

سطح
Soc
221

**IMPACT OF INTERNATIONAL MIGRATION ON
TRUANCY AMONG ADOLESCENTS**

(A CASE STUDY OF MURALA DISTRICT MANDI BAHA-UD-DIN)



By

RIASAT ALI

Department of Sociology

Quaid-i-Azam University Islamabad

2014

**IMPACT OF INTERNATIONAL MIGRATION ON
TRUANCY AMONG ADOLESCENTS
(A CASE STUDY OF MURALA DISTRICT MANDI BAHA-UD-DIN)**



**“Thesis submitted to the Department of Sociology, Quaid-i-Azam
University, Islamabad, for the partial fulfillment of the degree of
Master of Science in Sociology”**

By

RIASAT ALI

**Department of Sociology
Quaid-i-Azam University, Islamabad**

2014


**Quaid-i-Azam University, Islamabad
(Department of Sociology)**

FINAL APPROVAL OF THESIS

This is to certify that we have read the thesis submitted by Mr. Riasat Ali, it is our judgment that this thesis is of sufficient standard to warrant its acceptance by the Quaid-i-Azam University, Islamabad for the award of the Degree of "M.Sc in Sociology".

Committee

1. Mr. Sarfraz Khan
Supervisor
2. Dr. Niaz Muhammad
External Examiner
3. Dr. Muhammad Zaman
In-charge Dept. of Sociology





**Quaid-i-Azam University, Islamabad
(Department of Sociology)**

FINAL APPROVAL OF THESIS

This is to certify that we have read the thesis submitted by Mr. Riasat Ali, it is our judgment that this thesis is of sufficient standard to warrant its acceptance by the Quaid-i-Azam University, Islamabad for the award of the Degree of "M.Sc in Sociology".

Committee

1. Mr. Sarfraz Khan
Supervisor
2. Dr. Niaz Muhammad
External Examiner
3. Dr. Muhammad Zaman
In-charge Dept. of Sociology





Acknowledgement

All praise and gratitude be to the ALLAH ALMIGHTY, the most beneficent and the most merciful, who bestowed me with courage to achieve this opportunity to complete this manuscript. On very first, I would like to pay thanks to ALLAH ALMIGHTY for His boundless mercy countless salutation is upon Prophet HUMAMMAD (PBUH).

A great thanks to my supervisor Mr. SarfraZ Khan Department of Sociology for his valuable guidance at each step of the work and sparing his time to guide me in my research work. I would like to think to my all teacher of sociology department, Dr. Muhammad Zaman (In charge department of Sociology) Mr. Farhan Faiz and Dr. Saadia Saeed. I feel pleasure in extending my thanks to those who are lifeblood for me, those are my family. I would like to thanks my brothers Rafaqat Ali, Atif Ali and all other family members because they encourage me at each level and without their support and prayers I would not able to be at this position. I would like to thank all my friends, especially Syed Gohar Altaf, Usama Khizar Bosal, Asad Hayat, Ebad Ehsan, Arshad Watto, Mazhar Saeed and Muhammad Abdul. Who have always motivated me in my studies and supported me if I face any hurdle and at the last but not least myself.

Riasat Ali

Abstract

Migration is a phenomenon that has a multi-faceted impact on individuals, families and left behind children. This study examines the impact of migration on truancy among adolescents in Murala District Mandi Bahauddin Pakistan. Truancy is a type of social problem among the students, when children leave for school or go to school but then slip off to meet with friends or do something that may involve breaking rules this called truancy. I collect the data from Murala that migration has negative impacts on schooling of left behind adolescents. According to theory and literature the out-migration and flow of the remittances had both positive and negative impacts but mostly had negative impacts on education of the left behind adolescents. This study found that the left behind male adolescents were more truants than girls because of migratory aspiration. A significantly higher percentage of children whose fathers had migrated had more truants compared to those whose fathers were not migrated.

