

**Impact of Migration on Children' Education of ward no. 3
Sankharapur Municipality of Sankhu, Kathmandu**

A

Thesis

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DECLARATION

I therefore declare that the dissertation “**Impact of Migration on Children’ Education of ward no. 3 Sankharapur Municipality of Sankhu, Kathmandu**” submitted to Central Department of Sociology (TU) is entirely my original work, prepared under the guidance and supervision of my supervisor. Throughout the preparation of this thesis, I have given full credit to all ideas and information acquired from various sources. This thesis has never been presented or submitted anywhere else for the purpose of receiving a degree or for any other reason. I guarantee that no element of this thesis’ material has ever been published before.

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LETTER OF RECOMMENDATION

This is to certify that Miss Nabina Manandhar has completed this dissertation entitled **“Impact of Migration on Children’ Education of ward no. 3 Sankharapur Municipality of Sankhu, Kathmandu”** under my guidance and supervision for the partial fulfillment of the requirement for degree of Master of Arts in Sociology. I, therefore, recommend and forward this dissertation for final approval and acceptance by the dissertation committee.

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LETTER OF APPROVAL

This is to certify that the thesis submitted by Miss Nabina Manandhar entitled “**Impact of Migration on Children’ Education of ward no. 3 Sankharapur Municipality of Sankhu, Kathmandu**” has been approved by this department in the prescribed format of the faculty of humanities and social sciences. This thesis is forwarded for acceptance.

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LIST OF ABBREVIATIONS

CFPS	:	China Family Panel Studies
LBC	:	Left Behind Children
LMIC	:	Low- and Middle-Income Countries
ROMiC	:	Rural-Urban Migration Survey in China
US	:	United States

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Migration has become a prominent feature of the contemporary global landscape, with millions of individuals moving across borders in search of better economic opportunities, safety, and security. From Nepal many youths move to Gulf countries for employment and better learning than in Nepal. In recent decades, foreign employment has emerged as a significant phenomenon in Nepal, with a large number of individuals seeking opportunities abroad, primarily in countries of the Middle East, Southeast Asia, and beyond (Rai & Dangal, 2021). However, behind the narratives of migration are often the stories of families left behind, particularly children whose parents have migrated in search of better livelihoods (Li & Samimi, 2022).

Parental migration refers to the movement of one or both parents from their home country to another, leaving their children behind in the care of relatives, guardians, or sometimes entirely on their own. Parental migration for foreign employment profoundly impacts families, with parents seeking better opportunities abroad while leaving their children behind. Economic necessity, coupled with aspirations for improved livelihoods, drives this migration. However, it also poses challenges such as familial separation and emotional strain on both parents and children. This phenomenon is driven by various factors, including economic disparities, political instability, and social pressures (Antia et al., 2020). In many cases, parents migrate with the hope of providing a better future for their children, yet the consequences of their absence on the well-being of these children are profound

and multifaceted. There are push and pull factors that motivate out migration to the parents of the children who left behind (Hu et al., 2020).

Push factors in Nepal, such as high unemployment, underemployment, low wages, and limited access to education and healthcare, compel many individuals to seek better opportunities abroad (Li & Samimi, 2022). Economic hardships drive them to look for higher-paying jobs to support their families, while political instability, social unrest, and natural disasters further push them towards migration for safety and security (Anita et al, 2020). Conversely, pull factors in destination countries like those in the Middle East and Southeast Asia, include robust economies offering higher wages, better working conditions, and career advancement opportunities. The demand for labor in sectors like construction, hospitality, and domestic work, along with established Nepali communities providing support networks, attracts Nepali migrant workers to these regions (Kharel et al., 2021).

In many Nepali families, the decision to migrate is driven by the desire to improve the socio-economic status and living standards of the family as a whole. The expectation to fulfill traditional gender roles and responsibilities, particularly for men as breadwinners, may further incentivize individuals to seek employment abroad. Moreover, the social prestige associated with foreign employment, as well as the desire to gain international experience and exposure, motivate many Nepali workers to pursue opportunities overseas (Thapa et al., 2020).

Parental migration presents a multifaceted situation for children left behind, impacting their educational trajectories in both positive and negative ways. From the positive side emittances sent by migrant parents can improve a child's access to educational resources and reduce the need for child labor (Ghimire et al., 2018).

Moreover, the desire to fulfill the sacrifices made by a migrant parent can serve as a powerful motivator for academic achievement. This increased financial security allows for investment in educational resources, such as better schools, tutoring, and educational materials. Additionally, the sacrifices made by the migrant parent can be a powerful motivator for children, fostering a sense of responsibility and a drive to succeed academically (Khan, 2022).

On the negative side, studies suggest a correlation between parental absence and a higher likelihood of dropping out of school, particularly when the mother migrates. This can be attributed to a lack of parental guidance and supervision, alongside the emotional strain of separation (Karki Nepal, 2016). Additionally, children from migrant families may be forced to take on household responsibilities, reducing their time and focusing on academics. Parental absence can lead to a decrease in educational attainment. Children may experience emotional strain and a lack of guidance, supervision, and support systems. This can be particularly true for younger children or if the mother migrates, as mothers often play a crucial role in educational development (Raut & Tanaka, 2018). Additionally, the need to take on household responsibilities to compensate for the absent parents can reduce time dedicated to studies (Karki Nepal, 2016). These factors can collectively contribute to lower academic achievement and a higher risk of dropping out of school.

The phenomenon of parent migration, where a parent leaves their family to seek work opportunities elsewhere, has a complex relationship with the educational outcomes of children left behind. The impact of parent migration on education depends on a variety of factors. The age of the child, the reason for migration, the presence of strong support systems within the family or community, and how remittance funds are used all play a role (Thapa et al., 2020). Recognizing these

complexities is crucial when considering the educational experiences of children from migrant families.

In this regard, the study is conducted to explore migration of the parents and its impact on caring and education of their children who left behind.

1.2 Statement of the Problem

Parental migration presents a nuanced impact on children left behind, encompassing both positive and negative dimensions. The absence of parents due to migration can have significant implications for the emotional, psychological, and socio-economic development of left-behind children. Botezat & Pfeiffer (2020) in their study argue that due to absence of their parents, children often experience feelings of abandonment, loneliness, and anxiety, which can adversely affect their mental health and overall well-being. Moreover, the lack of parental guidance and support may hinder their educational attainment and social integration, perpetuating cycles of poverty and marginalization. Similarly, Sharma, Devkota & Acharya, (2021) argue that left-behind children rely on alternative care arrangements provided by extended family members, neighbors, or community networks, and these arrangements are often informal and may lack the stability and support necessary for optimal child development due to absent of parent care that must receive to their children. Furthermore, left-behind children often assume adult responsibilities at a young age, taking on household chores, childcare duties, and even income-generating activities to support their families.

Meng, & Yamauchi (2015) found a sizable adverse impact of exposure to parental migration on children's health and education outcomes. They also find that what the literature has always done (using contemporaneous measures for parental

migration) is likely to underestimate the effect of exposure to parental migration on children's outcomes. Similarly, the finding of Antman (2012) suggested that paternal domestic migration has no statistically significant effect on educational attainment for girls or boys, suggesting that father absence does not play a major role in determining children's educational outcomes. Likewise, the findings of Gambaro, Neidhöfer, & Spieß, (2021) reveal that absent parents evoke feelings of abandonment, emotional turmoil, and heightened responsibilities among the children. The absence of parental guidance may hinder their emotional and social development, leading to potential behavioral issues and academic challenges.

According to Raut & Tanaka (2018), the gender of the child verifies that remittances ease household liquidity constraints by funding the girls' education, and the mother's educational attainment shows that an educated mother can help offset or lessen the detrimental effects of parental absence. Rai, Dangal, and Sharma (2023) observed that parents who experienced challenges during their migration are committed to giving their kids an education, but they do not give males and girls equal educational opportunity. In order to help pay for their education, seasonal migrant workers expect their kids to perform seasonal jobs during school holidays.

Parental migration can also yield positive outcomes. Remittances sent by migrant parents can alleviate financial strain, enabling access to better education, healthcare, and living standards for the children (Yue et al., 2020). Furthermore, exposure to diverse cultures through transnational connections can foster open-mindedness and global perspectives. The long-term effects hinge on various factors, including the quality of caregiving received, the stability of familial relationships, and the level of communication and support maintained with migrant parents (Rai & Dangal, 2021). According to Rai, Dangal, and Sharma (2023), children who were left

behind did not receive adequate parental direction or emotional support, which led to their drinking alcohol, using marijuana resin (charash), and acting violently. Additionally, they discovered that children from migrant households miss more school, perform worse academically, and lose interest in learning because they must assist with household chores and lack access to guided learning at home. Additionally, those who are denied admission to upper-class schools due to seasonal migration quit school and join the migration.

The study focus on the migration of both parents and its impact of children education and care in context of Urban area of Nepal. There are studies of migration found in Nepalese context but only fewer research focuses on the children education and most of the studies are conducted on migration of one parent (father) but mother stay in Nepal for taking care of their children. Some of the studies are also focus on the migration of youth and its impact on their parents (old family members). In context of urban area there is the need of conducting research on parent migration and its impact of children who are left behind due to lack of the study conducted. It is the different dimension where most of the research lack to investigate because their interest is mostly focuses on the remittance and its impact for poverty reduction and improvement of living standard but failed to focus on children education if both parents went for foreign migration and children are forced to live with relatives or in hostel.

The study aims to light on the intricate dynamics of familial separation, exploring how it influences caregiving arrangements, emotional well-being, and educational outcomes. By unraveling these complexities, the study provides valuable insights for policymakers, educators, and practitioners to develop targeted interventions and support systems that address the unique needs of these children,

ultimately contributing to the creation of more inclusive and equitable societies in migrant-sending regions.

The study is conducted using following research questions:

- i. What are the motivating factors that influence the decision of migration?
- ii. What is the impact of parents' migration on children education and their academic performance who left behind?

