 17**. Had it not been for his grace, his unconditional love that he so abundantly and immeasurably bestowed unto me at a time when I least expected them, surely this project would just have ended in mere wishful thinking. His compassionate eye was always upon me. His grace and favor is sufficient to me.

## **ABSTRACT**

The absence of parents as a cause of migration has had negative implications on the psychological, social and economic wellbeing of the adolescents left behind. The study then sought to find if there are any significant differences in the psychological, social and economic wellbeing for adolescents with parents in the diaspora and adolescents with parents in the home country. The study adopted the quantitative research paradigm, and used the descriptive survey design. The research drew a sample of 202 participants of which 50% had parents in the diaspora and another 50% had parents in the home country. The study used both the stratified random sampling and the random sampling techniques. Data was analysed using both inferential and descriptive statistics where used to analyse the data and present finding of the study. The findings of the research suggest that there are significant differences in the psychological, social and economic wellbeing of the adolescents with parents in the diaspora and adolescents with parents in the home country. There is need for more research studies as there is dearth in the literature regarding migration and generally left behind families in Zimbabwe.

## **ABBREVIATION**

NELM : New Economics of Labor Migration

UN : United Nations

UNICEF : United Nations Children's Fund

ZIMSTAT : Zimbabwe National Statistics Agency

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## **CHAPTER ONE: INTRODUCTION**

### **1.1 INTRODUCTION**

This chapter stresses on the introductory aspects of the research study. Generally, it elaborates on the background to the study, statement of the problem, purpose of the research study, questions to be addressed by the research, importance of the research study, assumptions of the research study, delimitations of the study, limitations of the study, and definition of key terms.

### **1.2. BACKGROUND TO THE STUDY**

External migration also known as international migration is very common in developing countries worldwide where citizens leave their home countries to go to other countries. In most cases parents leave their children behind due to a number of factors for instance some migrants enter the receiving country illegally and taking children along can be risky so they opt to leave them behind in their home countries. Out migration is considered voluntary or involuntary on the parent's side.

International migration or out-migration is very common in Africa. According to Zanamwe and Devillard (2010) the African continent is regarded to be with the most mobile populaces in the world, it is estimated that there are 17.1 million migrants which constitute about 3 per cent of the total African population. According to Bloch (2010) Zimbabwean migrants could be as many as three million people in South Africa. Out-migration is also prominent in the Caribbean islands of America in countries like Barbados, Belize, Jamaica among other countries. Most studies have been carried out in these countries on the effects of migration on children as well as families left behind. Dr Crawford-Brown (1994) in a study in Jamaica coined the word 'barrel children' to refer to Jamaican children deprived of their parents and are products of what is termed 'stepwise migration'.

Out-migration of this nature is due to a number of factors which include socio-economic challenges, job searches and better learning conditions. The adoption of the United States dollar in 2009 has done not much to eradicate the socio-economic challenges that are prominent in the country of study Zimbabwe. Thus the number of people migrating from Zimbabwe has not decreased. Zimbabwe's economic empowerment policies do not to attract foreign investments and this has resulted in the dilapidation of the country's economy resulting in national

unemployment (New Zimbabwe, 2012). Studies on the effects of parental international migration on adolescents have been carried out in Zimbabwe for example the southern part of the country in areas like Beitbridge and Shashe.

Arnett (1999) asserts that adolescents are very active and often encounter episodes of emotional instability. Adolescents might find it difficult to cope with the transitions that come along with this stage of life. This age group is distinct in its own way. Adolescents need the help of parents and significant others to cope with the various changes that occur at this stage of life. Given this it becomes apparently clear that in the absence of parent's problems affecting the adolescents left behind by their parents would negatively affect the adolescents.

### **1.3. STATEMENT OF THE PROBLEM**

The rate of international migration has increased in the recent years. The (United Nations, 2002) findings suggest that at least 3% of the world population do not reside in their countries of origin. The state of Zimbabwe in the recent years has facilitated an increase in the rate of emigration of the Zimbabwean citizens. In most cases these migrants leave the children behind voluntarily or involuntarily. The absence of parents has created serious social, psychological and economic problems on the adolescents that is those, in this case, who have been left behind. This has created a margin between adolescents with parents in the home country and those with parents in the diaspora. This has been evident in countries in the Caribbean Islands of America, east Africa, and southern Africa among other areas in the world where much research studies have been carried out (United Nations, 2002). Reports in other countries like Moldova indicate that there are significant differences between adolescents with parents in the diaspora and those with parents in the home country. It should be known that not many studies if any have been carried out in Chinhoyi to look into the problem at hand. A few have been conducted in Zimbabwe to look on barrel adolescents let alone compare them with adolescents with parents in the home country. This has obviously disadvantaged these adolescents as little is known about the group.

### **1.4. PURPOSE OF THE STUDY**

Given the above the purpose of this study is to specifically find out if there are any significant differences in psychological, social and economic wellbeing for adolescents with parents in the diaspora and those with parents in the home country in at NemaKonde High School, Chinhoyi.

## **1.5. RESEARCH OBJECTIVES**

1.5.1 To find out if there are any significant differences in psychological wellbeing for adolescents with parents in the diaspora and those with parents in the home country.

1.5.2 To find out if there are any significant differences in social wellbeing for adolescents with parents in the diaspora and those with parents in the home country.

1.5.3 To find out if there are any significant differences in economic wellbeing for adolescents with parents in the diaspora and those with parents in the home country.

## **1.6. HYPOTHESIS**

1.6.1 There are no significant differences in psychological wellbeing for adolescents with parents in the diaspora and those with parents in the home country.

1.6.2 There are no significant differences in social wellbeing for adolescents with parents in the diaspora and those with parents in the home country.

1.6.3 There are no significant differences in economic wellbeing for adolescents with parents in the diaspora and those with parents in the home country.

## **1.7. SIGNIFICANCE OF THE STUDY**

The study is likely to allow adolescents to develop an understanding that absence of parents at times is not by choice and as such they should not live their lives blaming their parents for every experience they encounter. The study is likely to provide adolescents with a platform to self-evaluate and appreciate absence of parents as a measure central to personal growth and use of independence responsibly, it is the foundation to development of individual maturity.

This research is likely to help parents understand the importance of their presence in the child's life and how it interacts with adolescents' emotional, psychological, social and behavioural development. The research is likely to help parents appreciate that frequent contact with children is significant for esteem, confidence, self-worth and efficacy of adolescents. Furthermore, communication, interactions and relations with parents are critical for health and mental wellbeing in adolescents.

Communities are likely not stigmatise or discriminate children with diaspora parents due to unavailability of their parents. The research will also enlighten community members to appreciate that no single parent is responsible for the child, but rather children are products of the communities. Communities should participate in raising these children as part of their system to deter the development of delinquent adolescents and young adults with missed manners.

The research will possibly facilitate counsellors in coming up with interventions that are specific and particular in assisting children who have lived life without parents. The research will probably allow counsellors to develop research based interventions informed by evidence gathered from a population with the characteristics that are representative to vulnerability.

The study is likely to develop a platform for further research into psycho-social and economic experiences of adolescents with parents who live in the diaspora. The research will also add to the board of literature on the experiences of adolescents as well as strategies to enhance the well-being of adolescents.

## **1.7. ASSUMPTIONS**

The researcher holds convictions that there are significant differences in the psychological, social and economic wellbeing for adolescents with parents in the diaspora and adolescents with parents in the home country. The study also assumes that its research findings will greatly help interested stake holders understand ways of minimizing or eradicating the negative effects of parental international migration on the adolescents left behind. The researcher shoulders that the respondents will accurately and honestly respond to the questions addressed in the questionnaire. The researcher also assumes that the sample is representative of the population of the children with parents in the diaspora at NemaKonde High School.

## **1.8. DELIMITATIONS**

The study looks into the differences in psychological, social and economic wellbeing of adolescents with parents in the diaspora and adolescents with parents in the home country. The study will be made up (101) pupils with parents who have migrated to countries outside Zimbabwe and this will be the experimental group, and (101) pupils with parents in the home country and this will be the control group. The population of such pupils whose parents have migrated to other countries and those with parents in the home country was drawn from NemaKonde high school. The researcher used the descriptive survey research design. This was

chosen because of its ability to get perceptions of individuals so they can be compared to see if there are any significant differences between the two groups in the psychological, social and economic domains of wellbeing.

## **1.9. LIMITATIONS**

While the research is likely to be useful its research findings may not be generalised mostly because of its size and composition of the sample. Therefore, the research will only apply the study findings to populations that have more similarities and commonalities with the sample that was under study as well as coming from more similar environments. In some cases, the respondents may not be clearly articulate to the responses and they may not provide information that is fully reflective of the situation on the ground. However other data collection instruments such as the scheduled interviews may be used to further seek clarification from the respondents.

## **1.10 DEFINITION OF KEY TERMS**

**Comparative analysis:** According to Rundell and Fox (2007) this is a study that contrasts and compares two items.

In the context of this study comparative analysis is a study that seeks to find differences between the two groups which are adolescents with parents in the diaspora and adolescents with parents in the home country.

**Adolescence:** Kanku and Mash (2010) assert that an adolescent is any person either girl or boy in the age range 13-18 years.

In the context of this study adolescents are- migrant's children in the age range of 13-18 years

**Diaspora:** According to Merriam-Webster (2003) it means in or a foreign country or countries. Also known as abroad, diaspora and abroad will be used interchangeably in the study.

In the context of this study these are countries in which Zimbabwean citizens migrate to.

**Well-being:** This is a state that involves several dimensions of a human state. This includes subjective and objective positive outcomes. Wellbeing constitutes

communication, nutrition, emotional state, protection, material living standards, housing, physical state, information and education (Sen, 1985).

**Psychological wellbeing:** Buchanan (2003) posits that psychological well-being is how an adolescent evaluates themselves and their ability to accomplish particular aspects of their life.

**Social wellbeing:** Keyes (1998) defines social wellbeing as the assessment of an individual's state and functioning in the society.

**Economic wellbeing:** According to Haveman (1984) economic wellbeing is as an adolescent's standard of living based on how well their parents perform financially.

In the context of this study wellbeing is the state of the adolescent psychologically, socially as well as economically. This is influenced by the parent's absence or presence, in both negative and positive ways.

## 1.11 CHAPTER SUMMARY

External migration has become common in Zimbabwe in the recent years the causes being socio-economic factors, political factors among others. In most cases parents leave their children adolescents included behind. The separation comes with different problems on the adolescents and these problems are considered to have negative implications on the adolescent's wellbeing. The purpose of the study is to find out if there are any significant differences in the psychological, social and economic wellbeing of adolescents with parents in the diaspora and adolescents with parents in the home country. The research study's objectives are to find if there are any significant differences in the psychological, social and economic wellbeing for adolescents with parents in the diaspora against those with parents in the home country. The study assumes that there are significant differences in the psychological, social and economic wellbeing of adolescents with parents in the diaspora and adolescents with parents in the home country. The study will be carried out at Nemakonde High School, 202 students will participate in the study. Limitations in the study are generalisation of research findings and weaknesses of data collection instruments. The key terms of the study are comparative analysis, wellbeing and adolescents. The next chapter looks into literature related to the study.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1. INTRODUCTION**

This chapter deals with related literature. Literature review is critical in that it helps us understand societal issues. Thus it helps us in coming up with information related to the research questions so to do that the chapter is going to look into both conceptual framework and theoretical framework. To deal with the issue of related literature the chapter looks into the conceptual framework then review literature specifically related to each research question.

### **2.2. CONCEPTUAL FRAMEWORK**

In this section for the purpose of enhancing the subject matter it is necessary to understand the following concepts:

#### **2.2.1. International migration**

This refers to the movement of people from one country to other countries, in search of opportunities to better their lives, seek political refugee, further one's studies, gain new experiences, and flee from disaster and famines among others. According to De Haas (2007) this is a political, economic as well as a social process that has an impact on the source and receiving countries. Globalisation has contributed to the rise of migration in the world as people worldwide can now easily connect.

According to (ZIMSTAT, 2014) 43.9% of Zimbabweans emigrated due to the lack of job opportunities, whilst 18.3 % migrated as a result of wanting to increase household income. In most instances men are the first ones to emigrate as they are considered risk takers as in most cases what lies beyond the borders is unknown. Their partners follow later so they can help each other look after the remaining families.

Illegal migration is very common in Zimbabwe in most cases the migrants would be migrating to countries in southern Africa. The organisation (ZIMSTAT, 2014) posits that 85.7% of Zimbabwean emigrants would be migrating to South Africa and among them are illegal migrants. Dube (2014) in a study in the southern part of Zimbabwe found that most of these illegal emigrants leave children behind because they consider the process of illegal migration dangerous and they cannot risk their children's lives. According to (ZIMSTAT, 2014) the

organisation revealed that 53% of out-going, 41.9% labour migrants had left children adolescents included behind in the home country Zimbabwe.

Africa has been tagged one of the world's regions with the highest migrating populaces this has been mainly attributed to socio-economic challenges and political instability among others. Africans in east and North Africa usually migrate to countries in Europe. In most instances the Africans migrate to nations that once colonised them. The Caribbean islands of America, South America, India and China are some of the regions in the world with high levels of emigration.