Table of Contents

CHAPTER NO. 1 INTRODUCTION	1
1.1 International Migration	4
1.2 Truancy	5
1.3 History of Migration	7
1.4 Types of Migration	11
1.5 A Global Perspective on Migration	13
1.6 Migration from Pakistan	14
1.7 Migration and Truancy among Left behind Adolescents.....	21
1.8 Statement of the Problem.....	23
1.9 Objectives of Study.....	24
1.10 Significance of the Study.....	24
CHAPTER NO.2 LITERATURE REVIEWED.....	26
2.1 Migration from Pakistan	27
2.2 Migration and Truancy.....	31
2.3 Truancy among Adolescents.....	35
2.4 Assumptions.....	39
CHAPTER NO.3 THEORITICAL FRAMEWORK	41
3.1 Theories on Migration and Education of Children	42
3.1.1 Positive Impacts of Migration and Remittances on Education .	42
3.1.2 Negative Impacts of Migration and Remittances on Education	44
3.1.3 International Migration Aspirations	44
3.1.4 International Migration and Educational Problems.....	45
3.2 Hypotheses.....	50
CHAPTER NO.4	51
CONCEPTUALIZATION AND OPRATIONALLIZATION.....	51
4.1 Conceptualization	52
4.1.1 Migration.....	52

4.1.2 Truancy.....	53
4.1.3 Adolescent.....	54
4.2 Operationalization.....	55
4.2.1 Migration.....	55
4.2.2 Truancy.....	55
4.2.3 Adolescent.....	56
CHAPTER NO. 05 RESEARCH METHODOLOGY	57
5.1 Universe of the Research	58
5.2 Target Population.....	59
5.3 Sampling Design.....	59
5.4 Sampling Size	59
5.5 Tools for Data Collection.....	60
5.6 Techniques for Data Collection	60
5.7 Pre-Testing.....	61
5.8 Data Analysis	61
5.9 Opportunities and Limitations of the Study.....	61
5.11 Ethical Concerns	62
Chapter No. 6 RESULTS AND FINDINGS	63
6.1 Findings.....	65
6.2 Hypothesis Testing	122_Toc391298419
CHAPTER NO.7 DISCUSSION, CONCLUSION AND SUGGESTIONS	129
7.1 Discussion.....	130
7.2 Conclusion	133
7.3 Suggestions	134
REFERENCES	135
ANNEXURE	146

List of Tables

Table No. 6.1.1 Gender of the Respondent.....	64
Table No. 6.1.2 Age of the Respondents	65
Table No.6.1.3 Education of the Respondents.....	66
Table No. 6.1.4 Family Type of the Respondent.....	67
Table No. 6.1.5 Marital Status of the Respondent.....	68
Table No. 6.1.6 Monthly Income of the Respondent.....	69
Table No. 6.1.7 Family Members of the Respondents	70
Table No. 6.1.8 Total Family Member(s) were Living Abroad.....	71
Table No. 6.1.9 Male Family Member(s) were Living Abroad.....	72
Table No. 6.1.10 Female Family were Living Abroad.....	73
Table No. 6.1.11 When first of the House Holed Member Migrated,	74
Table No. 6.1.12 Where They Migrated	75
Table No. 6.1.13 Age of the 1 st Migrant.....	76
Table No. 6.1.14 Age of the 2 nd Migrant.....	77
Table No. 6.1.15 Age of the 3 rd Migrant.....	78
Table No. 6.1.16 Profession of 1 st Migrant.....	79
Table No. 6.1.17 Profession of 2 nd Migrant.....	80
Table No. 6.1.18 Profession of 3 rd Migrant	81
Table No. 6.1.19 Total Volume of Remittances per Month	82
Table No. 6.1.20 Through which Mode Migrant(s) Send Money?	83
Table No. 6.1.21 Household's Total Monthly Expenditures	84
Table No. 6.1.22 Monthly Expenditures on Education of the Children	85
Table No. 6.1.23 Family Satisfied with the Money Migrant(s) Send Back	86
Table No. 6.1.24 Dependents which the Migrant(s) Support at Home..	87
Table No. 6.1.25 How Many Visits the Migrant(s) Made Back to Home during the Last Year.....	88

Table No. 6.1.26 Migrant(s) Level of Education	89
Table No. 6.1.27 International Migration Becomes a Trend	90
Table No. 6.1.28 Social Push Factors Which Force a Person to Migrate	91
Table No. 6.1.29 Major Social Pull Factors for Migration	92
Table No. 6.1.30 Total Children(s) of the Migrant(s).....	93
Table No. 6.1.31 Male Children(s) of the Migrant(s).....	94
Table No. 6.1.32 Female Children(s) of the Migrant(s)	95
Table No. 6.1.33 Total Children(s) were in School Going Age	96
Table No. 6.1.34 Male Children(s) were in School Going Age	97
Table No. 6.1.35 Female Children(s) are in School Going Age.....	98
Table No. 6.1.36 Total Children(s) Enrolled in School, College or at University.....	99
Table No. 6.1.37 Male Children(s) Enrolled in School, College or at University.....	100
Table No. 6.1.38 Female Children(s) Enrolled in School, College or at University.....	101
Table No. 6.1.39 Respondents were satisfied or not with the Performance of the Children(s) Enrolled in School.....	102
Table No. 6.1.40 Grades of the Children(s) in the Previous Exam.....	103
Table No. 6.1.41 Complaints about the School Attendance	104
Table No. 6.1.42 Migrant(s) is/are concerned about the Education	105
Table No. 6.1.43 Left behind Children(s) are Aspired to go abroad ...	106
Table No. 6.1.44 Migrant(s) also want to send their Sons Abroad.....	107
Table No. 6.1.45 Migrant's children Get Drop Out from the School before Completed their Education	108
Table No. 6.1.46 International Migration Leads to Truancy among Adolescents	109
Table No. 6.1.47 Who were More Truant Boys or Girls?	110