1.3 Objectives of the Study

The general objective of the study is to explore the migration of the parents and its impact on children's education and caring who are left behind in Shanku. Besides that, following are the specific objectives of the study:

- i. To find out the motivation factors that influence the decision of migration.
- ii. To explore impact of parents' migration on children education and their academic performance who left behind.

1.4 Significance of the Study

The study focusing on exploring the migration of the parents and its impact on children's education and caring who are left behind in Nepal offers a significant contribution to the scholarly literature by providing comprehensive insights into the repercussions of parental migration on left-behind children. It fills a crucial gap in academic understanding by delving into the complex interplay between migration, child care arrangements, and educational outcomes. Researchers can leverage the findings to deepen their understanding of the socio-economic, cultural, and psychological factors that shape the experiences of these children, thereby enriching theoretical frameworks and guiding future research endeavors in the field of migration

studies and childhood development. The finding is also helpful for development of hypotheses for other studies and also helpful for development of theory.

The study holds immense relevance as it offers evidence-based insights that can inform the development and implementation of targeted policies and interventions aimed at supporting left-behind children and their families. Policymakers can use the findings to design programs that address the specific needs of these children, including access to education, healthcare, and social support services. By integrating these insights into policy frameworks, governments can work towards mitigating the adverse effects of parental migration on children, promoting their well-being, and fostering more inclusive and resilient communities. For parents, the study serves as a valuable resource by raising awareness about the potential impacts of migration on their children and offering practical guidance on how to navigate the challenges associated with separation. By understanding the factors that influence child care arrangements and educational outcomes, parents can make informed decisions regarding migration and develop strategies to support their children's emotional and educational needs during their absence.

1.5 Limitation of the Study

The study is significant for academic contribution, migration policy making and child development point of views. Besides these significant the study has following limitations:

1. The study is conducted in small area i.e. Sankharapur Municipality of Shanku, Kathmandu and only focuses on ward 3 and follows qualitative methods so the finding cannot be generalized for the whole province and whole Nepal.

2. The study used cross-sectional data but the impact is a long-term phenomenon so the study may reflect long term impact on the children whose parents are out migrated to another country.
3. The collected data are based on the third person neither from parents nor from children but collected from those who take care of children who are left behind although for the verification of data researchers visit the neighbor.
4. The study follows etic perspective so the impact seen by researchers may not be the impact on these children. Coding is also a subjective judgment but researchers consult experts several times to generate the code and develop the theme.

1.6 Organization of the Study

The whole thesis is divided into five chapters. Chapter I is the introduction where study background, problem statement and research objectives are written along with study's significant and its limitations. Chapter II is literature reviews where conceptual and theoretical reviews related to migration and human resource developments are written. in chapter II the empirical reviews of scholar related to national and international context are written. In same chapter concluding remark and research gap are written. Chapter III consist of research methodology where the rationale of site selection, research design used in the study, defining universe and sample selection procedure, nature and source of the data, techniques and tools of data collection and analysis and ethical consideration by the research are written. In Chapter IV the thematic explanation from the data according to the objectives is present for deriving finding. Chapter V is summary and conclusion where the study summary and conclusion based on study finding are written.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

There are many theories of migrations related to motivation for out migration. Lee's Push and Pull Theory of Migration, Neo-classical theory are some of the relevant theories that can be linked with the study for exploring the motivation for out migration.

2.1.1 Lee's Push and Pull Theory of Migration

Lee (1966) is a seminal framework in the field of migration studies that seeks to explain the complex factors influencing migration patterns. It argues that migration decisions are the outcome of a combination of push and pull factors, mediated by intervening obstacles. These factors interact dynamically to determine whether individuals or groups choose to migrate and where they choose to go (Lublerslop et al., 2003). At its core, the Lee Theory of Migration revolves around three key components: push factors, pull factors, and intervening obstacles. Push factors are the conditions in the migrants' place of origin that compel them to leave, such as poverty, political instability, lack of economic opportunities, or environmental degradation. Pull factors, on the other hand, are the attractions of the destination that draw migrants, including better job prospects, higher wages, political stability, educational opportunities, or improved quality of life (Lee, 2017).

Theory emphasizes that the decision to migrate is not solely determined by push and pull factors. Intervening obstacles play a crucial role in shaping migration patterns. These obstacles can be economic, social, cultural, or political barriers that migrants encounter during their journey or upon arrival at the destination. Theory

argues that dynamic interaction between push and pull factors, mediated by intervening obstacles, in influencing migration decisions (Segal, 2019). An individual may be pushed to leave their home country due to political persecution (push factor) but may only decide to migrate to a particular destination if there are job opportunities available (pull factor) and if they can overcome obstacles such as securing a visa and finding affordable housing (Cohen, 1996).

Furthermore, Lee's theory acknowledges the role of personal factors and individual agency in migration decisions. While structural forces shape the broader context of migration, individuals also make choices based on their unique circumstances, preferences, and resources. This perspective highlights the heterogeneity of migration experiences and underscores the importance of considering both macro-level and micro-level factors in understanding migration dynamics (Lee, 2017). Lee's framework has been widely influential in migration studies and has contributed to a more nuanced understanding of migration processes. Scholars have applied his theory to various contexts, including international migration, internal migration, rural-urban migration, and forced migration. Moreover, Lee's emphasis on the interplay between push and pull factors has informed policy discussions around immigration, refugee protection, and development planning (Rashnoupour et al., 2023). The Lee Theory of Migration offers a comprehensive framework for analyzing the complex interplay of factors shaping migration decisions (Lee, 2017). By considering push factors, pull factors, and intervening obstacles, as well as the role of individual agency, Lee's theory provides insights into the diverse motivations and experiences of migrants around the world.

2.1.2 Neo-Classical Economic Theory of Migration

Neo-Classical Economic Theory is a fundamental framework for understanding migration dynamics, viewing migration as a rational response to economic incentives and opportunities. Developed primarily by economists in the late 20th century, this theory posits that individuals make migration decisions based on a cost-benefit analysis, weighing the potential gains from moving against the costs and risks involved. At the heart of the Neo-Classical Economic Theory of migration lies the principle that people migrate in search of better economic prospects, particularly higher wages and improved living standards (Arango, 2000).

Central point of Neo-Classical Economic Theory is the concept of wage differentials between origin and destination areas and argue that individuals are motivated to migrate when they perceive that they can earn higher wages in the destination area compared to their current location. This wage differential serves as a key pull factor, attracting migrants to areas where their skills are in demand and where they can command higher salaries (Dzieciuchowicz, 2009). The decision to migrate is seen as a rational calculation undertaken by individuals or households. Migrants assess the potential benefits of moving, such as increased earnings, better job opportunities, access to education or healthcare, and improved living conditions. They also consider the costs and risks associated with migration, including transportation expenses, legal fees, the disruption of social ties, cultural adjustment, and the possibility of encountering discrimination or hostility in the destination area (Wickramasinghe & Wimalaratana, 2016).

In the Neo-Classical Economic Theory, migration is framed as a form of labor market adjustment. Migrants are viewed as rational actors who respond to imbalances in labor supply and demand by relocating to areas where their skills are valued and

where they can maximize their earning potential. Theory argues that individuals from countries with high unemployment rates may choose to migrate to countries with labor shortages, where they can fill vacancies in specific industries or occupations (De Haas, 2014). The theory also gives focus the role of remittances, the money, that migrants send back to their families in their countries of origin. Remittances can serve as an important source of income for households left behind, contributing to poverty reduction, investment in education and healthcare, and overall economic development in sending countries. From the perspective of the Neo-Classical Economic Theory, migration is not only a means for individuals to improve their own economic well-being but also a mechanism for transferring resources from areas of surplus to areas of need (Cohen, 1996).

Neo-Classical Economic Theory points to its narrow focus on economic factors and its tendency to overlook non-economic drivers of migration, such as political instability, conflict, environmental degradation, and social networks. While economic considerations play a significant role in migration decisions, they do not always provide a complete explanation for why people move (Khondker, 2020). Additionally, the theory may oversimplify the complexities of migration processes, including the social and cultural dimensions of mobility. Despite these criticisms, the Neo-Classical Economic Theory remains influential in migration studies and policy debates, particularly in discussions around labor migration, remittances, and economic development (Davila, 2012). By highlighting the economic motivations behind migration, this theory offers valuable insights into the dynamics of human mobility and informs efforts to address the opportunities and challenges associated with migration in an increasingly interconnected world.

2.1.3 Left Behind or Migrant Parent Paradox

Migrant Parent Paradox seeks to understand the consequences of parental migration on the well-being and development of children who remain in the home country or community. The "Left Behind" theory recognizes that while parental migration may lead to economic opportunities and improved living standards for migrant families, it can also have significant social, emotional, and developmental implications for the children left behind (Zhang et al., 2016). The Migrant Parenting Paradox encapsulates the complex interplay between parental migration and its impact on the well-being of children left behind. While migration often offers economic opportunities for migrant parents, it can simultaneously pose challenges and risks for their children's development. Despite the potential benefits of increased remittances and improved living standards, children left behind may experience emotional distress, loneliness, and a sense of abandonment due to parental absence (Fellmeth et al., 2018).

The theory argue that parental migration can result in changes to the economic circumstances of children left behind and also affect their education. On one hand, remittances sent by migrant parents can contribute to increased household income, allowing for better access to education, healthcare, and other essential resources. However, the absence of a parent may also lead to financial instability or hardship, especially if the migrant parent was the primary breadwinner. In some cases, children may be forced to take on additional responsibilities or forego educational opportunities to help support the family (Zhang et al., 2015; Fellmeth et al., 2018; Zhang et al., 2016).

In the absence of parents, children may rely on other family members, such as grandparents, siblings, or extended relatives, for caregiving, education and support. The quality of these alternative caregiving arrangements can vary widely, depending

on factors such as the availability of resources, the strength of family relationships, and the caregivers' ability to meet the children's emotional and developmental needs (Zhang et al., 2016; Nguyen, 2016). The education level and study habit of these children also dependent on care they get from other members and autonomy given to them. Additionally, the increased responsibility placed on caregivers may strain familial relationships and impact their own well-being as well as their education (Zhang et al., 2015; Nguyen, 2016; Zhang et al., 2016; Fellmeth et al., 2018).