International migration poses certain problems to both the receiving and sending nations. Fitzgerald (2009) posits that the Catholic Church in Rome is against emigration as this poses negative moral in the sense that it disturbs the family setup. Problems emanating from migration range from psychological, social, economic as well as political.

### **2.2.2 Adolescence**

Adolescence is a Latin word that means to transition to maturity. This is a transitional phase that occurs between puberty and adulthood in human development (Rundell & Fox, 2007). This period is characterised by social, emotional, physical changes among others. This period comes with changes in behaviour, emotional instability and disturbances in identity among others. Erickson and Erickson (1998) asserts that at this stage of life individuals explore their different identities. There is need for understanding parents to help the adolescents go through this stage of life.

### **2.3. PATERNAL OR MATERNAL ABSENCE AND PSYCHOLOGICAL WELLBEING OF THE ADOLESCENTS LEFT BEHIND**

Buchanan (2003) posits that psychological well-being is how an adolescent evaluates themselves and their ability to accomplish particular aspects of their life. Ryff and Keyes (1995) assert that psychological wellbeing consists of the six domains autonomy, environmental mastery, personal growth, positive relations, and purpose in life and self-acceptance. Parental absence as a result of migration has negative implications on the psychological wellbeing of the adolescents left behind.

Many scholars have looked into the effects of parental migration to the wellbeing of children left behind as well as those that migrate with their parents. Espin (1989) asserts that Grinberg

and Grinberg (1984) are some of the scholars to first look into the psychological effects of migration. They further posit that migration presents unwanted pressure to the adolescents psyche. Serantna (2007) findings in a study in the Colombo district in Sri Lanka suggests that children left behind by migrant mothers have a poor psychological wellbeing.

Erickson (1963) defines autonomy as an adolescent's sense of freedom. Adolescents left behind by migrant parents develop a sense of freedom earlier than adolescents with parents in the home country. Dube (2014) asserts that adolescents left behind in child headed homes develop a sense of freedom earlier than other adolescents. Dube (2014) reported that teachers in Zimbabwe stated that adolescents who are left to head families are difficult to govern. This is attributed to the fact that they would be regarding themselves as adults since they partake in parental roles and duties. Adolescents left in child headed homes without adult supervision are often absent at school and this results low pass rates Dube (2014).

According to the International Organization of Migration findings in Bangladesh it was revealed that male adolescents left behind in the care of their mothers lacked discipline and were often rebellious. This was attributed to the adolescent's lack of a father role model. In most cases these adolescents viewed themselves as independent and often indulged in socially unacceptable behaviors. Coombs and landsverk (1988) asserts that father involvement is attributed to less substance abuse in adolescents as the adolescents would be dependent on their parents for moral guidance.

Positive relations is another dimension of psychological wellbeing. Ryff and Keyes (1995) asserts that adolescents with positive relations with peers and family have a healthy psychological wellbeing. Peterson and Zill (1986) findings offer suggestive evidence that adolescents who are attached to their fathers and spend much time with them are sociable and often less affected by depression. Flouri (2005) holds the convictions that children who have fathers that are involved in their lives are unlikely to be bullied or victimized. He asserts that in most instances these children are often the victimizers.

Studies indicate that female late adolescents with absent fathers are likely to be unfaithful to their partners, these adolescents are also characterized by being deceptive to peers, teachers and family (Parke, 1996). Nikapota (2001) quoted by Wickramage et al (2015) findings posit that adolescents left behind have temper problems and find it difficult to maintain relations with peers. Angold, Costello, Erkanli and Fairbank (2002) assert that adolescents left behind

by migrant parents experience anger tantrums and this results in poor relations with family and peers. Battistella and Conaco's (1996) findings suggest that adolescents who are left behind by migrant mothers in Philippines (Luzon) experienced difficulties in their social lives.

Ryff and Keyes (1995) posits that personal growth is one of the domains that make up psychological wellbeing. Adolescents with a high psychological wellbeing have a sense of development within themselves. Parental absence due to migration can result in adolescents lacking that sense of development. Nana (2008) posits that female adolescents left behind by their mothers are subject to sexual abuse and incest. It is reported that they are considered a substitute of their mothers and are often abused by their father and close relatives. It is reported that 50% of incest cases in Sri Lanka were attributed to the absence of a maternal figure on the adolescents part. This has a negative impact on the adolescent's personal development.

Adolescents left behind lack significant role models in the form of parents. These role models ensure that they value education especially in the case that the parents themselves value education (Cappelloni, 2011). The absence of a parental figure deprives the adolescents of the benefits of having a role model. This encourages the adolescent's lack of responsibility, engage in delinquent behaviors and lack of interest in academic work (Spera, 2005).

Dube (2014) findings in Beitbridge and Shashe suggest that adolescents left behind indulge in commercial sex work especially those that reside close to the Beitbridge border post. Nana (2008) asserts that 17% of 120 adolescent's sex workers had migrant mothers. This was attributed to insufficient remittances that could not sustain the children therefore they had to opt for commercial sex work. Nana (2008) reported that adolescents who were at most risk of child trafficking for sex work were the adolescents who had migrant mothers. This then results in the adolescent's poor personal development.

In most cases Zimbabwean migrant mothers in South Africa return with newborn children in most cases these would have been conceived abroad (Dube, 2014). These children are also labeled 'bastard' children and they grow up with this stigma which usually negatively affects them. Stigmatization mainly comes from relatives, the community in which the children live in and also school peers and teachers (Fernando, 2009). This then results in the adolescents lacking interest in life, in most cases this leads to the adolescents committing suicide (Nana, 2008).

Ryff and Keyes (1995) posit that environmental mastery is another element of psychological wellbeing. Adolescents with high levels of psychological wellbeing are competent and are able to adapt to different situations. They often make the best out of any situation they are presented. Reis (2008) asserts that attention deficit is common in the adolescents left behind by migrant parents, they fail to focus on real moments as they tend to escape from reality putting their focus on the imaginary world with the migrant parent, responsibilities they are taking over, remittances, gifts and the like.

Self-acceptance is another element of psychological wellbeing (Ryff & Keyes, 1995). They assert that a high score on self-acceptance is characterized by a positive attitude towards oneself. A low score is characterized by dissatisfaction about oneself among others. They are often attention seekers in the case that they are given little or no attention they get frustrated and this often leads to aggressive behaviors (Reis, 2008). According to Dube (2010) Children left behind experience self-esteem disorders they tend to over appreciate their peers and also to under appreciate in the cases that other children have parents that are involved in their peers lives for example parents that share their time with their children.

Ryff and Keyes (1995) posit that purpose in life is another element of psychological wellbeing. They further assert that high scores of purpose in life are indicated by an adolescent's sense of direction in life, happiness and love among others. Low scores of purpose in life are indicated the adolescents lack of goals and aims in life, sadness among others.

Flouri and Buchanan (2003) posits that adolescents with low level of psychological wellbeing exhibit low levels of self-efficacy and in most cases are always sad. They further postulate that the adolescents are usually distressed. The adolescents can feel abandoned, sad, and anxious, have episodes of depression and these are a cause of the separation of them from their parents (Bălțătescu, Hatos & Oșvat 2014).

Suarez-Orozco and Suarez-Orozco (2002) postulate that early adolescent from Central America, Haiti, China and other countries who were separated from their parents were prone to suffer from depression. The adolescents lack their parent's affection and often no one gets to appreciate them and this often leads to depression in the adolescents. A study carried out by Bălțătescu et al (2014) in Berlin, Romania, suggests that adolescents with parents in the home country were happy as compared to adolescents with parents in the diaspora.

Parents send in gifts to compensate the separation with their adolescent. In Belize it has been observed as making the adolescents more attached to material goods. This has resulted in a loss of moral values and decline in the love and respect for the migrant parents (Johnson 1991). It was also noted that the quest for material objects lead adolescents to crime and violence.

Dube, (2014) postulates that adolescents left behind by migrant parents lack long term goals in life. They are more concerned with migrating to where their parents migrated to and this results in poor academic performance. UNICEF studies in Moldova offer suggestive evidence that the increase in crime rate in the nation between the years 1993-2000 is positively correlated to a rise in barrel adolescents. Adolescents engaging in such behaviors can be an indication of lack of clear aims in one's life. The (UNICEF, 2011) in a study in Tajikistan concluded that adolescents with parents in the diaspora were more likely to commit juvenile as compared to adolescents with parents in the home country. This then has effects on their score in the domain of purpose in life.

#### **2.4. PATERNAL OR MATERNAL ABSENCE AND THE SOCIAL WELLBEING OF ADOLESCENTS LEFT BEHIND**

Keyes (1998) defines social wellbeing as the assessment of an individual's state and functioning in the society. Keyes (1998) anticipated different components that contribute to social challenges that make up social wellbeing these are social integration, acceptance, contribution, actualization and coherence.

The effects of parental migration can work against the social wellbeing of the adolescents left behind by migrant parents. Social integration is the assessment of worthiness of an individual's interactions with others in the society (Keyes, 1998). Wilkinson (2004) asserts that the nature of relationship an adolescent has with their parents influences the attitude they will have toward themselves and towards their peers. Thus parental presence and absence can have a negative or positive implication on the wellbeing of the adolescents left behind.

Keyes (1998) posits that a healthy individual is one who then feels they are part and parcel of the society. Lam (2013) asserts that children left behind by migrant parents often feel lonely and isolate themselves from other children and the society as a whole. In line with the argument Cappelloni (2011) also offer supportive evidence that stepwise children feel rejected and in

most instances withdraw themselves from the society. Hoang (2015) states that this withdrawal is a result of lack of emotional support from significant others in the society.

Bucharest (2007) findings in Romania assert that 44% of children left behind indicated that they realized some behavior change in people in their daily lives when their parents departed. The changes noted were positive, in most instances the people would be protecting them. He also notes that 15.29% of the children indicated that their relationships with their parents changed in a negative way. According to Kufakurinani, Pasura and McGregor (2014) there are communication difficulties between parents and children left behind especially parents who would have crossed regional borders as they cannot afford the telephone charges.

Ryff (1989) posits that social acceptance is an indicator of good mental health, social acceptance is when adolescents in the quest to fit in the society they try to look and act like other people in the society. Adolescents who are socially accepting trust others and hold the human side rather than the logic side when dealing with other people. Brown (2013) asserts that the prolonged separation of children from their migrant parents can result in anger and create trust issues in the adolescents. Promises made by parents to reunite with their children that are not fulfilled tend to result in emotional instability in the adolescents (Reis, 2011).

Keyes (1998) defines social contribution as an assessment of an individual's social value. An adolescent view of herself or himself as an important member of the society. The adolescent takes responsibility of his or her actions as they have a significance to the society. Keyes (1998) asserts that responsibility and self-efficacy are key elements in social contribution, social contribution is also considered to have a close relationship with motives and behaviors.

Social contribution is also an indicator of social wellbeing. Studies conducted by (Johnson, 1991 and Garcia & Garcia, 2004) offer suggestive evidence that adolescent's separation from their parents can influence the roles and responsibilities of adolescents left behind. Adolescents end up taking parental roles looking after their younger siblings this is termed 'parentification'. This illustrates a positive social contribution as the adolescents take responsibility of social duties and roles.

Reports in Moldova suggest that academic performance of children left behind is often affected by the increase in household responsibilities and duties to take care of younger siblings (UNICEF, 2006). Meyerhoefer and Chen (2011) findings in China suggest that the girl child

education experience a drawback due to the shifting allocation of time towards home production.

Teachers in Beitbridge established that in the case that both parents migrated leaving adolescents behind, in most instances these adolescents would head the remaining families. A study carried out established that about 60% of Shashe Secondary School pupils in Beitbridge headed the remaining families (Dube, 2014). Adolescents find it distressing to take roles previously conducted by their parents as they already have other responsibilities.

Male adolescents who lack paternal care often score low marks on moral indexes (Hoffman, 1971). Adolescents left behind often use drugs to cope with their separation from their parents. The use of drugs then results in school absenteeism and other related problems that result in a drawback in the adolescent's academic performance. A study conducted in Ecuador indicates that poor educational performance among adolescents left behind was associated with drugs and alcohol use (Pinos & Ochoa, 1999) quoted by Pribilsky (2001). Flouri and Buchanan (2003) argue that most violent criminals are males that were raised in the father's absence.

Social actualization is the assessment of the potential of the society in which the adolescent is part of, it mainly focuses on growth and development (Keyes, 1998). Adolescents with a higher social wellbeing hold the convictions that they and other people in the society are direct beneficiaries of the society. Social actualization posits that it is the society itself that has the ability to control its destiny (Ryff, 1989). The destiny of any society is determined by the inputs of its members. Education is then an important element in social actualization.

McKenzie and Rapoport, (2011) postulates that one of the negative effects of migration on the academic performance of adolescents left behind is that adolescents might be demotivated to do their school work, expecting to migrate themselves. Studies in Beitbridge Zimbabwe indicate that migration creates a negative deceptive perception on the adolescents when migrants returned home with materials (Dube, 2014). Adolescents perceive migration as better compared to education. Most of the migrants do not have any educational qualification yet they return home with materials that even the educated in Zimbabwe cannot afford. These behaviors pose a threat to one's social actualization.