Table No. 6.1.48 Who were the More Interested in Education	111
Table No. 6.1.49 Sons of Migrant(s) want to go abroad that's why they leave the Study and Become Truant in their Early Age.....	112
Table No. 6.1.50 Main Factor behind Truancy among Adolescents ...	113
Table No. 6.1.51 Sector of Education is the Major Cause behind Increase Truancy among Adolescents.....	114
Table No. 6.1.52 Responsible for Truancy among Adolescents.....	115
Table No. 6.1.53 Main Reason of Truancy among Left Behind Male Adolescents	116
Table No. 6.1.54 Truant children(s) Involve in Crimes.....	117
Table No. 6.1.55 People Perceive that the Truant Children(s) Can't Do Work in their Home Land.....	118
Table No. 6.1.56 When the Truant Children(s) Start to Involve in Crimes then Parents Wants to Send Them Abroad.....	119
Table No. 6.1.57 When the Sons of the Migrants Drop Out from Schools then what the Family Wants from Them.....	120
Table No. 6.1.58 High literacy Rate will Decrease the Trend of International Migration	121

Chapter No. 1
INTRODUCTION

Chapter No. 1

INTRODUCTION

There are more international migrants today than ever before, and their number will increase in the future. Almost every country on earth is either immigrant country or emigrant country. All of the states have been affected by migration. Migration is an inextricably linked with social issues, including poverty, human rights educational problems among left behind children.

People migrate with the hope of improvement of living conditions but receive the adverse effect on the whole family left-behind particularly education of the children but unfortunately in rural areas of Pakistan it became a problem of education of the children specially for the male adolescents. They become truant in the absence of their fathers and because of mind set of out-migration.

School attendance is very important for the success of the children to the next academic year. According to Altenbaugh (1995), Bryk and Thum (1989), Fernandez and Velez (1989) "Regular attendance is an important factor in school success. Students who are chronic non-attenders receive

fewer hours of instruction; they often leave education early and are more likely to become long term unemployed, homeless, caught in the poverty trap, dependent on welfare, and involved in the justice system (House of Representatives). High rates of student absenteeism are believed to affect regular attenders as well, because teachers must accommodate non-attenders in the same class. It has been suggested that chronic absenteeism is not a cause of academic failure and departure from formal education, but rather one of many symptoms of alienation from school. Chronic absenteeism, truancy and academic failure may be evidence of a dysfunctional relationship between student and school, suggesting that schools need to be more student-centered and supportive of students with different needs. This argument is supported by research that highlights significant associations between student background factors, poor attendance, and early school leaving”.

Migration and truancy among adolescents have gained a lot of attention from academics in recent years. It is need to debate upon human migration and truancy among adolescents especially in the context of developing world. The phenomenon is not new but existed everywhere in each society which has the issue of out-migration. Migration causes a huge loss of the talented people which involves in the growth of the entire nation in the shape of truancy. International migration of the fathers creates the

educational problems and it became cause of truancy among adolescent especially in the boys. Village Murala in District MandiBaha-ud-Din is a

adolescents schooling and truancy because of the characteristics of the migration and the truancy among adolescent boys.

1.1 International Migration

According to National Geographic Society (2005) "Migration refers to the movement of the people to developed countries. Migration is the movement of people from one place in the world to another for the purpose of taking up permanent or semi-permanent residence, usually across a political boundary".

The people do migrate to avail opportunities of better life style. They try to be a part of that society. The truancy and lack of education force the people to migrate towards other countries. They can avail better opportunities and make their future bright. The major human resource for developing countries is educated and highly skilled workers. The departure of human causes a disastrous social cost to the host country. Income inequalities, rights exploitation and inflation are the main elements of international migration.