Parental migration can influence children's educational trajectories and academic performance. While remittances may enable children to access better schooling or educational resources, the disruption caused by parental absence and the challenges of adapting to new family dynamics can negatively impact children's educational attainment (Zhang et al., 2016; Fellmeth et al., 2018). Children left behind may experience difficulties concentrating in school, maintaining motivation, or keeping up with their studies, potentially leading to lower educational outcomes in the long run (Zhang et al., 2015).

Immigrant children often outperform native-born peers despite challenges. This is the Migrant Parent Paradox. They may face parents with lower formal education but high hopes for their children's future. The hard work and sacrifices of immigrant parents can inspire a strong work ethic and resilience in their kids (Fellmeth et al., 2018). This, along with a focus on education as a path to success, can lead to academic achievement. The theory argues that children of immigrants, even those born in the new country, often outperform native-born kids in school. This is despite their parents' facing challenges like language barriers and lower formal education. However, left-behind children, those not migrating with parents, can face educational disadvantages due to lack of parental support (Zhang et al., 2015).

Overall, the "Left Behind" theory underscores the multidimensional impact of parental migration on children and highlights the need for comprehensive support systems and policies to address the well-being and developmental needs of children left behind. By recognizing the complexities of family migration dynamics and the diverse experiences of children in transnational families, this theory informs efforts to mitigate the negative effects of migration on children and promote their resilience, stability, and overall flourishing.

2.2 Empirical Review

In order to investigate parent migration and its effects on their children who remain behind, Antman (2012) carried out research titled "Gender, Educational Attainment, and the Impact of Parental Migration on Children Left Behind." The fact that migrants and nonimmigrants are likely to differ in unobservable ways that also impact children's educational achievements complicates the study's effort to assess the causal effect of parental migration on children's educational attainment. The fundamental premise of the analysis is that, since the children who are at least 20 years old have already finished their schooling, parental relocation will not have any impact on their educational performance. On the other hand, their younger siblings can still be enrolled in school and will thus be impacted by their parents' relocation experience. The findings indicate that paternal migration to the US has a statistically significant positive impact on girls' education. This means that if a father moves to the US earlier in his daughter's life, she may achieve a higher level of education by up to a year more than if he waits until after she turns 20. On the other hand, there is no statistically significant correlation between parental domestic migration and educational attainment for either boys or girls, indicating that father absence is not a key factor in determining a child's educational success. Rather, these findings imply that families

are able to send their daughters to continue education thanks to the marginal money from remittances from US migrants. Therefore, authorities have to consider international migration as a possible means by which families might improve their daughters' educational performance in particular.

Adhikari et al. (2014) had conducted a study entitled “The impact of parental migration on the mental health of children left behind” focusing on examining the impact of parental international migration on the mental health of children left behind. Data for this paper were taken from the “Child Health and Migrant Parents in South-East Asia, Thailand, 2008” project. 1,030 children in all were covered, 519 of whom had immigrant parents and 511 of whom did not. With the use of the Strengths and Difficulties Questionnaire, information was gathered from child care providers. The relationship between parental migration and the mental health of the children left behind was examined using multivariate analysis. The mental health of youngsters was substantially correlated with a number of things. There is no correlation, according to our research, between the current migratory status of the parents and the mental health of the children who are left behind. Nonetheless, the study discovered a strong, independent correlation between the mother's prior migration experience and the mental health issues of the children left behind.

Meng & Yamauchi (2015) in their study entitled “Children of migrants: The impact of parental migration on their children's education and health outcomes” examines how parental migration affects children's health and education outcomes. By utilising data from the Rural-Urban Migration Survey in China (RUMiC), we can calculate the percentage of a child's life that their parents spent away from home. We discover a significant negative impact of parental migration exposure on children's health and educational results by instrumenting this measure of parental migration

with weather fluctuations in their childhood home village. Furthermore, we discover that the conventional approach in the literature, which involves utilising contemporaneous measurements for parental movement, is probably going to understate the impact of parental migration exposure on children's outcomes.

Botezat and Pfeiffer (2014) in investigation entitled “The Impact of Parents Migration on the Well-Being of Children Left Behind – Initial Evidence from Romania” examines the causal effects of parents' migration on their children left home in Romania, a country where increasingly more children are left behind in recent years. Instrumental variable and bivariate probit estimations have been carried out using samples from a special representative survey conducted in 2007. Our preliminary data indicates that children in Romania who live at home alone get better academic results, in part because they devote more time to learning. However, particularly in rural regions, they are more prone to experience health issues and to be sad.

Ren & Treiman (2016) had conducted a study entitled “The consequences of parental labor migration in China for children's emotional wellbeing” to address whether children affected by migration both migrant children and children left behind suffer emotional deficits relative to children living with both parents in non-migrant families. There isn't much concrete proof for China. With the exception of this study and a companion investigation that looks at somewhat different results but is based on the same data and uses different approaches. We investigate the impact of internal migration in China on children's emotional wellbeing, aged 10 to 15, using data from the 2010 wave of the China Family Panel Studies (CFPS). 3464 children in this age group are included in the 2010 CFPS, a nationwide probability sample survey of the Chinese population. The research juxtaposes five categories: children living with both

parents in rural areas and urban areas with local registration; children travelling with their migrant parent(s); children left behind with one parent while the other works; and children left behind or sent to live with others when both parents work. According to the study, children in the latter three groups are more likely than children living with both parents to experience emotional disorders. Both community fixed-effects models and traditional regression models are used in the study to explore these hypotheses. The study concludes that family arrangements have minimal effect on children's emotional wellbeing in the Chinese environment since the data supporting our assumptions is very weak and inconsistent.

Fellmeth et al., (2018) in their investigation entitled “Health impacts of parental migration on left-behind children and adolescents: a systematic review and meta-analysis” investigated the effect of parental migration on the health of left-behind-children and adolescents in low and middle-income countries. For this systematic review and meta-analysis, observational studies examining the effects of parental migration on nutrition, mental health, unintentional injuries, infectious disease, substance use, unprotected sex, early pregnancy, and abuse in left-behind children (aged 0–19 years) in LMICs were searched from inception to April 27, 2017, without regard to language restrictions, in MEDLINE, Embase, CINAHL, the Cochrane Library, Web of Science, PsychINFO, Global Index Medicus, Scopus, and Popline. Studies where less than 50% of participants were between the ages of 0 and 19, where the mean or median age of participants was greater than 19, where less than 50% of parents had moved abroad for more than six months, or where the mean or median length of time spent abroad was less than six months were not included in the analysis. The research independently derived summary estimates from published papers and used systematic review tools to screen studies. The primary results were

the risk and prevalence of several health outcomes, such as infectious diseases, mental health issues, accidental accidents, drug addiction, and nutrition. Using random-effects models, the study computed pooled risk ratios and standardised mean differences. After a thorough search yielded 10,284 records, 111 studies—including 264,967 children—were included for analysis. Ninety-one research on the consequences of internal labour migration were conducted in China. Children of migrants were more likely to experience depression and to score higher on depression, anxiety, behaviour disorder, substance abuse, suicidal thoughts, wasting, and stunting than children of non-migrants. There were no differences seen in other nutrition outcomes, accidental injury, maltreatment, or diarrhoea between children of migrants and non-migrants. There were no research on the effects of self-harm, unprotected intercourse, early pregnancy, or other infectious illnesses. The included studies' quality varied, with 43 percent having a high or uncertain risk of bias in five or more areas. There is little evidence that parental migration has any positive effects on the health of children and adolescents left behind. To enhance the health of these young people, policy leaders and medical experts must intervene.

Raut & Tanaka (2018) had conducted a study entitled “Parental absence, remittances and educational investment in children left behind: Evidence from Nepal” aim to utilizes the third wave of the Nepal Living Standards Survey to assess the causal impact of parental absence and remittances on the educational investment in children left behind. Unlike previous studies, the study separately identifies parental absence and remittances, with careful consideration of self-selection into migration and endogeneity of remittances. The study demonstrates, via the use of a two-step estimating technique, that remittances have a favourable impact on the schooling of children left behind, but parental absence has a significant disruptive effect.

Moreover, there is no connection between non-parental absence and schooling. Additionally, the study offers evidence in favour of the disruption pathways and demonstrates some variability resulting from the mother's educational position and the gender of the kid. The results broken down by the gender of the kid demonstrate that remittances, by funding girls' education, ease household cash restrictions. Furthermore, the results broken down by the mother's educational attainment show that a woman with more education can help mitigate or neutralise the detrimental impacts of parental absence.

Liang & Sun (2020) in the study “The lasting impact of parental migration on children’s education and health outcomes” focuses on the lasting educational and health consequences of parental migration on children. The research assesses the experiences of participants who felt left behind in three distinct life stages: before elementary school, in elementary school, and in middle school. The study goes on to categorise those who have been left behind into groups, such as those who were left behind with grandparents and those who were left behind with others. The study develops a set of regression models that account for the respondents' diverse upbringing and living conditions. The results indicate that dropping out of primary school to live with grandparents jeopardises academic success. At the time of the poll, those who had been left behind in elementary school were more likely to have low self-esteem and mental health issues. The long-term educational and health consequences of parental migration raise new concerns for today’s left-behind children.

Sharma, Devkota & Acharya (2021) conducted a study entitled “Impact of parental migration on health of left behind children” focusing on the parental migration for foreign employment and its impact on the children due to absent of their parents. The

study used qualitative approaches and a descriptive research methodology. The paper makes the case that while workforce globalisation benefits the nation greatly in terms of inbound remittances, it also brings about a variety of undesirable byproducts. The repercussions on the left-behind children [LBC]—both physical and emotional—have gained attention as a pressing concern. Children's lives have become more difficult and sedentary as the outcome of their parents' absence. According to the report, health issues including diarrhoea, coughing, and respiratory problems have been a top worry among LBC members. Lack of guardianship leads to dietary issues like age-appropriate height and weight. The mother's move causes serious issues for the other parent. It affects personal cleanliness and sanitation in addition to the fundamental immunisations and breastfeeding of infants. However, LBC's increasing access to remittances has made it affordable for them to access health care facilities, a better diet, and fashionable clothing.