Adolescents left behind often lack parental supervision and support for homework especially in the case that both parents migrated. Spera (2005) asserts that parental involvement and

supervision in adolescent's academic work is vital and play an important role in in the ultimate academic performance. Studies carried out to ascertain the role of parents in adolescent's academic performance indicate that parental supervision has a positive effect on the adolescent's academic performance (Crawford-Brown, 1999).

Social coherence is considered the view of the worthiness, level of organization and operations in a society (Keyes, 1998). Socially healthy adolescents understand the society they are living in, in the context of Zimbabwean adolescents they understand the economic situation in Zimbabwe and what prompted their parents to migrate. Ryff (1989) asserts that healthier adolescents view their lives as meaningful and comprehensible.

Cortes (2006) in Moldova revealed that children left behind suffer from neglect, this neglect is in different forms ranging from food, clothes, medical, educational and affectionate. This then results in negative effects to the adolescent emotionally and socially. This can manifest in the adolescent's life in the form of low self-esteem, lack of long term goals and sensible aspirations (Hoffman, 1971). In the quest of trying to adapt to living without the migrant parent adolescents often show different manifestations of the adaptation process.

Xinlu (2014) posits that suicidal tendencies are common in adolescents left behind by migrant parents. It is from a psychological point of view that one may deduce that the type of suicide experienced is under the reactive exogenous. The type of suicide is induced by emotional affective situations together with psycho-trauma (Hoffman, 1971). The adolescents are in most cases not prepared to face their separation from the parents. The reason for taking this move is because they are not prepared to face the feeling of abandonment, punishment, failure in their academics and the likes. Reports in Romania state that between the years 2006-2009 at least 14 children left behind committed suicide (Bilefsky, 2009).

Hetherington & Martin (1979) quoted by Bates, Maslin and Franke (1985) offer suggestive evidence that male and female adolescents with absent fathers often find it difficult to be patient. The adolescents are also characterized by being impulsive are often impulsive and lack control. These adolescents indulge in sexual activities at an early age than adolescents with parent in the home country.

## **2.5. PATERNAL OR MATERNAL ABSENCE AND THE ECONOMIC WELLBEING OF ADOLESCENTS LEFT BEHIND**

Economic wellbeing in this context is as an adolescent's standard of living based on how well their parents perform financially. According to Flouri & Buchanan (2003) adolescents who are raised without a father are likely to perform dismally on any measure of well-being. The World Bank estimates established that Zimbabwe received about US\$830 million a year (World Bank, 2016), Sub-Saharan Africa US\$40 billion per year (World Bank, 2015) and globally it is estimated US\$582 billion per year.

Poverty in the home country is one of the problems associated with the out-migration of parents, this directly affects the adolescents left behind. Rozelle, Taylor and De Brauw (1999) assert that migration often results in poverty. He further postulates that the cause of poverty comes with the reduced family labour in the home particularly in families that rely on indigenous production like farming.

In contradiction it can be urged that in most instances the cause of parental migration is the escape of poverty from their home countries. Heymann (2009) asserts that poverty in the home results in more and more family members migrating to the diaspora in order to deal with poverty in the home country. He further postulates that older children drop out of school and join parents in the diaspora leaving other young children behind.

Studies indicate that remittances have reduced the impact of poverty in the home countries of the emigrants. Rotha and Mohapatra (2011) assert that in Uganda remittances reduced poverty by 11 percent and in Ghana by 5 %. Lu and Treiman, (2006) findings assume that remittances sent in by the migrant parents improve the expenditure of the family left behind. Maphosa (2007) argues that most of the families in the southern districts of Zimbabwe rely on the remittances sent in by migrants in South Africa. These have proven to have improved the lives of the people in the region. Female migrants normally dedicate their remittances to their children, research findings suggest that the absence of a maternal figure is often compensated by remittances sent in by the parent (Kanaiaupuni and Donato, 1999).

Makina (2012) findings state that 80% of Zimbabwean migrants in Johannesburg, South Africa, are mainly in the age range of 20-40 years which is the economically active group. Polzer et al (2010) offer evidence that most of the migrants migrating from Matabeleland and the southern part of Zimbabwe are the productive households. According to Dube (2014) Studies in Beitbridge and Mangwe indicate that these migrants in South Africa earn meagre

incomes that cannot sustain them in the foreign country resulting in them non-remitting. This has a negative impact to the home country as there is less economic production that results in poor economic wellbeing.

Remittances are considered to have both negative and positive implications on adolescents. According to Lopez-Cordova (2006) findings in Mexico indicate that remittances are interrelated with better adolescent literacy. On the other hand it is reported that remittances and gifts sent to child-headed families by migrant parents are often abused. In most cases this results in deviant behaviors that can affect the adolescent's lives. Adams et al (2008) postulate that Ghanaian migrant parents do send remittances but are not directed on adolescents but on other issues particularly the parent's investments. Thus there is no improvement in the economic wellbeing of adolescents when their parents out-migrate.

The absence of a father can have a negative effect on the material wellbeing of the family left behind. Migration often leads to family dualism whereby there is a family in the receiving country and another in their home country. This can negatively impact the remittances to be sent home as there would be double expenses on the parent abroad Nyiri and Saveliev (2002). This being said it can be seen that paternal migration has an influence on the economic wellbeing of adolescents left behind.

Acosta (2006) in a study in El Salvador asserts that remittances are advantageous as they replace child labor in that children do not have to work in order to sustain themselves or the family but money would be sent in by the parents in the diaspora. However a study carried out in Ecuador proves otherwise as it indicates that with the coming in of remittances from parents abroad most of the families start their own businesses (Bertoli, 2007). Adolescents then drop out of school in order to run these family businesses 90% of these children are employed in household farming for those based in the rural areas of Ecuador. Research findings further suggest that 50% of those children in urban areas are employed in family-run businesses (Bertoli, 2007).

Due to the socio-economic challenges in Zimbabwe civil servants are experiencing poor welfare as a result of low salaries. This creates a bad impression to the adolescents who are already living in poverty. They are demotivated to attain an education as it seems to be worthless judging from the welfare of the civil servants compared to the migrants who are often uneducated (Dube, 2014). Batista et al. (2007) offers contradictory evidence that with the increase in levels of migration there is a higher probability of adolescents completing secondary

school in Cape Verde. Adolescents particularly those with parents in developed countries are driven to work hard so they can move to where their parents migrated to.

Parental migration negatively affects the academic performance of adolescents left behind. Lopez, (1995) asserts that there is a strong link between parent's socio-economic status and the adolescent's academic performance. Parent's low economic status usually results in the adolescent's poor academic performance as there will be a difficulty in accessing resources for learning (Sander, 2001). Trusty (2000) further posits that adolescents in secondary schools are the most affected as this level of education is demanding in terms of resources especially in developing countries. Kelly (2000) argues that adolescents with an absent parent are likely to perform dismally in their academics. Biller (1981) further posits it is very common for adolescents raised in the absent of their fathers to perform poorly in arithmetic problems. This was attributed to the fact that the adolescents would have been nurtured by their mothers who prove to be stronger in terms of using the left hemisphere of the brain.

Filippa (2013) in a study in urban Harare posits that parental outmigration has a negative impact on the health of adolescents left behind. Jampaklay (2007) in a study in Kanchanaburi Thailand, indicated that at least 25% of children left behind by migrant parents encountered an illness. The multivariate analysis used in the study postulated that parental international migration was independently linked with a high probability of a sickness. The study further indicates that a higher percentage of illness incidents was seen in children with parents in the diaspora as compared to children with parents in the home country.

Zhou (2015) in a study in China established that children with parents in the diaspora have better access to health care. The reason being that remittances sent in by the parents increase the family income expenditure. Some of the money can be allocated to the adolescent's health care. This then results in a high economic wellbeing. Adolescents from families with parents in the diaspora in the southern part of Zimbabwe proved to have better access to nutrition as compared to adolescents with parents in the home country (Dube, 2014). This was attributed to the remittances and groceries sent in by the parents especially from South Africa and Botswana. This then might suggest a better economic wellbeing.

Parental international migration has an impact on child labor, child labor can be work in the household or outside the household. Adolescents in both types of households all work in the household though those with parents in the diaspora seem to have more roles and

responsibilities as compared to adolescents with parents in the home country (Dube, 2014). Remittances sent in by the parents in most cases seem eliminate outside the household jobs as there would be enough money for the family upkeep (Fillippa, 2013).

## **2.5. THEORETICAL FRAMEWORK**

### **2.5.1. Attachment theory**

John Bowlby's attachment theory suggests that all humans do have an innate instinct that implores protection and care. He posits that parents that are sensitive and more responsive to their children allow them to grow in a healthy way. Bowlby (1988) further states that parents who are opposite of the aforementioned allow the children to grow in an unhealthy manner resulting in deviant behaviors. This in turn makes them vulnerable in the case that they face adverse situations. It is from this that one may deduce that the way in which a child is treated by a parental figure influences that way they behave in terms of being negative or positive.

Artico (2003) findings suggest that Lengthy separations of a child from the parent in the early years of the child's life has an impact on the child's personality. It is clinically proven that such children are normally isolated and often withdraw from other peers (Bowlby, 1973). Some of the psychological problems associated with the separation are suicidal tendencies, personality disorders, depression among others (Artico, 2003). It is reported that in Romania from the years 2006 -2009 at least fourteen adolescents with parents in the diaspora were reported to have committed suicide. This normally occurs when the substitute of the parental figure cannot deal with the child effectively. The experiences the adolescent undergoes during childhood has an impact on the adolescent's identity formation.

Migration can result in maternal deprivation on the adolescents left behind. Bowlby (1940) quoted by Caspers et al (2005) posits that maternal deprivation results in negative implications some of them are aggression, anxiety of being left alone, being affectionless, depression and manifestation of delinquent behaviors among others. Children, adolescents included who have had complications that relate to attachment manifest external behaviors such as aggression and failure to comply especially with their mothers (Speltz *et al*, 1990). Insecure attachment in the early years of a child can result in anxiety later in the child's life (Stovall, 2000). Failure of the parent and child relationship can lead to relationship challenges later in the child's life.

### **2.5.2. Social identity theory**

Tajfel (1979) posits that the groups in which adolescents belong to are their source of pride and esteem. These groups that can be either social class, family, barrel children, school institute or the like give adolescents a sense of social identity.

In order for the adolescents to increase their self-image they have to enrich the status of their group. Adolescents left behind by migrant parents often withdraw from other children and discriminate other adolescents with parents in the home country. They do so in a quest to increase their self-image. In most cases they identify themselves with the countries their parents migrated to. This is seen in most cases with their dressing that identifies with the countries that their parents migrated to.

The adolescents define appropriate behaviors in terms of the norms of the group they belong to. In most cases the social behavior of the adolescents left behind is the same due to the fact that they adhere to the same norms. In the case that an adolescent identifies themselves as a barrel child they are likely to act in a manner that barrel children act.

This then result in social comparison whereby the adolescents start to compare themselves with other group in this case it might be with the group of adolescents with parents in the home country. Over appreciation and under appreciation is common at this stage of the adolescent's lives.

### **2.5.3. New economics of labor migration**

Theories of human migration and psychological theories suggest that there is a link between the wellbeing of barrel adolescents and migrant parents. The theory of new economics of labor migration (NELM) states that for a parent/s do not just decide to leave their children behind and migrate. The theory suggests that for a parent to reach such a decision it is a process that involves different institutions for example family, the extended family and the society at large (Stark & Bloom, 1985).

The theory postulates that adolescents in a household also put their input in the decision making process. NELM suggests that adolescents benefit directly from the migration of a parent or parents, these benefits can be in the domains education, health, and material wellbeing among others. The behaviors and attitudes of the migrant parents as well as those left behind in the home country are influenced by the group as a whole.

The decision for a parent to migrate does not come as a benefit to the individual parent but rather as a benefit to the whole family. Family members adolescents included are in a better

position to take responsibility of their economic wellbeing than for one member to do so (Stark, 1991). Thus the whole family can decide to diversify the labor force in a family in doing so one parent can remain behind whilst the other can move abroad to send in remittances.

The children left behind can then share household responsibilities. In most cases female adolescents take the motherly role and responsibilities whereas male adolescents take the fatherly roles and responsibilities. The decision of who is to move abroad is based on different factors the major being that is the candidate to be sent able to send in the remittances if they are to move abroad in most cases women are said to be remitters as compared men (Stark & Bloom 1985). Thus in most cases the women would then migrate leaving behind the fathers with the children. According to Dube (2014) asserts that males are the ones that migrate most in Zimbabwe as families perceive other countries to be risky. Families hold the stereotypical view that men can face any circumstance thus males are usually sent by the respective institutions.