1.2 Truancy

Absenteeism from school is of two types; one, when a student has some physical limitations due to which he/she is unable to attend the school. It can be physical illness of the student, family member's illness, severe weather conditions, strikes, transportation problems or a family member's demise. In these causes a student may not attend the school. In other words such absences are justified by the school authorities, families of the students and the law. The second absence is truancy; truancy means unexcused school absence for the whole day or a part of the day.

According to Attwood and Croll (2006) "truancy is commonly thought to be a problem among academically weak students those are overtaxed at school".

According to Teasley (2004) "Truancy can be defined as unexcused and unlawful absence from school typically without parental knowledge and consent. Truants mostly spend their time when they are out of school away from their homes and tend to conceal their absence from their parents. Student absenteeism and truancy have become a large problem with students today and receives little attention due to the abundance of other

issues and priorities that social workers and other service agencies are faced with". According to Seeley (2008) "Truancy is not a new problem but a historically present phenomenon that has over the present decade received new found attention as the lack of school attendance and its link with student delinquency has become more clearly identified".

The traditional method for disciplining student delinquents is to exclude them for regular learner in the school setting. This method sends a message to struggling students that they are not wanted, ultimately forcing a student's situation from bad to worse. Sending a student home for not coming to school, provides little or no intervention to the underlying causes of the absences and is counterproductive to the educational failure.

When students are not in the class, they are oftentimes committing crimes such as vandalism, burglary and shoplifting and other anti-social activities. Even public and private businesses are affected by truancy. Often times the individuals that have a history of truancies may not prepare to enter workforce. Businesses of common mass are negatively affected when truant students burglarize or vandalize their business.

Truancy is a significant problem in the Pakistan and in other countries around the world. Truancy has been linked to serious immediate and far-reaching consequences for youth, families, and schools and communities,

leading researchers, practitioners, and policy makers to try to understand and to address the problem. Although numerous and significant steps have been taken at the local, state, and national levels to reduce truancy, the rates of truancy have at best remained stable or at worst been on the rise, depending on the indicator utilized to assess truancy rates.

The costs and impact of chronic truancy are significant, with both short and long term implications for the truant youth as well as for the family, school and community. Truancy in childhood may be associated with adverse social and health outcome later in life. Studies have reported that adults who were truant as adolescents were more likely to experience marital or job instability and psychosocial maladjustment when compared to their counterparts who were not truant as adolescents. Numerous studies have investigated the association between truancy and various individual-level student characteristics. As Claes et al. (2009) and Veenstra, Lindenberg, Tinga, and Ormel (2010) stated that "Of these student background factors, gender has been found to predict truant behavior most consistently, with boys playing truant earlier and more frequently than girls".

1.3 History of Migration

Throughout human history, migration has been a courageous expression of the individual's will to overcome adversity and to live a better life. It started from hunting and gathering societies. Today globalization together with advances in communications and transportation has greatly increased the number of people who have the desire and the capacity to move to other places.

As Kosar (2007) stated that "The history of migration begins with the origins of mankind in the Rift Valley in Africa, from where between about 1.5 million and 5000 bc Homo erectus and Homo sapiens spread initially into Europe and later into other continents. In the ancient world, Greek colonization and Roman expansion depended on migration and outside Europe significant movements were also associated with the Mesopotamian, Inca, Indus, and Zhou empires. Other significant migrations in early history include that of the Vikings and of the Crusaders to the Holy Land.

In more recent history, in other words in the last two or three centuries, it is possible to discern a series of major migration periods or events, according to migration historian Robin Cohen. Probably the predominant migration event in the 18th and 19th centuries was the forced transportation of slaves. An estimated 12 million people were forced from mainly western

Africa to the New World, but also in lesser numbers across the Indian Ocean and Mediterranean. Besides its scale, one of the reasons this migration is so important is that it still resonates for descendants of slaves and among African Americans in particular. After the collapse of slavery, indentured labor from China, India, and Japan moved in insignificant numbers – some 1.5 million from India alone to continue working the plantations of the European powers. European expansion was also associated with large-scale voluntary resettlement from Europe, particularly to the colonies of settlement, the dominions, and the Americas. The great mercantile powers – Britain, the Netherlands, Spain and France all promoted settlement of their nationals abroad, not just of workers but also peasants, dissident soldiers, convicts, and orphans. Migration associated with expansion largely came to an end with the rise of anti-colonial movements towards the end of the 19th century, and indeed over the next 50 years or so there were some significant reverse flows back to Europe, for example, of the so-called *peignoirs* to France. The next period of migration was marked by the rise of the United States of America (USA) as an industrial power. Millions of workers from the stagnant economic regions and repressive political regimes of Northern, Southern, and Eastern Europe, not to mention those escaping the Irish famine, went to the USA from the 1850s until the Great