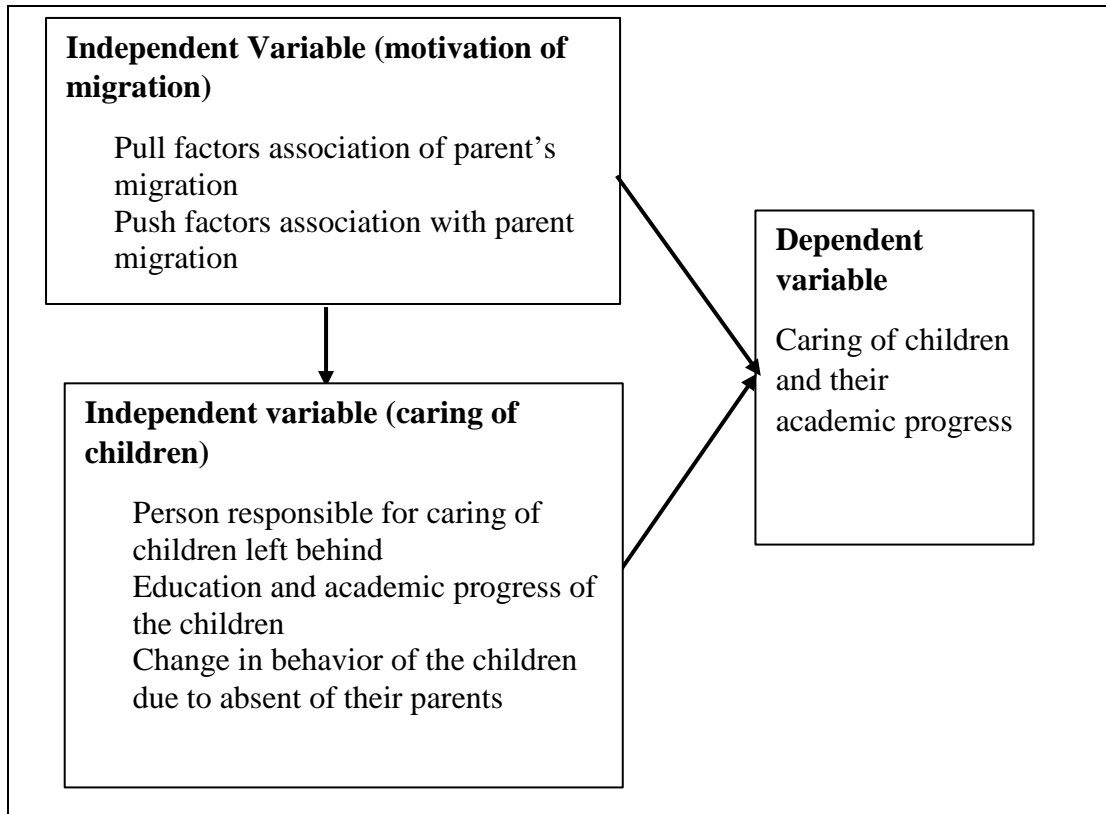
Rai & Dangal (2021) on their study “The effect of migration on family in Nepal: A review on the family structure, livelihood, education, aging parents, reproductive health and marital relationship” aim to analyze the effect of migration on the left-behind family members in Nepal especially focusing on the family structure, livelihood, education, aging parents, reproductive health, and marital relationship. To investigate the regions affected by the migration, a study of published journal articles, dissertations, and organisational reports from 2015 to 2020 was conducted. Seven themes arose, and it was discovered that migration has both beneficial and negative impacts, as well as a correlation with the migrant's family members who remain behind. In order to lessen the negative effects of migration on the family members left behind, the evaluation also identified the need for more

research on the means of assistance and communication between migrants and those left behind.

Furthermore, field studies can concentrate on ways to enable women to learn skills, techniques and technology to increase production and diversify livelihoods.

2.3 Conceptual Framework

The study aims to examine the factors associated with parent migration and its impact on the children left behind. In the study, the parents' migration is independent variable where there are push and pull factors associated with parent migrations. After parent migration their children are force to leave with their grandparents, with uncle's house, relatives or in hostel. The care of these children due to their parents absent are one of the subjects of the investigation focusing on difference in care on these children. In the study, the education of these children and their academic performance are also impact by the absent of their parents. Thus, in the study, change in behaviours, education and academic progress are the impact on the children which is the dependent variable of the study. following figure shows the conceptual framework of the study:

Figure 1*Conceptual Framework of the Study*

The figure shows that parents are migrate due to various push and pull factors (independent variables) where they have to left their children to their grandparents, uncle's house, relatives and hostel. The caring of children due to absents of their parents affect their health and education (2nd independent variables). The difference in care on the children due to absent of their parents' impact on educational progress of these children and their growth which is dependent variable of the study.

CHAPTER III

RESEARCH METHODOLOGY

The chapter include the design used for the study, definition of universe of the study and sample procedure, nature and source of data collected for the study, techniques and tools of data collection and data analysis procedure. In later part the ethics that researcher consider while conducting the study.

3.1 Rationale of Site Selection

Shankharapur is a municipality located in the Kathmandu District within Bagmati Province. It was officially established on December 2, 2014, through the merger of several former Village Development Committees (VDCs), namely Bajrayogini, Karkigaun, Bhulbu, Indrayani, Lapsiphedi, Naglebhare, Pukhulachhi, and Suntol. It is an area known for its picturesque landscapes, traditional Newari culture, and historical significance. The municipality covers both urban and rural settings, offering a mix of modern amenities and agricultural land. Shankharapur Municipality is divided into nine wards, each functioning as the smallest administrative unit within the municipality.

Sankharapur municipality was chosen as the research site due to several factors aligning with the study's objectives. Firstly, the municipality's demographic composition reflects a significant trend of parental migration, providing a fertile ground for investigating the impact on left-behind children. While visiting the place before study researcher found that there are many HHs whose both parents went for foreign employment leaving their children with grandparents or in uncle houses. By observing these situation researchers was motivated to conduct the study in Sankharapur municipality. Additionally, the municipality's socio-economic

characteristics, such as prevalent migration patterns, economic disparities, and community dynamics, offer a rich context for exploring the multifaceted effects of parental migration on children.

Furthermore, the municipality's accessibility and existing infrastructure facilitate data collection and engagement with key stakeholders, including migrant parents, left-behind children, and local authorities. Moreover, prior research or available data might indicate Sankharapur as a hotspot for parental migration, emphasizing its relevance as a research site. By selecting Sankharapur municipality, the study aims to provide valuable insights into the nuanced consequences of parental migration on children left behind, contributing to a deeper understanding of migration dynamics and informing policy interventions to support affected families in similar contexts.

3.2 Research Design

The aim of the study is to examine the parent migration and its impacts on the children care and education who are left behind. Thus, the study used exploratory research design by applying qualitative method. The research design employs a qualitative approach, utilizing semi-structured interviews to gather in-depth insights from parents who migrated and their children left behind in Sankharapur municipality of Shanku, Kathmandu. Through purposive sampling, participants are selected to represent diverse migration experiences and socio-economic backgrounds. The data are collected by the in-depth interviews and all the data are qualitative in nature. For the data analysis thematic analysis techniques is used. Thematic analysis is employed by identify recurring patterns and themes, allowing for a comprehensive understanding of the impact of parental migration on left-behind children.

3.3 Nature and Source of Data

In the study, all the data related to the motivation for migration of the parents, issues faced by children due to absent of parents, responsible person for caring of the children who left behind, education and academic achievement of the children whose both parents have gone for foreign employment are qualitative in nature and collected in open ended questions. In the study, the primary data collection source was the main data collection source where in-depth interviews is used for the data collection.

3.4 Universe, Sampling Procedure and Sample Size

Population is the entire elements that must be considered for investigation. In the study, all the HHs whose parents went for out migration (foreign employment) and their children are living with their grandparents or relatives who case of these children due to parents absents and living in Sankharapur Municipality, Kathmandu are the universe of the study. According to CBS (2021) the total population of the municipality was 29,318 with total household of 7,140. The CBS (2021) data also shows that the literacy rate was 79.9% with the male and female literacy of 87.6% and 72.6% respectively. There are no official data related to those household whose both parents went for foreign employment, but local people argue that in this area there are at least one family member went for foreign employment at least 90% house but there are few households where both parents went for foreign employment, and they left their children to their relatives or in hostel. In the study, a purposive sampling method was used for sample selection. For the study, 20 respondents were selected where 17 respondents' children were living with relative and 3 respondents are in hostel.

3.5 Techniques and Tools of Data Collection

In the study, data is collected from primary sources. Under primary data collection source, in-depth interviews are conducted for the collection of qualitative data. The detail procedure for in-depth interview is explained below:

3.5.1 In-depth Interviews

In the study, in-depth interview is used as the main techniques of data collection. For interview at first researcher developed the checklist a tool of data collection. In-depth interview is semi-structure so checklist contain basic question that is only necessary to ask to the respondents. In checklist the question related to migration pattern and motivation that makes parent outmigration, impact of parent migration on the children, care and education of children who are left behind and academic performance of the children who left behind due to foreign employment of their parents are included. After the checklist is developed researcher visited supervisor and migration expert for validation of the questions. After modification and finalization of the question in checklist the research visited study area for data collection. Checklist for in-depth interview is attached in annex i.

3.6 Data Analysis Methods

For the analysis of data from key informant interviews, thematic analysis techniques are applied for question related to migration pattern of parent, motivation for out migration, caring and education of children who left behind are transcribe at first and manually analysis. Researcher, at first, transcribed all the recording of respondents in English. After transcribing the data researcher read two to three time to explore the code and code is given to data. Since coding in subjective judgement, the code is generated from researcher perspective and from suggested by supervisor. By careful analysis of code, categories are developed according to similarities and objectives of

the study. Appropriate name is given to category and then theme is developed. From the derived theme description of the theme is written on the basis of code and category. For the thematic analysis the steps were followed as suggested by Gibbs (2007).