## **2.6. KNOWLEDGE GAP**

There is an increase in the rate of migration in Zimbabwe due to different factors and this has had an impact on the families left behind. There is dearth in literature on migration and wellbeing of adolescents left behind. While there has been research studies on adolescent's problems and challenges from the literature review as discussed above it does not show any research carried to find any significant differences in psychological, social and economic wellbeing of adolescents with parents abroad and those with parents in the home country at Nemakonde High School. Given this scenario it has become necessary for this study to find if there are any significant differences in the psychological, social and economic wellbeing of adolescents with parents abroad and those with parents in the home country at Nemakonde High School in Makonde District of Mashonaland West Province. With many studies being carried out in regions that have high rates of migration not many studies have been carried out in Zimbabwe. It then became necessary for the researcher to find out the differences between the two groups.

## **2.7. CHAPTER SUMMARY.**

This chapter basically reviews the literature related to the research. In this regard it covers conceptual framework, theoretical framework, previous studies and justification for the study. The next chapter deals with research methodology

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1. INTRODUCTION**

This chapter serves as the rationale for the inquiry and the format which is used to draw conclusions from the prevailing data. The particular tasks that are covered in this chapter include the research approach, research design, target population, sample and sampling technique, research instruments, data collection procedure as well as ethical considerations in the research.

### **3.2. RESEARCH PARADIGM**

The study adopted the quantitative research approach thus the researcher had two classes of participants, adolescents with parents abroad and adolescents with parents in the home country. This would involve counting the participants and constructing statistical models that seek to explain the effects of parental international migration on the wellbeing of adolescents and also to see if there are any significant differences between the two groups.

The researcher knows in advance that the study seeks to figure out if there are any significant differences in psychological, social and economic wellbeing for adolescents with parents abroad and those with parents in the home country. The fact that the researcher knows what she is looking for in advance prompted the use of the chosen approach. Quantitative data is considered efficient and has the ability to test hypothesis thus the researcher found it suitable as it suits the objectives of the study.

Quantitative research facilitates objectivity rather than subjectivity thus the researcher would be excluded from the study's subject matter and this will ensure reliability of the end results. Quantitative research is considered deductive in nature and this suits well with the research as it is deductive when it tests for the research hypothesis. Data in the research is numeric in nature and this in turn facilitates statistical analysis of the data. Quantitative research guarantees the generalizability and representativeness of a given population thus the researcher chose this research approach.

### **3.3. RESEARCH DESIGN**

The researcher utilized a descriptive survey design under the quantitative research approach. Smith (1988) postulates that quantitative research approach involves the counting and measuring of measurements and carrying out the statistical analysis of numerical data. Given the above the research seeks to depict participants in a more accurate manner using the

descriptive survey research design. The researcher chose a descriptive survey design as it will provide an insight into the magnitude of experiences of psycho-social and economic experiences of the participants. The descriptive survey design provided frequencies and distribution of experiences, in a manner that readers can understand easily and make sense of the data that has been provided for.

### **3.4. TARGET POPULATION**

The target population of the study constitutes of 400 pupils from form one to four with all the participants not discriminated against. The population is made up of students with parents both abroad and those that stay with them at home.

### **3.5. SAMPLE AND SAMPLING PROCEDURE**

The researcher drew a sample of 202 individuals with guidance of the Shakaran table for determining sample sizes (Krejcie & Morgan, 1970). 101(50% of the sample) adolescents had parents in the home country and these represented the control group. The other 101(50% of the sample) adolescents had parents and these represented the experimental group. The sample size was drawn at confidence level 95% as it is recommended by the (American Psychological Association, 2009) and a degree of accuracy 0.05. The researcher used stratified random sampling to gather participants for the study. Through stratified random sampling, the research put the participants into clusters based on the form, residence of the child's parents, and gender of the student and also based on age of the student (13-18years). After stratified random sampling, the research went on to use simple random sampling to draw in the participants to this study. Through simple random sampling, the researcher used a box filled with the individual students' names and from this box, the researcher to the students hand-picked the participants from the box giving each and every participant an equal opportunity of being selected into the research. This was done for all the divisions, including gender, level and residence of parent. The procedure lasted at least 4 hours and 35 minutes.

### **3.6. RESEARCH INSTRUMENTS**

The researcher used a questionnaire as the research instrument, this was used to collect data that relates to the research objectives. The researcher adapted Carol Ryff's (1995) psychological wellbeing scale with 44 items, this instrument measured the adolescent's psychological wellbeing. The instrument was developed in Pennsylvania, at Pennsylvania State University. The reliability co-efficient of the six subscales (autonomy, environmental mastery,

personal growth, positive relations, purpose in life and self-acceptance) is above .70. The study also adapted Marlowe- Crowne (1960) social desirability instrument the reliability co-efficient was .78. The questions on economic wellbeing were adapted from Ryff's material wellbeing instrument and it had a reliability co-efficient above .60. The instrument was developed in Pennsylvania at Pennsylvania State University by Carol Ryff.

Thus the questionnaire was made up of three sections, the first section addresses demographic data. This section consists of four questions. Section B addresses the social and economic wellbeing of the adolescents. 10 questions related to relationships, 9 questions communication, 7 questions behaviour, 8 questions trust and the last part has 7 questions that address the economic wellbeing of the adolescents. Section D of the questionnaire addressed the psychological wellbeing of the adolescents and this section was made up of 42 questions. These questions covered 6 dimensions namely autonomy, environmental mastery, personal growth, positive relations, purpose in life and self-acceptance. All sections will contain questions on a five unidirectional likert scale.

The respondents indicated their level of agreement or disagreement to the provided questions on the questionnaire. The responses on the questionnaire varied from strongly agree, agree, undecided, disagree and strongly disagree. The researcher chose the questionnaire for it best suits quantitative research and it is objective in nature ensuring reliability of the test results. This proved to be a quick way to gather information from many respondents. Data was collected from a large group of people in a little space of time.

### **3.7. DATA COLLECTION PROCEDURE**

#### **3.7.1 Pre-testing of the instrument**

The researcher conducted a feasibility study on 45 high school students at King Solomon College in Chinhoyi with more or less similar characteristics to those of the intended population. The logic behind carrying out the feasibility study was to see if the questionnaire designed and the sub sections on it were clear to the participants. The pre-testing procedure was also an approximate of the original research methodology to assess the validity and reliability of the approach to research. The researcher from this pre-test identified that the Cronbach alpha of the instrument was slightly high ranking at significant level .784, this signified that the instrument was reliable and valid in assessing what it was intended to measure. The pre-test was conducted a month prior to the research. All the identified problems with the methodology that included length of the instrument were address. The original

instrument was made up of 6 pages, all the questions that were factor analyzed and tested for significance to the instrument. Those that had an Eigen value less than 1 were removed. This was done through principle component and factor analysis. This was done using SPSS version 16.0

### **3.7.2 Data Gathering**

Prior to obtaining an approval letter from the Midlands State University psychology department, Ministry of Education Mashonaland West Province, and permission to carry out the study by Nemakonde High School, head of the school. The questionnaires were then handed to the participants by the researcher. To ensure that there were maximum responses from the respondents the researcher briefly explained what was required from them. The researcher also gave the participants instructions upon handing over the questionnaires this was to guarantee accurate and unbiased responses.

The questionnaire was administered to all students that made up the sample at Nemakonde high school, these were inclusive of students of all selected forms, gender, and age and also based on residence of parent. The questionnaire was administered during free periods and the procedure lasted at least 4 hours 34 minutes within the period of 5 days. The data collected was to signify if there was significant difference in the psycho-social and economic experience of students who had their parents abroad and those with parents at home. The questionnaire would allow for further steps in enhancing the quality of life, interaction and even communication between these individuals.

### **3.8. DATA ANALYSIS**

The data collected in the research was analyzed using the Statistical Package for the Social Sciences (SPSS) version 16.1. Data collected in the field was assessed using a wide range of statistical procedures. Both inferential and descriptive statistics were used to analyze and present the findings. The data was analyzed using T-Test that tested for significant differences between the two populations that were being assessed for their psycho-social and economic experiences and how they affect the wellbeing of these students. To further justify our t-test a pretest was carried out and data was drawn from a normally distributed population and interval data was used in the study. The t-test was chosen as it tests for differences between two independent samples. The study demographics were presented in the form of graphs, pie charts, tables and histograms.

### **3.9. ETHICAL ISSUES AND CONSIDERATIONS**

#### **3.9.1 Informed consent**

The researcher explained all the relevant information on the objectives of the research, the steps to be deliberated on, benefits, results and risks that the participants would be exposed to. The researcher's qualification as a student where specified to the participants. Accurate complete information in terms of the research where given to the study participants or respondents, this was done so that the participants can make a voluntary and informed choice about partaking in the study. The respondents were also informed that they have the right to pull out of the research at any particular time during the study.

#### **3.9.2 Privacy**

Information collected from the research is to be treated as confidential information. In the case that the information intends to be used for other reason that are not the particular study the participants would be consulted for their consent. The use of gadgets like video cameras and voice recorders where not used as part of the study due to the fact that the study uses the quantitative research approach. This then ensures privacy and confidentiality on the participant's side.

### **3.10. CHAPTER SUMMARY**

This chapter presented the research methodology which is basically details on how the research was conducted. The chapter discussed the research approach (quantitative), research design (descriptive survey), target population, sample and sampling technique, data collection procedure, data analysis and the ethical issues to be considered in the research. The next chapter deals with data presentation and analysis.

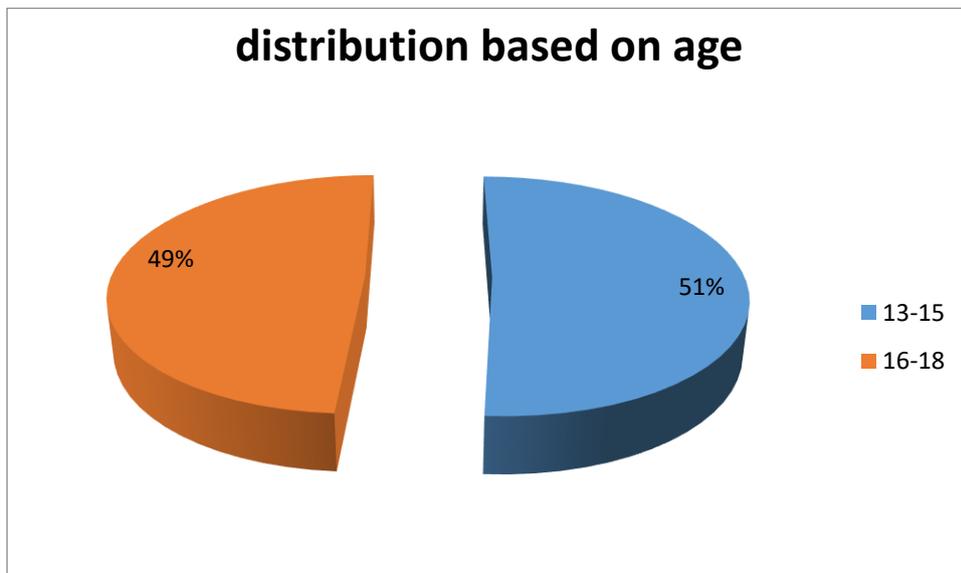
## CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.1. INTRODUCTION

The research was intended to find out if there are any significant differences in psychological, social and economic wellbeing for adolescents with parents abroad and those with parents in the home country at NemaKonde High School. This chapter serves to illustrate the research findings.

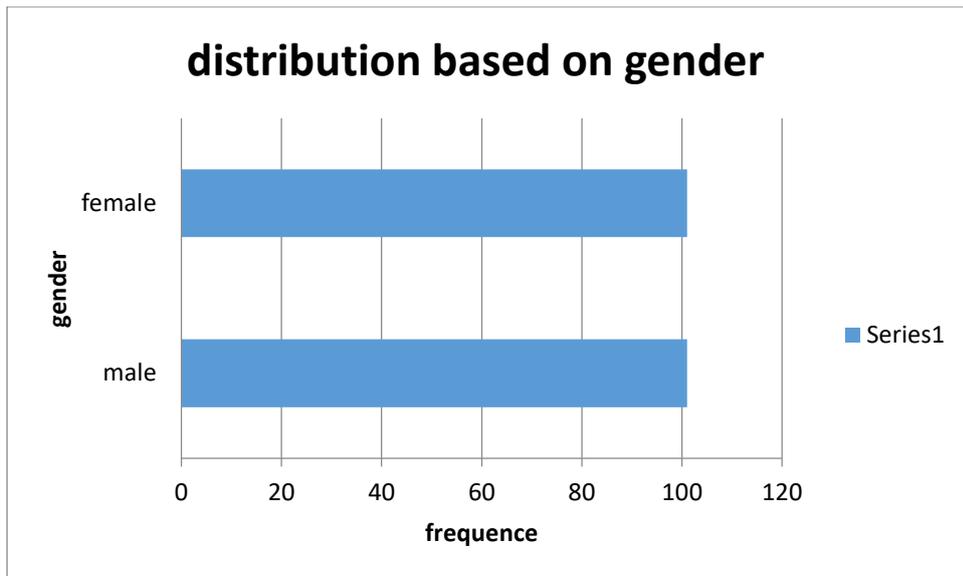
### 4.2. CHARACTERISTICS OF RESPONDENTS

The target population of the study was 400 pupils and 202 pupils were chosen as respondents for the research. 208 questionnaires were issued out and 202 were used for data presentation and analysis. The diagrams below seek to illustrate the characteristics of the respondents on the basis of age, gender, forms and residence of parents.



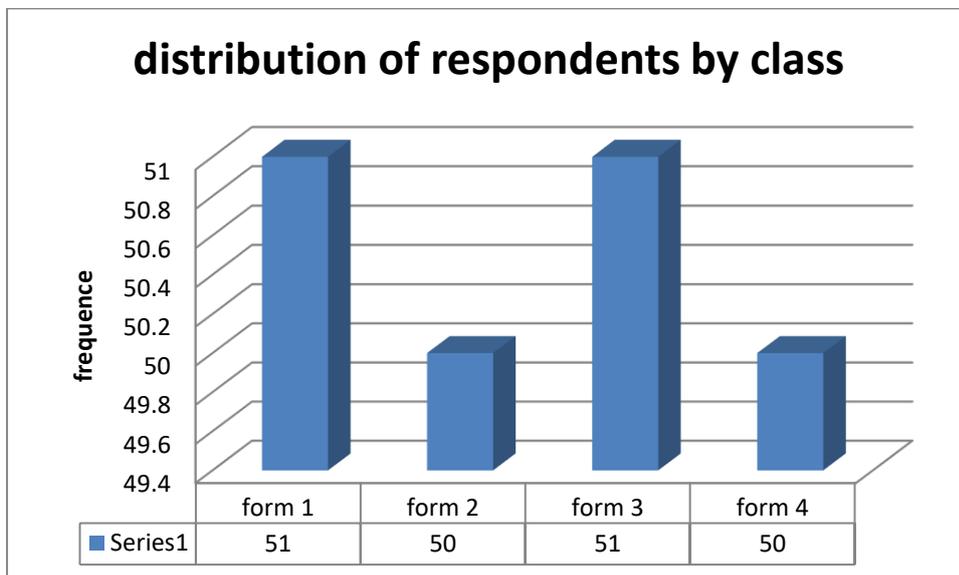
*Fig 4. 1 Distribution of respondents by age (n=202)*

Fig 4.1. Showing that the greater percentage of respondents in the study were in the age range 13-15 which is (51%). Respondents in the age range 16-18 were (49 %). This could imply that there were positive responses from both subgroups of the adolescents as the difference is not significant.



*Fig 4. 2 Distribution of respondents by gender (n=202)*

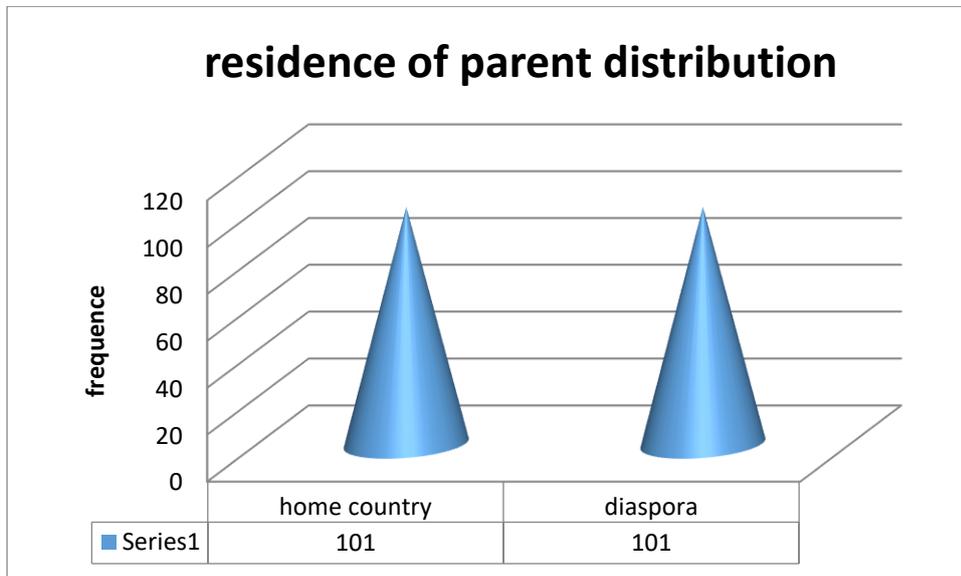
Fig 4.2. showing that the sample was composed of 101 males and 101 females which are both 50% of the sample. There were positive responses from both females and males. This could mean that both sexes equally value the importance of research as they both put their input to the study.



*Fig 4. 3 Distribution of respondents by class (n=202).*

The Fig 4.3 illustrating that 51(25.2% % rounded off to 2 significant figures) of the respondents are in form one, 50(24.8% rounded off to two significant figures) respondents are in form two, 51(25.2% rounded off to two significant figures) respondents are in form 3 and 50(24.8%

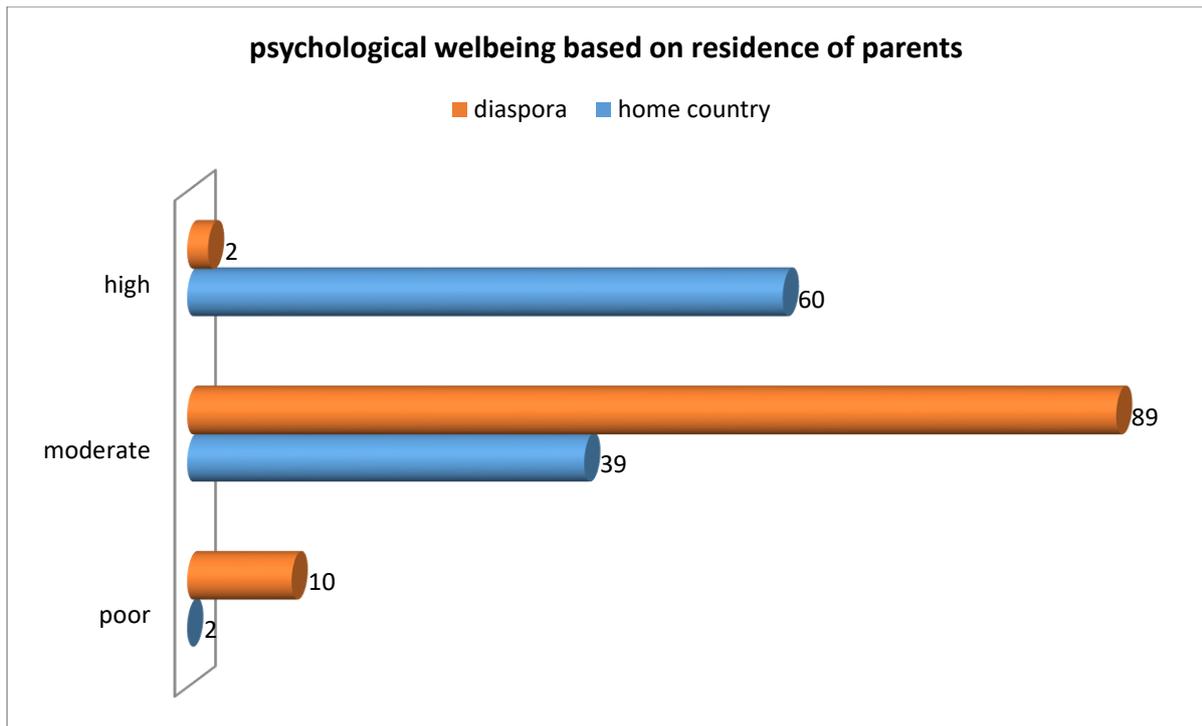
significant figures) respondents are in form 4. This then shows that all forms were represented in the study and the difference is not so significant.



*Fig 4. 4 Distribution of respondents by resident of parent (n=202).*

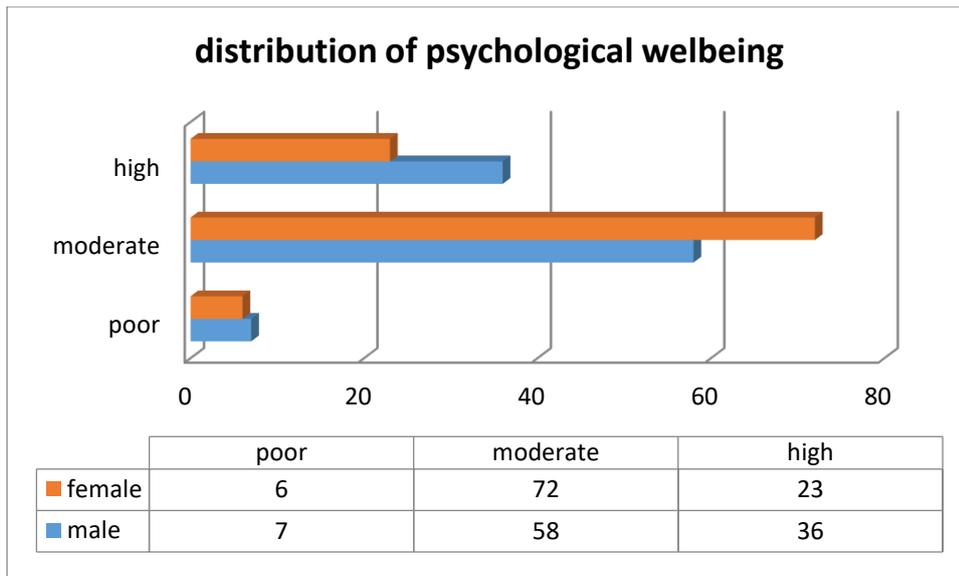
Fig 4.4. Depicting that 101 of the respondent's parents are in the home country and 101 of the respondent's parents in the diaspora, which are both 50% of the sample. This implies that both the control and experimental were equally represented and the comparison can be considered valid.

**4.3. THERE ARE NO SIGNIFICANT DIFFERENCES IN PSYCHOLOGICAL WELLBEING FOR ADOLESCENTS WITH PARENTS IN THE DIASPORA AND THOSE WITH PARENTS IN THE HOME COUNTRY.**



*Fig 4. 5 Distribution of psychological wellbeing based on the residence of parent (n=202)*

Fig 4.5. Depicting that adolescents with parents in the diaspora dominate in the poor to moderate groups of psychological wellbeing. It also depicts that adolescents with parents in the home country dominate the moderate and high groups of psychological wellbeing. This therefore denotes that adolescents with parents in the diaspora have a poor psychological wellbeing as compared to those with parents in the home country. The results suggest that adolescents seem to be psychologically affected by the parent-child separation. This also implies that parental presence in an adolescent’s life has a positive implication on the adolescent’s wellbeing.



*Fig 4. 6 Distribution of psychological wellbeing based on gender (n=202)*

Fig 4.6. Depicting that the results in all three categories differ meaning there is no stable flow of results but rather they differ in all categories. Both males and females dominate in the moderate psychological wellbeing suggesting that they react the same to either parental presence or absence. The diagram suggests that there were differences in gender distribution of wellbeing in the different categories suggesting that sex of the respondents has a significance in determining ones psychological wellbeing.

## Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Mean						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
autonomy									.843
Equal variances assumed			10.530	187.223	.000	.710	.067	.577	.843
Equal variances not assumed									
environmental mastery									
Equal variances assumed	1.171	.280	9.920	194	.000	.693	.070	.555	.831
Equal variances not assumed			9.936	193.990	.000	.693	.070	.556	.831
personal growth									
Equal variances assumed	2.113	.148	13.447	194	.000	1.002	.075	.855	1.149
Equal variances not assumed			13.478	193.971	.000	1.002	.074	.856	1.149
positive relations									
Equal variances assumed	9.068	.003	13.506	194	.000	1.047	.078	.894	1.200

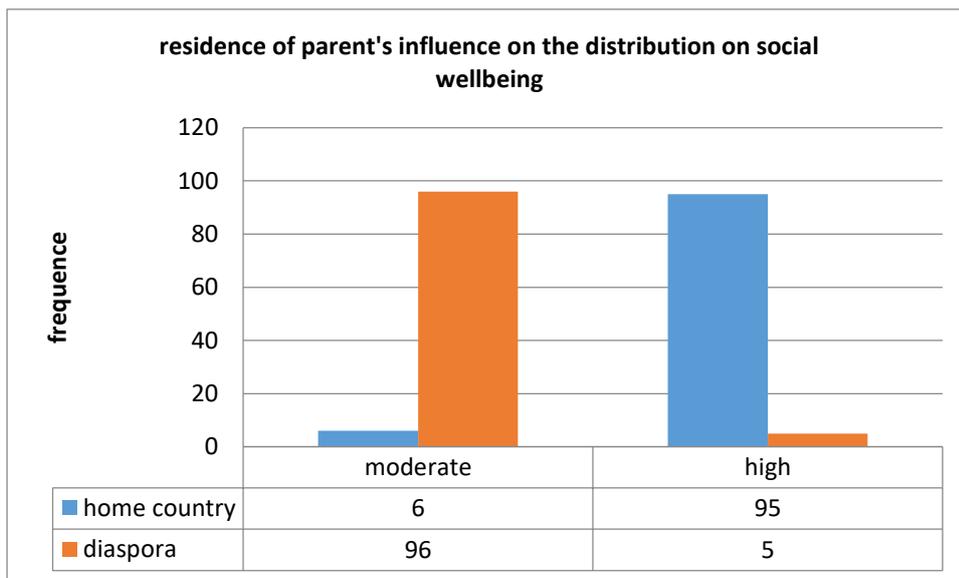
	Equal variances not assumed			13.584	190.971	.000	1.047	.077	.895	1.199
purpose in life	Equal variances assumed	11.117	.001	11.344	194	.000	.799	.070	.660	.938
	Equal variances not assumed			11.321	190.992	.000	.799	.071	.660	.939
self-acceptance	Equal variances assumed	.048	.826	11.157	194	.000	.848	.076	.698	.998
	Equal variances not assumed			11.207	192.583	.000	.848	.076	.699	.997
psychological wellbeing	Equal variances assumed	94.332	.000	11.324	194	.000	.679	.060	.561	.798
	Equal variances not assumed			11.199	164.996	.000	.679	.061	.559	.799