3.7 Ethical Consideration

Different literature illustrates that vital ethical issues are informed consent. Hence, the study avoided actions that might harm people physically and emotionally of respondents and their personal life of study area. In the study, the photos and personal detail of the participants are hidden and original name of the participants are changed following research ethics. All participants are informed about the objective and purpose of the research before in-depth interviews. They were encouraged to share the information as completely as possible but do not force for data. They are given a choice to pull out anytime if they feel uncomfortable and unwilling, as the topic we are discussing is a contextually sensitive one. I am calm towards the whole data collection process and did not influence the participant to acquire information. Participants themselves willingly shared valuable and hidden information after being clear about the purpose of the study. Whenever I got the chance, I greeted, conversed, and talked about the dropout issues with the participant's family members. All participants are treated equally and with respect. And the information collected is strictly used for study purposes only.

CHAPTER IV

PARENT MIGRATION AND ITS IPMACT ON CHILDREN

EDUCATION

4.1 Demographic Information of the Respondents

In the study, 20% of the participants are female and the rest 80% of the participants are male. Similarly, 75% of the participants' main family occupation is agriculture followed by 15% of the participants' family main occupation is job/service and remaining 10 percent participants' main family's occupation is foreign employment. Likewise, 55% of families' main income is agriculture product selling followed by 15 percent each participants' main income source is from job/service and business (income from hostel) respectively and remaining 10 percent participants' main family income come from remittances.

4.2 Migration Patterns and Reasons

4.2.1 Destination and Reasons of Foreign Migration

The open-ended question about the destination of the children parent and its reasons was asked to the respondents and thematic analysis is done where theme is identified based on codes which are explain below:

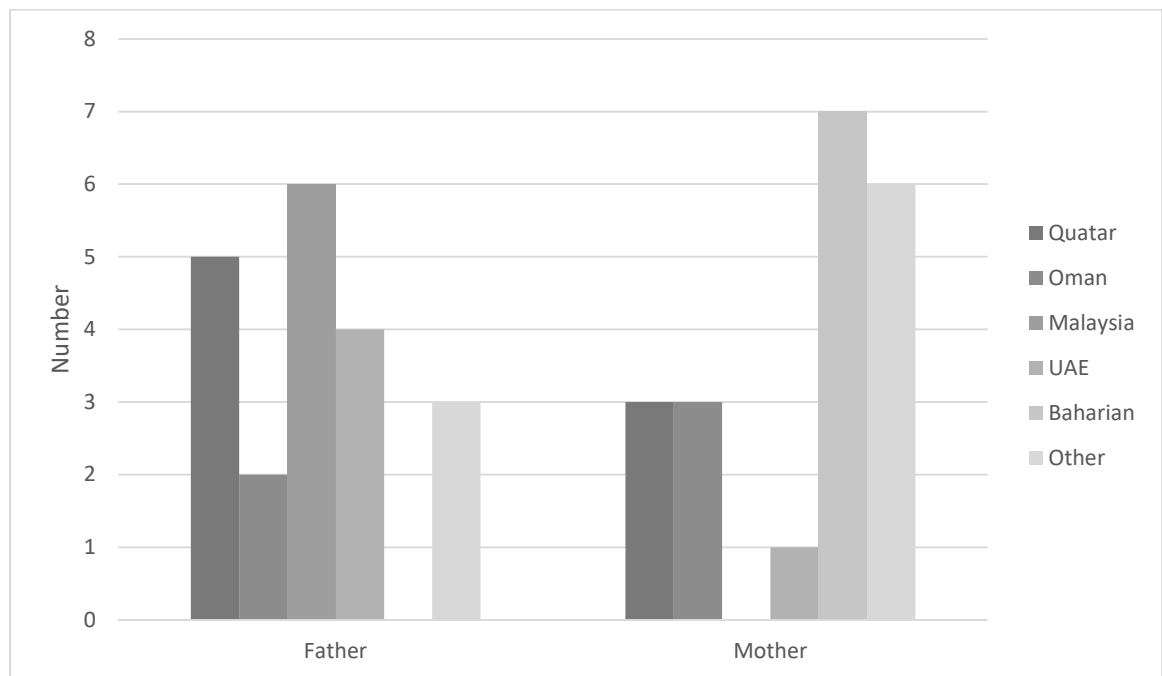
4.2.1.1 Destination of Migration

Common destinations for migration included Qatar, Oman, Brahian and Malaysia which indicate that the Gulf countries are the common destination of the children's parents. Malaysia is the popular destination of male and Brahian is the popular destination of female parents. One of the findings is that the children's father and mother went to different countries where none of the parents went to the same country

for employment although they went to gulf countries. Multiple participants mentioned these countries as where their parents had migrated. Participant 2 said that the children's father went to Qatar at first and after a year his mother also went to Oman for a household job. Similarly, the response of 3 participants indicate that the children's father went to Qatar and mother went to Malaysia. Likewise, the response of the 2 participants indicate that children father went to Malaysia and mother went to Oman for foreign employment. Following figure 2 shows the destination of migrants:

Figure 2

Destination of Migrants (Father and Mother)



Source: Interview, 2024

4.2.1.2 Reason for Migration

Migration for the Nepalese people is mainly driven by the search for better economic opportunities and higher wages due to limited employment prospects within the

country. Many Nepalese migrate to pursue higher education and access better educational facilities abroad. Political instability and civil unrest also compel people to leave in search of safer and more stable environments. Furthermore, frequent natural disasters, such as earthquakes, force individuals and families to relocate for safety and stability.

4.2.1.2.1 Employment Opportunity and Income

From the interview with participants, it was found that primary motivation for foreign migration is economic motivations were a primary factor for migration. The narrative of all the respondents found that employment opportunity and income generation are main motives for foreign migration of parents. Parents sought employment opportunities abroad to generate income and support their families:

"... they did not find jobs in Kathmandu valley so as to generate income and fulfill families' needs, they decided to go for foreign employment"

"...both work in Kathmandu but their income is not sufficient for fulfillment of the needs of their family. After working a year in Kathmandu, they plan for foreign migration for the family's financial progress and strength which is not possible if they continuously work in Kathmandu instead of going for foreign migration"

"... because their earnings in Nepal did not fulfill the basic needs of their family. they did not get a high salary job "

The study found that economic factors, particularly a lack of sufficient income opportunities in Nepal, were the primary motivators for foreign migration among the participants' parents.

4.2.1.2.2 Economic Necessity and Debt Repayment

The response of the participants indicates that 17 out of the 20 participants mentioned economic reasons as primary drivers for migration, including the need to repay loans and improve financial status. Participant no. 14 said that for paying the house loan which they took from the cooperative and also for money and live their life in a little bit luxurious way after they return. Similarly, participant no. 12 also argue that repay a home loan and to make life easier is the main causes for foreign employment.

4.2.1.2.3 Better Future for Their Children

Securing a better future for their children was a significant motivation for migration revival by the majority of the participants. Participants emphasized that their parents aimed to ensure financial stability and improved opportunities for their children's futures:

"...They migrate to secure their children's future for the betterment of their lives"

"...For your child's bright future"

The study found that desire for children's better future fueled migration revival, with participants highlighting financial stability and opportunities as key motivators.

4.2.1.2.3 Lack of Job Availability in Nepal

Another recurring theme was the lack of job opportunities in Nepal which is pointed out by 6 Participants which forced parents to seek employment abroad. Participants argue that even if they get jobs the salary is between Rs. 12,000 to Rs. 20000 which is not enough for fulfillment of the needs of their family. Participants also argue that underpaid jobs create push factors that force for foreign employment to parents.

"...because they did not get jobs in Nepal..."

"...people migrate to places where basic facilities are easily accessible..."

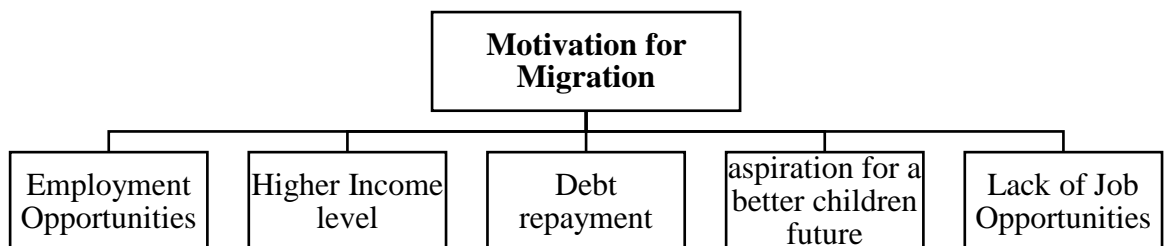
"The only income source is agriculture so it's not enough to survive and have a good life and good education for children."

"They decided for foreign migration after they migrate to Kathmandu and work for two whole years. when they found that their income is not enough for fulfillment of their family needs so to earn more, they went for foreign."

The study identified destinations of migration, employment opportunities, income generation, debt repayment, limited local income sources, aspirations for a better future for children, and the lack of job availability in Nepal as central themes. These factors underscore the significant impact of migration on family structures and future aspirations, highlighting both the sacrifices made by parents and the broader socio-economic context driving these decisions. This motivation that drives for migration to foreign countries are present in figure below:

Figure 3

Motivation for Migration



Source: Interview, 2024

4.2.2 Taking Care of Migrant Children

A thematic analysis of responses regarding the care of children during the absence of parents due to foreign migration reveals a reliance on extended family and relatives. 11 out of 20 participants argue that children are cared for by their uncles and aunts due to family dynamics related to joint family. Thus, taking care of grandparents living with uncles and aunts, grandparents and hostels are only the place migrants kept their children when they went for foreign employment.

4.2.2.1 Uncle and Aunts

The theme of the narratives from the participants reflects about living the children with their uncles and aunts with grandparents as primary caregivers in the absence of parents. It is found in joint families which participants mostly mention during interviews. In the absence of real parents, children are taken care of by their uncles and aunts under the guidance of grandparents.

"We live in a joint family. After my older brother and his wife (bhauju) went for foreign employment, we took the case of these children. They love to sleep with their grandparents and play with them most of the time."

"Maternal uncle and auntie because we are living in a joint family till now."

"Someone's family is taken care of by someone's aunts and grandparents."

The Interviews from the participant revealed a trend in joint families: grandparents and uncles/aunts take on childcare when parents migrate for work, providing a strong support system within the extended family.

4.2.2.2 Grandparents

Grandparents are also commonly identified as caregivers, stepping in to provide stability and care. since grandparents are living with migrants before they went for foreign migration so due to absence of the parents' grandparents take care of children.

"...grandparent."

"Live with us"

The thematic analysis reveals that during parental absence due to foreign migration, children are primarily cared for by extended family members, including uncles, aunts and grandparents. The study found grandparents playing a crucial role in childcare. Migrants often lived with extended families before departure, allowing grandparents to step in and provide stability and care for children during parental absence.

4.2.3 Decision-Making for Children During Parental Absence

A thematic analysis of responses concerning who makes decisions related to children's health, education, and fulfillment of their needs during the absence of parents due to migration reveals a significant reliance on extended family members.

4.2.3.1 Uncles and Aunts

11 out of 20 participants are living in a joint family. In this case, uncles and aunts, by consulting their grandparents, often take on the responsibility of making important decisions for the children. This includes decisions about their health, education, and overall well-being due to the absence of their parents. They take all decisions related to childcare and education.

"... uncle and Auntie, sometimes grandparents, take care of these children..."

The study found that uncles, aunts, and sometimes grandparents fill the decision-making void left by absent parents. They handle childcare, education, and overall well-being, consulting grandparents for guidance.

4.2.3.2 Grandparents

Grandparents are another key group frequently involved in decision-making. Their involvement underscores the trust placed in older family members to make prudent and caring decisions for the children:

"Grandparents because they are living with them and there are no other people who take care of them."

The thematic analysis highlights that in the absence of parents due to migration, decision-making responsibilities for children's health, education, and other needs are predominantly assumed by extended family members. Uncles, aunts, and grandparents are specifically mentioned, reflecting their prominent roles in the children's lives. Additionally, the phrase "those who care do it" suggests a flexible, situational approach where various relatives step in as needed.

4.2.4 Impact of Remittances on Families and Children

For the response from the participants about the impact of remittances on families and migrants' children, the thematic analysis is conducted and the theme is explained in following points:

4.2.4.1 Financial Stability and Debt Repayment

All the participants argue that from the remittance the financial needs of the family are fulfilling. A prominent theme is that remittances play a critical role in providing financial stability and enabling debt repayment for families.

"For paying a loan and fulfilling basic needs, remittance helps a lot."

"They are able to pay the house loan and continue the pending maintenance of the house."

The study highlights remittances as a key factor in financial stability for migrant families. Participants reported using remittances to cover basic needs, repay debts, and even maintain property.

4.2.4.2 Improvement in Living Standards

The narrative from participants summarized those remittances significantly improves the living standards of families. This includes better food, household items, clothing, and overall comfort. Participants highlight the improvement of living standard by fulfillment of children's need for education, health care and other needs.

"Remittance provides good food, comfortable household utensils, comfortable dresses, and better life for the family."

Remittances emerged as a major driver of improved living standards for migrant families (all participants). The financial support allowed for better food, clothing, household items, and fulfilled children's needs for education and healthcare.

4.2.4.3 Educational Opportunities for Children

Another significant impact of remittances is on children's education. The funds allow children to attend better, often more expensive schools, enhancing their educational opportunities.

"Children get the opportunity to study in good, expensive schools and have a happy life too."

"Some also send support to themselves, mainly spending on their children's education, health, and food."

"It would help to sustain at least and for study."

Remittances significantly impacted children's education for participants. Financial support enabled them to attend better schools, often private and more expensive, providing greater educational opportunities.

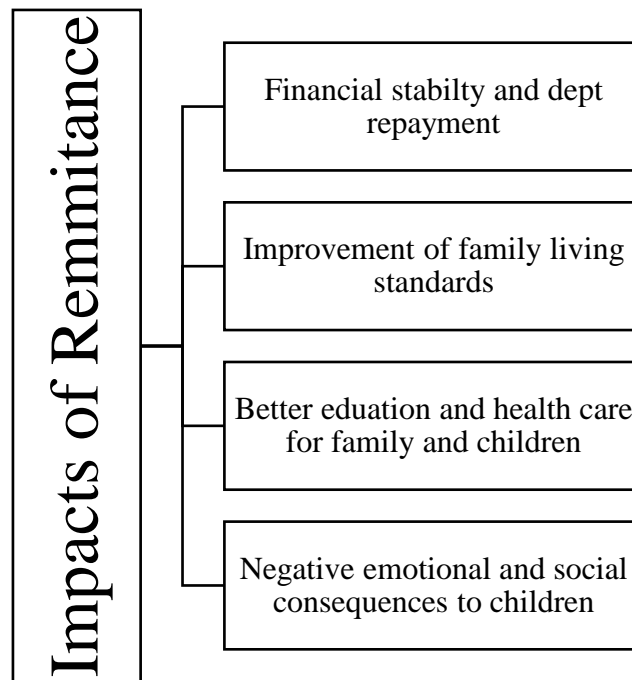
4.2.4.4 Emotional and Social Consequences

However, while remittances provide material benefits, there are also negative social and emotional consequences which were mentioned by 5 participants. The absence of parents can lead to issues such as children being "spoiled" due to lack of parental supervision.

"The children are spoiled because both parents are not around."

"... after their parents went for foreign employment, these children like to spend time in their room. They prefer not to talk with other members and normally discuss less before they are living with their parents."

The thematic analysis reveals that remittances from migrants have a substantial positive impact on the financial stability and living standards of their families. They enable debt repayment, improve household comfort, and provide better educational opportunities for children. However, these benefits come with emotional and social challenges, such as potential behavioral issues in children due to the prolonged absence of their parents. This dual impact highlights the complex nature of the benefits and drawbacks associated with remittances in the context of family and child well-being.

Figure 4*Impact of Remittance to Family and Children**Source: Interview, 2024*

4.3 Impact on Children Education due to Absent of their Parents

The open-ended question related to impact of children's education due to parents' migration for foreign employment was asked to the participants and thematic analysis was conducted. A thematic analysis of responses concerning the impact of parental migration on children reveals several key themes.

4.3.1 Academic Disengagement and Dishonesty

The findings from the participants indicate that due to parent migration for foreign employment there is academic disengagement and dishonesty among children. only 2 parents explain about the positive academic achievement. The 4 participants argue that children lie about attending school and frequently miss classes, indicating a lack of seriousness in their studies. Participant 6 reported that it's impacting a lot, they lie

that they are going to school but sometimes they don't. Further participant 14 argue that children are not that serious in their studies due to absent of their parents.

4.3.2 Positive Educational Outcomes

Contrasting the negative impacts, two participants indicate positive educational outcomes. Children attending good schools due to remittance benefits are reportedly happy and improving in their studies. Participant 13 reported that children are going to a good school so they are happy and improving their study.

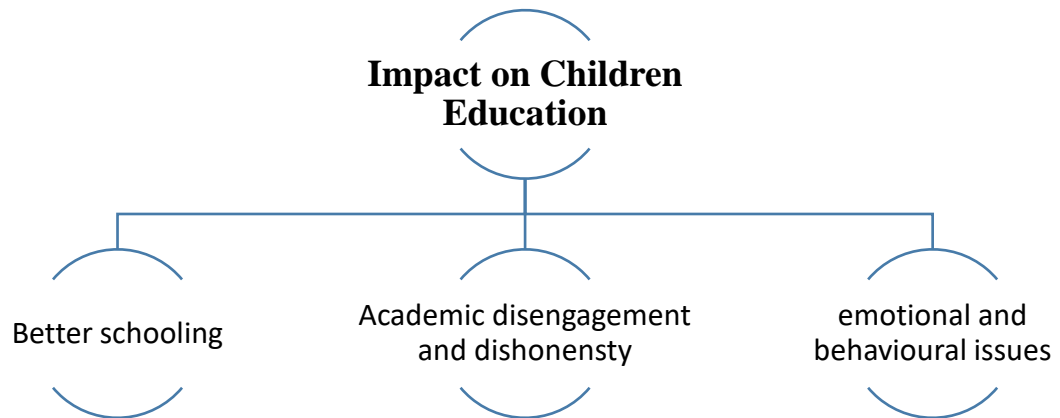
4.3.3 Emotional and Behavioral Issues

The absence of parents leads to emotional and behavioral issues among children. The lack of parental supervision and guidance results in various problems. Similarly, due to parents being absent is the potential impact on children's mental health. The absence of parents may lead to mental health problems, highlighting the emotional toll of parental migration.

"Something happens when mom and dad aren't around."

"Yes, it might lead to children's suffering from mental health problems."

The study found a mixed impact on children due to parental migration. On the one hand, there are positive outcomes such as improved educational opportunities and happiness due to attending good schools. On the other hand, significant challenges include academic disengagement, dishonesty, emotional and behavioral issues, and potential mental health problems. This analysis underscores the complex and multifaceted nature of the impact of parental migration on children, balancing material benefits against emotional and psychological challenges.

Figure 5*Impact of Children Education*

Source: Interview, 2024

4.4 Migrant Influence Access to Education of their Children

The open-ended question about the influence of remittances on children's access to education was asked to the participants and thematic analysis was done. A thematic analysis of responses regarding how remittances from migrants influence access to education for their children reveals several positive impacts.

4.4.1 Enabling Enrollment in Better Schools

All the participants' narrative concluded that remittances enable families to enroll their children in better educational institutions, often private or English-medium schools, which they could not afford otherwise even if there is negative impact on these children due to absence of their parents.