*Table 4. 1 T-test for equality of means (psychological wellbeing).*

Table 4.1. Showing that there were significant differences between and within psychological wellbeing amongst adolescents whose parents are in the diaspora and those with parents in the home country. This was signified by a .000 significant level drawn from the t Test in terms of autonomy, environmental mastery, positive relations, and purpose in life, self-acceptance and

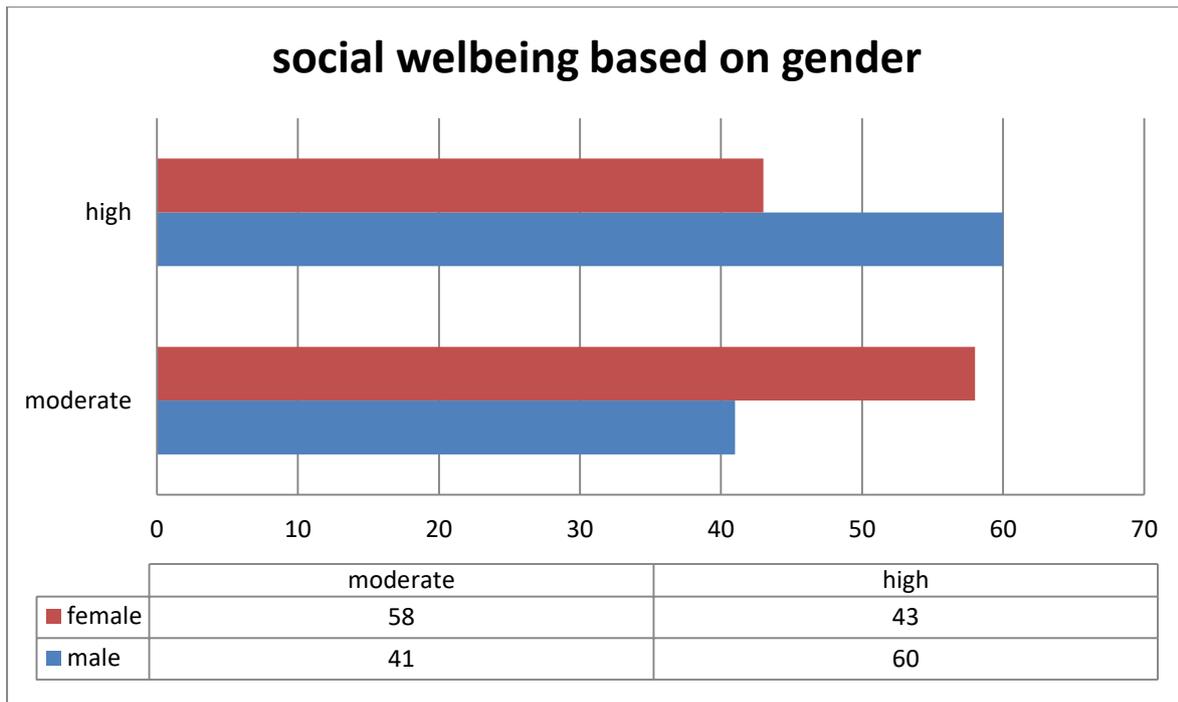
the overall psychological wellbeing. Therefore, parental presence and absence has significant influence on the psychological wellbeing of adolescents as indicated by the results.

**4.4 THERE ARE NO SIGNIFICANT DIFFERENCES IN SOCIAL WELLBEING FOR ADOLESCENTS WITH PARENTS IN THE DIASPORA AND THOSE WITH PARENTS IN THE HOME COUNTRY.**



*Fig 4. 7 Distribution of social wellbeing based on the residence of parent.*

Fig 4.7. Portraying that less adolescents with parents in the home country and more adolescents with parents in the diaspora have a moderate social wellbeing. It also indicates that more adolescents with parents in the home country and adolescents with parents in the diaspora have a high social wellbeing. This then implies that adolescents with parents in the home country are socially healthy as compared to adolescents with parents in the diaspora. This suggests that parental presence positively influences the social wellbeing of adolescents. On the other hand parental absence negatively influences the social wellbeing of the adolescents left behind.



*Fig 4. 8 Distribution of social wellbeing based on gender (n=202).*

Fig 4.8. Illustrating that more female adolescents had a moderate social wellbeing and less male adolescents had a moderate social wellbeing. It also indicates that less female adolescents had high levels of social wellbeing and more male adolescents had a high social wellbeing. This then suggests that female adolescents are socially healthier as compared to male adolescents.

### Independent Samples Test

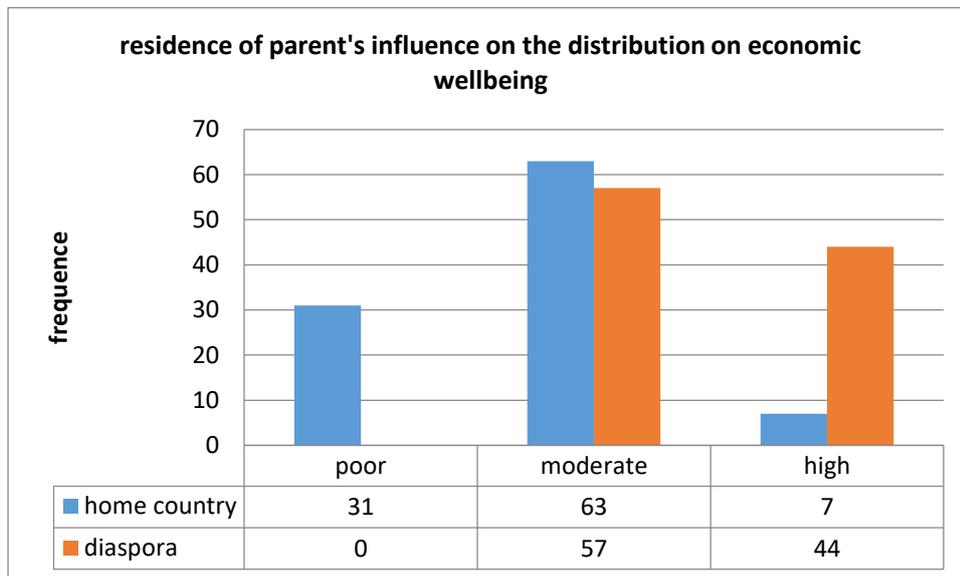
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
relations	Equal variances assumed	4.346	.038	1.031	194	.304	-.011	.010	-.031	.010
	Equal variances not assumed			1.000	94.000	.320	-.011	.011	-.031	.010
communication	Equal variances assumed	4.346	.038	1.031	194	.304	-.011	.010	-.031	.010
	Equal variances not assumed			1.000	94.000	.320	-.011	.011	-.031	.010
trust	Equal variances assumed	4.346	.038	1.031	194	.304	-.011	.010	-.031	.010
	Equal variances not assumed			1.000	94.000	.320	-.011	.011	-.031	.010

behavior	Equal variances assumed	1.088	.298	-.520	194	.603	-.012	.023	-.056	.033
	Equal variances not assumed			-.517	179.547	.606	-.012	.023	-.057	.033
social wellbeing	Equal variances assumed	21.802	.000	42.490	194	.000	.950	.022	.906	.995
	Equal variances not assumed			43.818	100.000	.000	.950	.022	.907	.994

Table 4. 2 T-test for equality of means (social wellbeing).

Table 4.2. Illustrating that there are no significant differences in terms of the sub dimensions of social wellbeing relation, communication, trust and behaviour. This is indicated by the .304, .304, .304, .603 respectively significant levels of the sub dimensions of social wellbeing. This shows that parental absence or presence has no influence on the sub dimensions of social wellbeing of the adolescents. The table also shows that there are significant differences in terms of the overall social wellbeing of adolescents whose parents are in the diaspora and those with parents in the home country. This is indicated by the .000 significant level. This then implies that there are significant differences between the two groups as illustrated by the t test. Therefore parental presence and absence has an influence on the overall wellbeing of the adolescents.

**4.5 THERE ARE NO SIGNIFICANT DIFFERENCES IN ECONOMIC WELLBEING FOR ADOLESCENTS WITH PARENTS IN THE DIASPORA AND THOSE WITH PARENTS IN THE HOME COUNTRY.**



*Fig 4. 9 Distribution of economic wellbeing based on the residence of the parent (n=202).*

Fig 4.9 Depicting that adolescents with parents in the home country have a poor economic wellbeing as compared to adolescents with parents in the diaspora. This suggests that remittances sent in by parents abroad positively influences the economic wellbeing of the adolescents. It also suggests that the economic wellbeing of parents in the home country negatively affects the adolescent’s. This then implies that parental absence and presence affects the economic wellbeing of the adolescents.

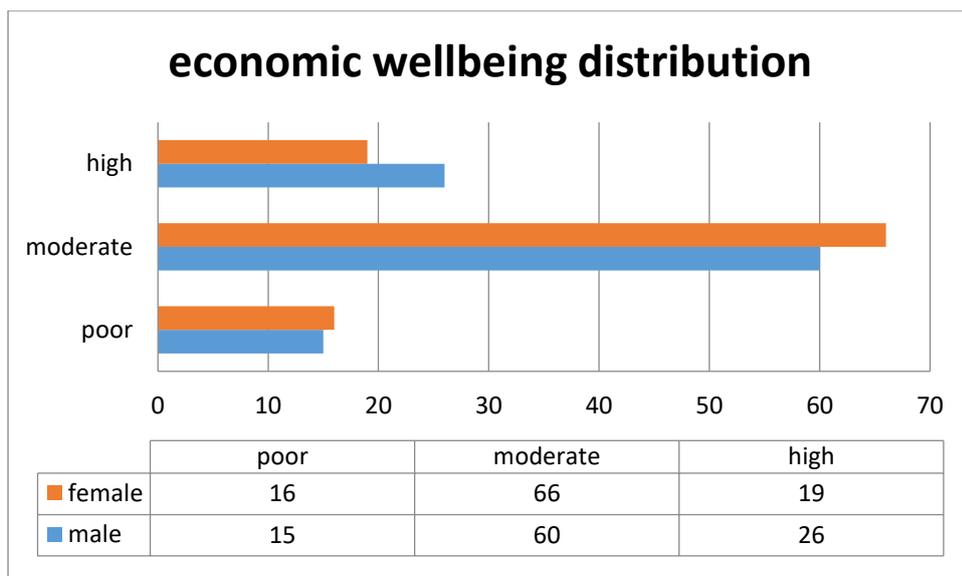


Fig 4. 10 Showing the distribution of economic wellbeing based on gender (n=202).

Fig 4.10 Illustrating that more female adolescents and less male adolescents have a poor economic wellbeing. This then implies that female adolescents have a poorer economic wellbeing as compared to their counterparts the male adolescents.

		Independent Samples Test								
		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
economic wellbeing	Equal variances assumed	4.852	.029	-10.641	194	.000	-.751	.071	-.891	-.612
	Equal variances not assumed			-10.647	193.629	.000	-.751	.071	-.891	-.612

Table 4. 3 T-test for equality of means (economic effects).

Table 4.5 Showing that there were significant differences between and within economic wellbeing for adolescent whose parents are in the diaspora and those with parents in the home country. This was signified by a .000 significant level drawn from the t Test. Therefore, parental presence in the home has significant influence on the adolescent's economic wellbeing. This then implies that parental migration has a positive impact on the economic wellbeing of the adolescents left behind.

#### **4.6. CHAPTER SUMMARY**

The chapter presented inferential and descriptive statistics in analysing and presenting the research findings. The results indicated that there are significant differences in psychological, social and economic wellbeing for adolescents with parents in the diaspora and adolescents with parents in the home country. Demographic data of the research was also presented. The next chapter presents discussions, conclusions and recommendations.

## **CHAPTER 5: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

The chapter discusses the results that were attained from the research study. This will cover the results obtained from testing the different hypotheses tested. The chapter also presents the conclusions drawn and the recommendations suggested by the researcher to curb the problems identified in the study. The conclusions and recommendations of the study will be drawn from reviewed related literature and from the data presented and analysed in chapter 4.