"It helped a lot with children's education. We afford to send them to English school."

"With the money sent by remittances, they have been able to study in government or private schools."

Despite the drawbacks of parental absence, remittances were crucial for enrolling children in better educational institutions. This financial support allowed them to attend private or English-medium schools, opportunities otherwise unavailable.

4.4.2 Financial Ability to Cover Educational Costs

From the theme of narrative, participant remittances provide the necessary financial support to cover various educational expenses, including tuition fees, uniforms, and other educational materials. This financial stability ensures that children have access to the resources they need for a quality education. One participant reported that their family now can afford expensive school uniforms, educational material, and everything related to education. Similarly, another participant argue that it has a positive impact because they are able to pay their fees on time as well as new uniforms, bags, and everything their children need for school.

4.4.3 Consistent Payment of School Fees

Another important theme is the ability to pay school fees on time which is highlighted by 4 participants, which is crucial for maintaining enrollment and avoiding disruptions in the children's education.

"It helps a lot."

"We are able to pay their fees on time."

The thematic analysis reveals that remittances from migrants significantly enhance children's access to education. These funds allow families to enroll their children in better schools, whether private or government, and cover associated educational costs. The ability to afford tuition, uniforms, and educational materials ensures that children have the resources necessary for a quality education.

4.5 Change of Schools of Children

The question about the change in the school of the children who left behind after their father and mother went for foreign employment is asked to the participants and thematic analysis is done based on the response. The question "Does your family change the school of children who are left behind after their parents migrate?" yielded responses indicating a prevalent practice of shifting children from government to private schools following parental migration for foreign employment. Several themes emerge from these responses, reflecting broader social, economic, and educational impacts.

4.5.1 School Transition (Government to Private)

The 16 participants argue that after migration of the parents children are shift from government to private schools. The responses consistently indicate a shift from government to private schools mostly by their mother (11 out of 16) before they went for foreign employment. This transition suggests a perceived or actual improvement in educational quality and opportunities provided by private institutions and the engagement of the mother for shifting of school by consulting with the children's father who went for foreign migration. few participants said that these children are already in private schools so no change of school.

"Yes, after both parents went for foreign employment, their children were shifted from government to private school... they can afford the fees and stationery expenses..."

"Yes, after the children's father went for foreign employment, her mother shifted government to private school after consulting with her husband. now they plan to change the school located in Kathmandu and keep their child in a hostel."

“no, the child was studying in a private school before the migration of their parents.”

"Yes, after her father went for foreign employment, her mother changed schools and later she also went for foreign employment."

"Yes, after both parents went for foreign employment, their children were shifted from government to private school."

Despite some pre-existing private school enrollment, most participants reported a shift from government to private schools after parents migrated. This suggests a perceived improvement in educational opportunities offered by private institutions, often facilitated by mothers before departure, with some fathers consulted remotely.

4.5.2 Economic Impact of Remittances

The ability to afford private school fees and educational materials is directly linked to the remittances sent by the migrating parent(s). This financial support enables families to invest in better educational opportunities.

"That remittance helped to buy school fees and books."

The responses highlight a clear pattern where parental migration results in children being shifted from government to private schools. This trend suggests that families view private schools as providing superior education, which they can now afford due to the financial support from remittances. The movement from government to private schooling is not only a change in the type of school but also reflects a broader socio-economic strategy aimed at improving children's future prospects through better education. This shift also underscores the significant role of remittances in shaping educational decisions. Remittances are not just supplementary income; they are critical for enabling access to resources that were previously unaffordable. This

financial empowerment allows families to make substantial changes, such as enrolling their children in private schools, which are often associated with higher educational standards and better outcomes.

Moreover, the responses suggest a proactive approach by the remaining parent, often the mother, in managing the children's education during the absence of the migrating parent. This proactive management includes not only the decision to shift schools but also ensuring that the necessary financial resources are utilized effectively.

4.6 Absent of Parents affect Children's Emotional Well-being and Motivation

The question "Does parental absence due to migration affect children's emotional well-being and motivation? If yes, how?" elicited responses that clearly indicate significant emotional and motivational impacts on children. Analyzing these responses reveals several key themes.

4.6.1 Lack of Discipline and Behavioral Issues

Participants highlighted that children tend to exhibit a lack of discipline and engage in behaviors without fear of reprimand when parents are absent. Participants also highlight the issues of lack of respect towards elders and refusal to follow instructions are prominent behavioral issues found in the children due to absence of their parents.

"Yes, they don't have fear of anyone so they do whatever they like to do."

"Yes, a lot. They don't listen to what we say to them. Stopped respecting elders and always hanging on mobile phones or TV."

The study found a theme of behavioral issues in children with absent parents. Participants reported a lack of discipline, disrespect for elders, and disregard for instructions.

4.6.2 Emotional Distress and Neediness

The response of the participants indicates that absence of parents results in children missing crucial emotional support, leading to feelings of emotional neediness. Participants notice that the behaviour of the children are changed after both parents went for foreign employment. They also observed that children feeling unloved and emotionally neglected as they perceive others do not behave like their parents.

"Yes, it affects a lot. They miss their parents' emotional support and sometimes there is a lack of motivation too."

"Children don't get to feel love and other things like their parents and others don't behave like them, so they are emotional and needy."

The study identified emotional neglect as a concern for children with absent parents. Participants reported children missing emotional support, feeling unloved, and exhibiting increased neediness.

4.6.3 Impact on Motivation

Participants argue that children feel that there is lack of emotional support directly impacts children's motivation levels, potentially affecting their academic and personal development. Participant 18 reported that children miss their parents' emotional support and sometimes children also a lack of motivation too due to absent of their parents. The responses indicate that parental migration has a profound impact on children's emotional well-being and motivation. The absence of parental authority leads to behavioral issues such as lack of discipline, disrespect towards elders, and excessive use of digital devices. Emotional distress is another significant theme, with children experiencing feelings of being unloved and emotionally neglected due to the absence of parental support. This emotional void often translates into a lack of motivation, affecting various aspects of their lives. The thematic analysis underscores

the critical role of parents in providing emotional support and discipline. The absence of migrating parents disrupts this balance, leading to emotional and motivational challenges for the children left behind. These findings suggest the need for interventions to provide emotional support and maintain discipline in households affected by parental migration.

4.7 Difference of School on the Basis of Gender

The question "Are there any differences in how migration impacts the education experience of boys versus girls (e.g., boys in private and girls in public)?" was asked to the participants and thematic analysis was done. The responses garnered responses suggesting a shift towards gender equality in educational opportunities post-migration.

4.7.1 Gender Equality in Education

Participants consistently reported that both boys and girls are now attending the same schools, indicating a trend towards equal educational opportunities. From the thematic analysis it is also found that remittances sent by migrating parents enable families to afford better educational institutions for all children, regardless of gender. The responses indicate a significant movement towards gender equality in educational experiences as influenced by parental migration. The ability to send both boys and girls to the same schools, facilitated by remittances, reflects a reduction in gender disparity. This shift signifies not only an economic change but also a cultural transformation where past biases against girls' education are being overcome. The remittances from parental migration play a crucial role in this transition. They provide the necessary financial resources to ensure that all children, irrespective of gender, have access to the same quality of education. This trend suggests a positive outcome

of migration, where the economic benefits translate into more equitable educational opportunities.

"No, boys and girls are going to the same private school."

"No, boys and girls are in the same school."

"Because of the remittance amount we can afford to send both boys and girls to the same school."

The study suggests parental migration, through remittances, promoting gender equality in education. Participants reported a shift towards co-educational schools, with financial resources allowing families to afford equal opportunities for both boys and girls. This indicates a potential cultural shift overcoming past biases against girls' education.

4.7.2 Cultural Shift Towards Equality

There is an acknowledgment of a cultural shift where past gender biases in education are diminishing, and both boys and girls receive equal treatment concerning school choice. Families and communities are increasingly recognizing the importance of providing equal educational opportunities to both genders, reflecting a progressive change in societal attitudes.

"It used to be, but now there is no such behavior. There is a summons for both of them to study either in government or private schools."

The analysis reveals that migration positively impacts gender equality in education. The financial support from remittances enables families to afford quality education for all children, and changing cultural norms support this trend. This shift towards equal educational opportunities for boys and girls is a significant and positive development, highlighting the broader social benefits of migration.

4.7.3 Perceived Academic Disadvantage

A dominant theme is the perceived academic disadvantage of children left behind which are argued by most (13 out of 20) of the participants. The 8 participants explicitly mention weaker academic performance. Similarly, 2 participants attribute this to the lack of emotional support, which parents usually provide, suggesting that the emotional bond between parents and children plays a crucial role in academic success. This sentiment is echoed by 8 participants, who points to both the absence of emotional support and a lack of discipline or fear, leading to poor academic performance and even absenteeism during exams.

“... they are weak in academic achievement compared to children with their parents. Children get emotional support from their parents which is lacking with our children.”

“Our children are not left behind. They are very good at studying as children with their parents.”

“There is a lack of emotional support from the parents and also a lack of fear. That's why they are not serious about their study and not performing well in exams. Sometimes they are even absent from exams. So, they are very behind compared to the children with parents.”

The study identifies a perceived academic disadvantage among children left behind by migrant parents. Many linked this to a lack of emotional support and a decrease in discipline, potentially impacting focus and exam performance.

4.7.4 Potential Parity or Success Under the Right Conditions

Conversely, there is a theme of potential parity or success under the right conditions. The second part of 3 participants response contradict their initial statement by

asserting that their children are not left behind academically, indicating that with proper support and resources, children can achieve similar success to those living with their parents. Similarly, 3 participants add another layer to this theme by suggesting that academic outcomes are not uniformly negative and that some parents are content with their children's educational progress, despite being left behind.

4.7.5 Guidance and Motivation

Finally, 4 participants introduce the theme of guidance and motivation as crucial factors. This participant implies that with proper guidance, children left behind can be motivated to achieve their academic goals, suggesting that targeted interventions can mitigate the disadvantages caused by parental absence.