### **5.2. DISCUSSION OF RESULTS**

#### **5.2.1 HYPOTHESIS 1: THERE ARE NO SIGNIFICANT DIFFERENCES IN PSYCHOLOGICAL WELLBEING FOR ADOLESCENTS WITH PARENTS IN THE DIASPORA AND THOSE WITH PARENTS IN THE HOME COUNTRY.**

The study suggests that there are more female adolescents with poor to moderate psychological wellbeing as compared to male adolescents who appear to have less poor to moderate psychological wellbeing. Mooney, Oliver and Smith (2009) postulate that there are some scholars that have a tendency to comment that boys are likely to suffer adverse outcomes when they are separated from their parents. The study proved otherwise as it indicated that females suffer more as compared to males. It also suggests that less female adolescents have high psychological wellbeing as compared to male adolescents who have high psychological wellbeing. This evidence seems to be in contradiction with Amato and Keith (1991) as they suggest that there are no gender differences in tests of wellbeing for the two groups.

Reis (2007) findings suggest that adolescent girls are the most affected by the departure of the parents as they have to modify their lives by taking up more roles and responsibilities. On the other hand adolescent boys seem to internalize their feeling and these feelings usually manifest in the form of aggressive behaviours (Dreby, 2010). Amato (2005) suggests that literature on the effects of family breakdown due to different reasons is difficult to make sense of as the results vary. The study has presented another dimension of results as shown by the results of the comparison.

The results of the study indicate that there are significant differences in autonomy for adolescents with parents in the diaspora and adolescents with parents in the home country. Dube (2014) asserts that adolescents left behind by migrant parents in Zimbabwe develop a

sense of autonomy earlier than adolescents with parents in the home country. Thus the difference in autonomy

The study suggests that there are significant differences in terms of environmental mastery between the two groups under study. Tekin (2012) asserts that adolescents with parents abroad fail to live in the present but rather put much focus on the imaginary world this then affects their psychological wellbeing in terms of environmental mastery. There are significant differences in terms of personal growth between the two groups. Spera (2005) asserts that adolescents left behind lack role models in the form of parents this results in the adolescents lacking life time aspirations. This then affects the adolescent's personal growth, thus the difference in terms of environmental mastery.

The study indicates that there are significant difference in the dimension purpose in life between the two groups. Adolescents with a high purpose in life are characterised by being happy and satisfied by life (Ryff and Keyes, 1995). Bălătescu et al (2014) in a study in Romania suggests that adolescents with parents in the home country were happy as compared to adolescents with parents abroad. Adolescents with high scores of psychological wellbeing are self-accepting. Dube (2014) asserts that adolescents with parents abroad often over and under appreciate their peers and in most cases have a low self-esteem. This could then explain the differences between the two groups.

The study shows that adolescents with parents in the home country have a better psychological wellbeing as compared to adolescents with parents abroad. This then shows the applicability of John Bowlby's theory of attachment in that parent-child separation has negative implications on the child psychological wellbeing.

Mazzucato et al (2015) in a study involving Ghana, Nigeria and Angola concluded that children left behind by migrant parents suffer psychologically. Graham and Jordan (2011) in a study in Indonesia concluded that there was a significant difference in psychological wellbeing for children including adolescents who were living in transnational households as compared to children living with parents in the home country. The study conducted in the Philippines proved otherwise as the results indicated that children with parents abroad had a better psychological wellbeing as compared to those that had parents in the home country (Graham & Jordan, 2011). The studies used Goodman (1997) SDQ 25 item tool which is usually used in Europe and North America. The results could have proved otherwise due to the different instruments used.

### **5.2.2 HYPOTHESIS 2: THERE ARE NO SIGNIFICANT DIFFERENCES IN SOCIAL WELLBEING FOR ADOLESCENTS WITH PARENTS IN THE DIASPORA AND THOSE WITH PARENTS IN THE HOME COUNTRY.**

The study suggests that more males have a moderate social wellbeing as compared to those with a high social wellbeing. There are less females with moderate wellbeing as compared to those with a high social wellbeing. Cortes (2008) posits that parental migration facilitates gender based division of labour in the society. In most instances gender roles for female adolescents are intensified and this can result in a poor social wellbeing. The same issue applies to adolescent males who have to partake in income generating activities. Thus the gender difference in social wellbeing. Wilkinson (2004) asserts that the nature of relationship an adolescent has with their parents influences the attitudes they will have towards themselves. Thus the two sexes can have different relations with their parents therefore the difference in psychological wellbeing.

The research findings suggest that there are no significant differences in the sub-dimensions of social wellbeing of the adolescents but there are significant differences in the overall social wellbeing. The sub-dimensions relations, communication, trust and behaviour showed no significant differences between the two groups. There were no differences in terms of relations in both groups. Hoang (2015) asserts that adolescents with parents abroad often withdraw from the society resulting in negative relations with others. The results of the study indicate otherwise as they show that there are no differences with their counterparts. However Bucharest (2007) suggests that the children noted behaviour change in people around them that was positive and this created positive relations with these people. This then supports the results of the study as it shows no differences with the other adolescents.

The study indicates that there are no significant differences in terms of trust between the two groups. Brown (2013) asserts that parental separation with the adolescents creates trust issues in the adolescents. The results of the study however indicate that there are no differences with the other adolescents showing that there is less gravity of the parental absence influence on the adolescents trust.

The results of the study indicate that there are no difference in terms of the social wellbeing sub dimension behaviour. Pinos and Ochoa (1999) suggest that adolescents opt to use drugs in order to cope with the stress that come with their parent's absence. Crawford-Brown (1993) suggests that mother's absence is a contributing factor to violent behaviours of the adolescents

left behind. The results of the study show that there are no significant differences in terms of behaviour of the two groups. Therefore parental absence has less influence on the behaviour of the adolescents as indicated by the study.

The (UNICEF, 2011) in a study in Tajikistan offer qualitative and quantitative evidence that family disintegration and parental deprivation as a cause of parental migration has negative social cost on the children left behind. This then negatively affects the social wellbeing of the adolescents left behind. The current study's findings offer more detailed evidence as it shows results of the sub dimensions of social wellbeing and not many scholars if any have looked into the sub dimensions of social wellbeing rather most studies indicate the results of the overall social wellbeing.

### **5.2.3 HYPOTHESIS 3: THERE ARE NO SIGNIFICANT DIFFERENCES IN ECONOMIC WELLBEING FOR ADOLESCENTS WITH PARENTS IN THE DIASPORA AND THOSE WITH PARENTS IN THE HOME COUNTRY.**

The study indicated that adolescents with parents abroad had a positive economic wellbeing as compared to adolescents with parents in the home country. The (UNICEF, 2011) in a study in Tajikistan offer suggestive evidence that remittances increase household income. They further assert that these remittances are in most cases allocated to health, education and the like that contribute to the overall economic wellbeing of adolescents. The research findings of this study seem to contradict with the findings in another study carried out in Zimbabwe by Dube (2014) the study suggests that adolescents with parents abroad have a poor economic wellbeing as their parents earn meagre incomes and often do not remit

Skeldon (1997) states that remittances have a progressive influence on poverty decline as there is a generation of income. Due to the economic hardships in Zimbabwe, survival with incomes generated in the nation can prove to be difficult thus the poor economic wellbeing of the adolescents with parents in the home country. Bracking and Sachikonye (2006) assert that 50% of people living in Harare and Bulawayo depend on remittances sent in by Zimbabweans in the diaspora. These people prove to have better economic wellbeing as indicated by the results of the study. Thus the higher economic wellbeing of adolescents with parents abroad.

### **5.3 CONCLUSIONS**

The research findings of the study suggests that there are significant differences in the psychological wellbeing of adolescents left behind. The results indicated poor psychological wellbeing on adolescents with parents abroad as compared to adolescents with parents in the

home country. The research findings are new as no study had been carried out at the school that was under study. The major drawback of the results is that the size of the sample is only representative of itself. Therefore the results can only apply to the sample. This in turn makes it difficult for policy makers to implement any strategies.

The study also suggests that there are significant differences in the social wellbeing of adolescents with parents abroad and those with parents in the home country. The study indicated that most of the adolescents with parents in the abroad had moderate social wellbeing as compared to those with parents in the home country who had high social wellbeing. The research findings of the study are new as no study of such has been carried out before at the school that was under study. The information provided was objective in nature thus it was only supporting the story that was built by qualitative work. There is need for qualitative information that can provide in-depth information for a better understanding of the situation at ground.

The study has offered suggestive evidence that there are significant differences in the economic wellbeing of adolescent with parents abroad and adolescents with parents in the home country. Adolescents with parents in the home country showed a poor economic wellbeing as compared to adolescents with parents in the abroad. The research findings can be regarded new as the study of this nature has never been conducted at Nemaokonde high school. The results cannot be generalised as the size of the sample can only represent itself. The sample was drawn from Nemaokonde high school which is in an urban area these research findings cannot be applied to rural settings as they may lack validity. There might be a need for meta-analysis to be carried out this would enable results from across a number of studies to be pooled and the adjustment of variations.

## **5.4 RECOMMENDATIONS**

### **Psychological wellbeing**

The Ministry of Education can facilitate counselling and guidance to the adolescents left behind as well as the guardians left with the adolescents. Counselling can create a progressive environment that can improve the psychological wellbeing of the adolescent left behind. There are a wide range of psychological interventions that can be implemented to deal with the psychological effects of parental migration on the wellbeing of the adolescents left behind. Psychological interventions can be in the form of coping strategies, and these help the adolescents deal with their separation from their parents. Proactive medication, psychosocial

and psychotherapeutic treatment can be employed to deal with the psychological effects of parental migration that can have a negative impact on the wellbeing of the adolescents.

### **Social wellbeing**

Dr Muchena quoted by the UNICEF in Zimbabwe confirmed that the constitution seeks to address the needs of children in Zimbabwe including the adolescents left behind. The constitution seeks to address the social and economic inequalities of the children left behind against those with parents in Zimbabwe. The researcher then recommends that the issues stated in the constitution should be given attention to.

Policy proposals should also be considered as they offer an empowering and supportive environment for families of the migrants. These would address the needs and concerns of the adolescents as well as the rest of the children left behind. The Ministry of Foreign Affairs should facilitate for programs that address all the issues concerning the children left behind. If a parent decides to leave the home country at least they would be having sufficient knowledge and this can make them decide on childcare support they want to be in place after they leave the home country. The Ministry of Justice should develop constitutional provisions particularly focused on the children and families left behind. This would lead to legislative reforms on the children's rights this would ensure that the children are protected at all costs.

### **Economic wellbeing**

The Zimbabwean government should provide allowances to the adolescents left behind by non-remitting parents. This can improve the economic wellbeing of the adolescents left behind. The government can also provide free education and health for these children. This can prove to be difficult as the government is currently facing economic challenges. The government can also create jobs in the home country this can attract potential emigrants or those that have already migrated to reunite with their families.

### **Advices on other researches**

There is dearth in researches on migration and left behind children as well as families there might be a need to look into the field as there is an increase in the level of emigration in Zimbabwe, Africa and the world at large. Apart from the aspects of wellbeing addressed in this research there is need for the other aspects of wellbeing to be researched on. There is also need

for more qualitative researches as there is for in depth information on the effects of parental migration on children left behind.

## **5.5. SUMMARY**

This chapter basically focused on the discussions of the results, conclusions of the study as well as the recommendations that can help curb the effects of parental absence as a cause of international migration on the adolescent's wellbeing.

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## Appendix 1

### APPENDIX A- RESEARCH INSTRUMENT

**MY NAME IS PAMELA VICTORIA CHAKOMBERA, I AM A STUDENT AT MIDLANDS STATE UNIVERSITY.**

This research is entitled **“The effects of parental international migration on the wellbeing of adolescents left behind. The case of NemaKonde High School.”**. It explores the effects of parental international migration on the wellbeing of adolescent left behind. It focuses on three dimensions of wellbeing which are the psychological, social and economic wellbeing. Information gathered is for educational purposes and therefore is kept confidential.