These themes consensus that children left behind face academic challenges, there is also recognition of the potential for these children to succeed given appropriate support and guidance. The mixed responses highlight the variability in academic outcomes depending on individual circumstances and support systems.

4.8 Impact of Parental Migration on Academic Performance

The thematic analysis of the responses reveals several key themes regarding the impact of parental migration on children's academic performance across different subjects.

4.8.1 Significant Impact on Mathematics

A dominant theme is the substantial negative impact on mathematics. The 10 participants highlight mathematics as a particularly challenging subject for children left behind. Participant 15 explicitly states, "Mathematics on the top I'd say," underscoring that math is the most affected subject. The 4 participants noted the difficulty of teaching hard subjects like math and computer studies without parental

support, leading to weaker performance in these areas. Participant 3 adds that children receive very low scores in math, further emphasizing the subject's vulnerability.

4.8.2 Challenges in Science

Another significant theme is the adverse effect on science performance. The 7 participants mention science as a subject where children of migrating parents tend to underperform. This suggests that like math, science requires consistent guidance and support, which might be lacking when parents are not present to assist. They argue that even if their parents were at home they face difficulty in math and science after the migration of parents they feel more difficulty in these subjects.

4.8.3 General Academic Decline

From the response of participants, 8 out of 20 Participants highlights a broader theme of general academic decline, noting low scores in "even in other subjects." This implies that the impact of parental migration may extend beyond math, science, and English to overall academic performance, possibly due to a lack of seriousness and listening skills among children left behind.

4.8.4 Influence of Family Priorities

In contrast, 4 Participants introduces a theme of variability based on family attitudes towards education. They suggest that the impact of parental migration may differ depending on whether families prioritize education, indicating that some families might mitigate negative effects through other support systems or values. The outcomes of thematic analysis indicate that parental migration has varying effects on academic performance across various subjects. Mathematics appears to be the most significantly influenced, followed by science and English. The degree of this influence may depend on a family's priorities and the availability of alternative support resources.

4.8.5 Lack of Emotional and Physical Support

A recurring theme is the lack of emotional and physical support. The majority of participants (11 out of 20) emphasize that children miss the love and guidance typically provided by their parents. 8 participants think that while children might attend good schools, they do not receive the emotional support necessary for higher educational achievement. Participant 3 notes that despite attending better schools, children's academic performance worsens due to the absence of parental support.

4.8.6 Dependence on Non-Parental Guidance

From the study, 6 participants highlight the reliance on non-parental figures for guidance, which is often inadequate. Similarly, 3 participant mentions that while guardians can encourage children to study, they lack the educational background to provide substantial academic guidance. Likewise, 3 participants points out that others, like relatives or caretakers, do not offer the same level of importance or support as parents, resulting in insufficient educational guidance.

5.8.3 Necessity of Continuous Encouragement

The response of 3 participants underscore the importance of continuous encouragement, which is often missing without parental presence. They argue that children need someone close to push them to succeed in their studies, implying that the lack of such consistent motivation significantly impacts academic performance.

The thematic analysis reveals that parental absence due to migration leads to a significant lack of emotional, physical, and educational support for children, adversely affecting their academic performance. The reliance on less involved or uneducated guardians further exacerbates this issue, highlighting the critical role of parents in providing continuous encouragement and guidance.

CHAPTER V

SUMMARY AND CONCLUSION

5.1 Summary

Migration has become a prominent feature of the contemporary global landscape, with millions of individuals moving across borders in search of better economic opportunities, safety, and security. From Nepal many youths move to Gulf countries for employment and better earning than in Nepal. Parental migration for foreign employment profoundly impacts families, with parents seeking better opportunities abroad while leaving their children behind. Parents migrate with the hope of providing a better future for their children, yet the consequences of their absence on the well-being of these children are profound and multifaceted. There are push and pull factors that motivate out migration to the parents of the children who left behind. In this context the study is carried out to explore the migration of the parents and its impact on children education and caring who are left behind in Nepal with the specific objectives of finding out the motivation factors that influence to take decision of migration, exploring are the impact of parents' migration on children care and education who left behind and assess the effect of parent out migration on academic performance of children who left behind.

The study used exploratory research design by applying a qualitative method. The research design employs a qualitative approach, utilizing semi-structured interviews and focus group discussions to gather in-depth insights from parents who migrated and their children left behind in Sankharapur municipality of Shanku, Kathmandu. For the study, 20 respondents are selected where 17 respondents are children relative

where children live due to absence of their parents and 3 respondents are hostel people where children are left and their parents went for foreign employment. Through purposive sampling, participants are selected to represent diverse migration experiences and socio-economic backgrounds. The data are collected by the in-depth interviews and all the data are qualitative in nature. For the data analysis thematic analysis techniques are used. Thematic analysis is employed to identify recurring patterns and themes, allowing for a comprehensive understanding of the impact of parental migration on left-behind children.

The study identified destinations of migration and reason for migration. All the parents went to gulf countries to grab the employment opportunities, debt repayment, limited local income sources, aspirations for a better future for children, and the lack of job availability in Nepal which are the pull and push factors for foreign migration. In the study it is also found that 11 out of 20 participants argue that children are cared for by their uncles and aunts due to family dynamics related to joint family. Thus, taking care of grandparents living with uncles and aunts, grandparents and hostels are only the place migrants kept their children when they went for foreign employment. Thus, during parental absence due to foreign migration, children are primarily cared for by extended family members, including uncles, aunts and grandparents. In the absence of parents due to migration, decision-making responsibilities for children's health, education, and other needs are predominantly assumed by extended family members. Uncles, aunts, and grandparents are specifically mentioned, reflecting their prominent roles in the children's lives. Study found that remittances from migrants have a substantial positive impact on the financial stability and living standards of their families. They enable debt repayment, improve household comfort, and provide better educational opportunities for children. However, these benefits come with

emotional and social challenges, such as potential behavioral issues in children due to the prolonged absence of their parents.

The thematic analysis shows a mixed impact of parental migration on children. On the positive side, it enhances educational opportunities and happiness from attending good schools. Conversely, it can cause academic disengagement, dishonesty, emotional and behavioral issues, and potential mental health problems. Parental migration thus presents a complex balance of material benefits and emotional challenges. Remittances significantly improve children's access to education, enabling enrollment in better schools and covering costs like tuition and uniforms. The remaining parent, often the mother, proactively manages the children's education, ensuring effective use of financial resources and making necessary school changes.

The thematic analysis emphasizes the vital role of parents in providing emotional support and discipline, which is crucial for the well-being and motivation of children. However, when parents migrate, this balance is disrupted, leading to emotional and motivational challenges for their children left behind. These findings indicate the need for interventions to provide emotional support and maintain discipline in households affected by parental migration. Additionally, migration has a positive impact on gender equality in education by providing financial support through remittances, which allows families to afford quality education for all children. Moreover, changing cultural norms further support this trend towards equal educational opportunities for boys and girls, which is a significant and positive development that highlights the broader social benefits of migration.

From the study it is found that children left behind face academic challenges, there is also recognition of the potential for these children to succeed given appropriate

support and guidance. The mixed responses highlight the variability in academic outcomes depending on individual circumstances and support systems. Similarly, Parental migration has varying effects on academic performance across various subjects. Mathematics appears to be the most significantly influenced, followed by science and English. The degree of this influence may depend on a family's priorities and the availability of alternative support resources. Likewise, parental absence due to migration leads to a significant lack of emotional, physical, and educational support for children, adversely affecting their academic performance. The reliance on less involved or uneducated guardians further exacerbates this issue, highlighting the critical role of parents in providing continuous encouragement and guidance.

5.2 Conclusion

Migration decisions are influenced by various motivating factors. Economic prospects, such as employment opportunities in Gulf countries, drive parents to seek better livelihoods. Additionally, the desire for an improved standard of living for family members plays a crucial role. However, this migration often results in children being left in the care of grandparents, uncles, and aunts due to parental absence. Furthermore, unemployment in Nepal further pushes families toward migration as a means of survival and progress. Overall, these factors collectively shape migration decisions.

The study highlights the complex impact of parental migration on left-behind children. While migration enhances educational opportunities and happiness through attendance at better schools, it also brings challenges such as academic disengagement, dishonesty, and emotional and behavioral issues. This disruption affects the balance between material benefits and emotional well-being. Remittances

are crucial, improving access to education by funding better schools, tuition, and uniforms. It ensures quality education for all children, underscoring broader social benefits from migration. Despite these efforts, emotional and motivational challenges persist, necessitating interventions for emotional support and household discipline.

In conclusion, parental migration profoundly impacts left-behind children, offering enhanced educational opportunities alongside challenges like academic disengagement and emotional issues. Addressing emotional support and maintaining discipline are vital amidst these complexities, highlighting migration's broader positive influence on gender equality in education and social welfare.

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Annex I: Checklist of Interview

- What is your name? what is your relationship with migrant parents?
- Gender of respondent
- Are you living in nuclear or joint family?
- What is your Family main occupation? And main income source?

Migration pattern

1. where are children parents migrating and for what purposed they migrate?
2. what are main reasons for their migration? what are the duration of their migration?
3. who will take care of migrant children during the absent of their parent?
4. who will take decision related to these children related to health, education, fulfillment of their needs and so on during absent of their parent?
5. how does remittance send by migrants' impact on your family and migrant' children?

Impact of migration on Child education

6. who primarily take care of the children who left behind of migrants?
7. does parental migration lead to any impact on children education (e.g. dropping out, absenteeism and so on)?
8. how do remittance from migrant influence access to education of their children?
9. does your family change school of children who left behind after their parent migration?

10. Does parental absence due to migration affect the children emotional well-being and motivation? if yes how?
11. Are there any differences in how migration impacts the education experience of boys Vs girls (e.g. boys in private and girls in public)?

Academic Achievement related questions

12. do children left behind show any patterns in terms of academic achievement compare to children with their parents?
13. does parent migration have a varying impact on performance in different subjects like math, science and other? if yes which subjects does it affect most?
14. how does parental absent due to migration affect the level of support and guidance children received in their studies?