#### Section A: Demographics

	13-15	16-18
Age		

Form				
------	--	--	--	--

Gender    Male     Female

Parents in    Home country     Diaspora

#### Section B: Social and Economic Well-Being

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Relationships					

I never hesitate to go out of my way to help someone in trouble. R					
I have never intensely disliked anyone for not being there for me R.					
I sometimes try to get even with my parents for not being around, rather than understand, forgive and forget why they left in the first place. R					
I am always courteous, even to people who are disagreeable. R					
I would never think of blaming my absence of parents for my wrongdoings. R					
There have been occasions when I felt like smashing things because I feel angry about the absence of my parents. R					
I never bear a grudge on my parents for not being around most of my life R					
I have never felt that my parents' being abroad is a punishment without cause. R					
I sometimes think when people have a misfortune they only got what they deserved. R					
At times I have really insisted on having things my own way because I feel old enough to decide as such R.					
<b>Communication</b>					

When I don't know something I don't blame it on my parents for not teaching me C.					
I never make a long trip without checking in with my parents. C					
I am always careful about my manners when I address other people. C					
My manners at home are as good as when I am out in social context. C					
If I could get into an argument without paying considerable attention to my views and notice I am wrong, I would probably ignore and continue arguing C					
No matter who I'm talking to, I'm always a good listener C					
I sometimes feel annoyed when I don't get support to acquire what I want from important people in my life. C					
There have been times when I felt like rebelling against people in authority even though I knew they were right C.					
It is sometimes hard for me to go on with my work if I am not encouraged by people who matter the most in my life. C					
<b>Trust</b>					

On occasion I have had doubts about my ability to succeed in life T					
I have always trusted the people around me, even if they are not my parents T					
On a few occasions, I have given up doing something because I thought too little of my ability T.					
Distance between me and my parents does not affect the manner in which I feel about them T					
I believe even without my parents around; they will always love and trust me T					
There have been occasions when I took advantage of my parent's absence. T					
I'm always willing to admit it when I make a mistake to my parents even when they don't know about it. T					
I always try to practice what I adults in my life teach, no-matter who they are. T					
<b>Behavior</b>					
I can remember "playing parent" to get out of something wrong I did at school. B					
I don't find it particularly difficult to get along with loud mouthed, obnoxious people. <b>B</b>					

I have never been bothered when people present own opinions about children from homes where parents live abroad. B					
There have been times when I was quite jealous of the good fortune of other children who live with their parents . B					
I have almost never felt the urge to tell my parents to hang up the phone as they advise me about how to live my life. B					
I am sometimes irritated by people who ask favors of me because my parents live abroad. B					
I have never deliberately said something that hurt my parents' feelings because they were never around. B					
<b>Economic well-being</b>					
Child reports access to clean drinking water and other sanitation					
Child reports a high personal satisfaction with life					
Child reports own health as good					
Child reports being out of school for the past year					
Households reporting any form of child labor					

Households with children reporting criminality in the family					
Child reports economic strain in their household					
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## Section C

### 3. Ryff's Psychological Well-Being Scales (PWB), 42 Item version

Please indicate your degree of agreement (using a score ranging from 1-6) to the following sentences.

	Strongly disagree	1	2	3	4	5	6	Strongly agree
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	1	2	3	4	5	6		
2. In general, I feel I am in charge of the situation in which I live.	1	2	3	4	5	6		
3. I am not interested in activities that will expand my horizons.	1	2	3	4	5	6		
4. Most people see me as loving and affectionate.	1	2	3	4	5	6		
5. I live life one day at a time and don't really think about the future.	1	2	3	4	5	6		
6. When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5	6		
7. My decisions are not usually influenced by what everyone else is doing.	1	2	3	4	5	6		
8. The demands of everyday life often get me down.	1	2	3	4	5	6		
9. I think it is important to have new experiences that challenge how you think about yourself and the world.	1	2	3	4	5	6		
10. Maintaining close relationships has been difficult and frustrating for me.	1	2	3	4	5	6		
11. I have a sense of direction and purpose in life.	1	2	3	4	5	6		
12. In general, I feel confident and positive about myself.	1	2	3	4	5	6		
13. I tend to worry about what other people think of me.	1	2	3	4	5	6		
14. I do not fit very well with the people and the community around me.	1	2	3	4	5	6		
15. When I think about it, I haven't really improved much as a person over the years.	1	2	3	4	5	6		
16. I often feel lonely because I have few close friends with whom to share my concerns.	1	2	3	4	5	6		
17. My daily activities often seem trivial and unimportant to me.	1	2	3	4	5	6		
18. I feel like many of the people I know have gotten more out of life than I have.	1	2	3	4	5	6		
19. I tend to be influenced by people with strong opinions.	1	2	3	4	5	6		
20. I am quite good at managing the many responsibilities of my daily life.	1	2	3	4	5	6		
21. I have the sense that I have developed a lot as a person over time.	1	2	3	4	5	6		

22.	I enjoy personal and mutual conversations with family members or friends.	1	2	3	4	5	6
23.	I don't have a good sense of what it is I'm trying to accomplish in life.	1	2	3	4	5	6
24.	I like most aspects of my personality.	1	2	3	4	5	6
25.	I have confidence in my opinions, even if they are contrary to the general consensus.	1	2	3	4	5	6
26.	I often feel overwhelmed by my responsibilities	1	2	3	4	5	6
27.	I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	1	2	3	4	5	6
28.	People would describe me as a giving person, willing to share my time with others.	1	2	3	4	5	6
29.	I enjoy making plans for the future and working to make them a reality.	1	2	3	4	5	6
30.	In many ways, I feel disappointed about my achievements in life.	1	2	3	4	5	6
31.	It's difficult for me to voice my own opinions on controversial matters.	1	2	3	4	5	6
32.	I have difficulty arranging my life in a way that is satisfying to me.	1	2	3	4	5	6
33.	For me, life has been a continuous process of learning, changing, and growth.	1	2	3	4	5	6
34.	I have not experienced many warm and trusting relationships with others.	1	2	3	4	5	6
35.	Some people wander aimlessly through life, but I am not one of them	1	2	3	4	5	6
36.	My attitude about myself is probably not as positive as most people feel about themselves.	1	2	3	4	5	6
37.	I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5	6
38.	I have been able to build a home and a lifestyle for myself that is much to my liking.	1	2	3	4	5	6
39.	I gave up trying to make big improvements or changes in my life a long time ago.	1	2	3	4	5	6
40.	I know that I can trust my friends, and they know they can trust me.	1	2	3	4	5	6
41.	I sometimes feel as if I've done all there is to do in life.	1	2	3	4	5	6
42.	When I compare myself to friends and acquaintances, it makes me feel good about who I am.	1	2	3	4	5	6

**Scoring Instruction:**

- 1) Recode negative phrased items: # 3, 5, 10, 13,14,15,16,17,18,19, 23, 26, 27, 30,31,32, 34, 36, 39, 41. (i.e., if the scored is 6 in one of these items, the adjusted score is 1; if 5, the adjusted score is 2 and so on...)
- 2) Add together the final degree of agreement in the 6 dimensions:
  - a. **Autonomy:** items 1,7,13,19,25, 31, 37
  - b. **Environmental mastery:** items 2,8,14,20,26,32,38
  - c. **Personal Growth:** items 3,9,15,21,27,33,39
  - d. **Positive Relations:** items: 4,10,16,22,28,34,40
  - e. **Purpose in life:** items: 5,11,17,23,29,35,41
  - f. **Self-acceptance:** items 6,12,18,24,30,36,42

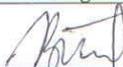
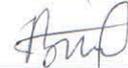
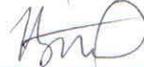
## Appendix 2

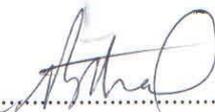
### APPENDIX 2

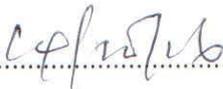
Department of psychology

Research Project

Supervisor-student audit sheet

Date	Activity/chapter	Lecturer's signature	Student's signature
28-5-16	Proposal Approval		
6-8-16	Chapter 1-2 Submission		
20-8-16	Chapter 1-2 Corrections		
29-8-16	Chapter 3 Submission		
5-9-16	Chapter 3 Corrections		
21-9-16	Chapter 4-5 Submission		
7-10-16	Chapter 4-5 Corrections		
12-10-16	First Draft		
14-10-16	Final Draft		

Supervisor's signature.....

Date .....

### Appendix 3



All communications should be addressed  
to  
"The Provincial Education Director"  
Telephone: 067-23083/4/5  
Fax: 067-23320  
Email [edumashwest@gmail.com](mailto:edumashwest@gmail.com)

Ref :C/246/1/MW

Ministry of Primary & Secondary  
Education  
P.O Box 328  
CHINHOYI

Mr/Mrs/Ms/ PAMELA VICTORIA CHAKOMBARA  
St. N<sup>o</sup> R132870Z



Dear Sir/Madam

**APPLICATION FOR PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH:  
SCHOOLS IN MASHONALAND WEST PROVINCE: AREA OF RESEARCH:**

Your application letter dated 21.09.16 seeking authority to carry out a research/survey in schools in Mashonaland West Province refers:

Permission has been granted by the Provincial Education Director on the following conditions:-

- that the learning and teaching programmes at the targeted schools are not interrupted in any way.
- that you strictly adhere to the activities and topics specified in your letter of request.
- that the permission or authority may be withdrawn at any time by this office or a higher office if need be.

Please appraise this office on your research findings for the benefit of the Province.

By this letter, all District Education Officers and Heads of schools you wish to visit are kindly requested to give you assistance in your work.

We wish you success in your research and studies.

For : **PROVINCIAL EDUCATION DIRECTOR  
MASHONALAND WEST PROVINCE**



Appendix 4

# Midlands State University



Established 2000

P BAG 9055  
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Telephone: (263) 54 260404 ext 261  
Fax: (263) 54 260233/260311

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**FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF PSYCHOLOGY**

---

Date... 21.09.16 .....

To whom it may concern

Dear Sir/Madam

RE: REQUEST FOR ASSISTANCE WITH DISSERTION INFORMATION  
FOR... PAMELA VICTORIA CHAKOMBERA .....

BACHELOR OF PSYCHOLOGY HONOURS DEGREE

This letter serves to introduce to you the above named student who is studying for a Psychology Honours Degree and is in his/her 4<sup>th</sup> year. All Midlands State University students are required to do research in their 4<sup>th</sup> year of study. We therefore kindly request your organisation to assist the above-named student with any information that they require to do their dissertation.

Topic: THE EFFECTS OF PARENTAL INTERNATIONAL MIGRATION  
ON THE ADOLESCENTS LEFT BEHIND: THE CASE OF  
KING SOLOMON COLLEGE

For more information regarding the above, feel free to contact the Department.

Yours faithfully

N. Neube  
Chairperson

KING SOLOMON ACADEMY  
RUDYEM P/L  
6925 CH MUTU ROAD  
HILIBOYI H/M  
0772 241285

MIDLANDS STATE UNIVERSITY  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF PSYCHOLOGY

21 SEP 2016

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## Appendix 5

# Midlands State University



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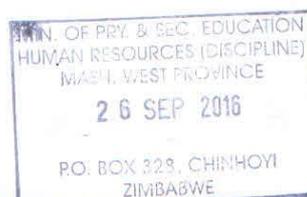
### FACULTY OF SOCIAL SCIENCES DEPARTMENT OF PSYCHOLOGY

---

Date... 21.09.16 .....

To whom it may concern

Dear Sir/Madam



RE: REQUEST FOR ASSISTANCE WITH DISSERTATION INFORMATION  
FOR... PAMELA VICTORIA CHAKOMBERA .....

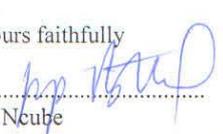
BACHELOR OF PSYCHOLOGY HONOURS DEGREE

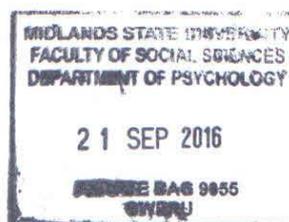
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Topic: THE EFFECTS OF PARENTAL INTERNATIONAL MIGRATION ON  
THE ADOLESCENTS LEFT BEHIND, THE CASE OF  
NEMAKONDE HIGH SCHOOL.

For more information regarding the above, feel free to contact the Department.

Yours faithfully

  
.....  
N. Ncube  
Chairperson



## Appendix 6

### APPENDIX F: MARKING GUIDE

**MIDLANDS STATE UNIVERSITY  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF PSYCHOLOGY**

A GUIDE FOR WEIGHTING A DISSERTATION

Name of Student.....REG No.....

	ITEM	Possible Score	Actual score	Comment
A	RESEARCH TOPIC AND ABSTRACT Clear and concise	5		
B	PRELIMINARY PAGES Title page, approval form, release form, dedication, acknowledgements, appendices, table of content	5		
C	AUDIT SHEET PROGRESSION Clearly shown on the audit sheet	5		
D	CHAPTER 1 Background, statement of problem, significance of study, objectives, hypothesis, assumptions, purpose of study, delimitations, limitations, definition of terms	10		
E	CHAPTER 2 Address major issues and concepts of the study. Findings	15		

	from previous studies, relevancy of the literature to the study, identifies knowledge gap			
F	CHAPTER 3 Appropriateness of design, target population, population sample, research tools, data collection procedures, presentation and analysis	15		
G	CHAPTER 4 Findings presented in a logical manner, tabular data properly, summarized and not repeated in the text	15		
H	CHAPTER 5 Discussion (10) Must be a presentation of generalizations shown by results, how results and interpretations agree with existing and published literature, relates theory to practice, implications, conclusions (5) Ability to use findings to draw conclusions Recommendations (5)	20		
I	Overall presentation of dissertation	5		
J	References	5		
	TOTAL	100		

Turnitin Originality Report

dissertation by Pamela Chakombera

From Dissertation PSY 408 (Dissertation December 2016)



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CHAPTER ONE INTRODUCTION 1.1 Introduction This chapter stresses on the introductory aspects of the research study. Generally, it elaborates on the background material that relates to the study, problem proclamation of the research study, determination of the research study, questions to be addressed by the research, importance of the research study, assumptions of the research study, delimitations of the study, limitations of the study, and definition of key terms. 1.2. Background to the Study External migration also known as international migration is very common in developing countries worldwide where citizens leave their home countries to go to other countries. In most cases parents leave their children behind due to a number of factors for instance some migrants enter the receiving country illegally and taking children along can be risky so they opt to leave them behind in their home countries. Out migration is considered