Depression of the 1930s. Some 12 million of these migrants landed at Ellis Island in New York harbor for immigration inspections. The next major period of migration was after the Second World War, when labor was needed to sustain booming post-war economies in Europe, North America, and Australia. This was there when many Turkish migrants arrived to work in Germany and North Africans in France and Belgium, for example. It was also the period when about one million Britons migrated to Australia as so called 'Ten Pound Poms'. Their passage and a grant of £10 were paid by the Australian government in its efforts to attract new settlers. During the same era decolonization was still having emigration impact in other parts of the world, most significantly in the movement of millions of Hindus and Muslims as a result of the Partition of India in 1947 and of Jews and Palestinians after the creation of Israel. By the 1970s the international migrant labor boom was over in Europe, although it continued into the early 1990s in the USA. The engine-room of the global economy has begun to shift decisively to Asia, where labor migration is, in contrast, still growing. As we shall see later in this volume, the movement of asylum-seekers and refugees and irregular migrants has also become increasingly significant across the industrialized world in the last 20 years. The purpose of this inevitably selective overview of international migration in recent history is not simply to make the point that migration

is not a new phenomenon. It is also intended to signpost themes that will recur throughout this volume. That migration is associated with significant global events revolutions, wars, and the rise and fall of empires; that it is associated with significant change economic expansion, nation-building, and political transformations, and that it is also associated with significant problems conflict, persecution, and dispossession. Migration has mattered through history, and continues to matter today.”

This new era has created challenges and opportunities for societies throughout the world. It also has served to underscore the clear linkage between migration and Educational problems among left behind adolescents and become a cause of truancy among them.

1.4 Types of Migration

According to NGS (2005) migration has these some types:

Internal Migration: Moving to a new home within a state, country or continent.

External Migration: Moving to a new home in a different state, country, or continent.

Emigration: Leaving one country to move to another (e.g., PakistanfromEngland).

Immigration: Moving into a new country (e.g., Pakistan to America).

Population Transfer: When a government forces a large group of people out of a region, usually based on ethnicity or religion. This is also known as an involuntary or forced migration.

Impelled Migration: (also called “reluctant” or “imposed” migration): Individuals are not forced out of their country, but leave because of unfavorable situations such as warfare, political problems, or religious persecution.

Step Migration: A series of shorter, less extreme migrations from a person's place of origin to final destination such as moving from a farm, to a village, to a town, and finally to a city.

Chain Migration: A series of migration's within a family or defined group of people. A chain migration often begins with one family member who sends money to bring other family members to the new location. Chain migration results in migration fields, the clustering of people from a specific region into certain neighborhoods or small towns.

Return Migration: The voluntary movements of immigrants back to their place of origin. This is also known as circular migration.

Seasonal Migration: The process of moving for a period of time in response to labor or climate conditions.

1.5 A Global Perspective on Migration

There are several types of flows of migration from Pakistan to countries in the EU, North America and East Asia. First, there are people using formal channels. Secondly, there are those who go to developed countries as students and remain after finishing their studies. Third are mostly young men migrants who enter developed countries illegally and finally, those who enter legally and then remain in violation of their visa conditions. The first two categories are usually not poor. The third form of migration is the most difficult to estimate or document, and is also the channel that might be open to relatively less well-off people. Migration to the Gulf region took off in the early 1970s. By the early 1980s, some 2 million Pakistanis had migrated there. Initially, demand was for construction workers; later it switched to workers with skills in sectors such as transport, trade, social infrastructure and security services. Unlike migrants to developed countries, those in the Gulf included large numbers of uneducated people from rural areas; their remittances home directly impacted on poverty. Migration between Pakistan and Afghanistan has been a long-standing feature of the history of the region. It became highly conspicuous,

however, in the 1980s with civil war and foreign military intervention in Afghanistan. With over 2.5 million people from Afghanistan, Pakistan was host to the largest population of refugees anywhere in the world. The refugees have been among the poorest people in Pakistan. There has been a steady flow of Muslim migration from other Asian countries such as India, Bangladesh and Burma to Pakistan since 1947. The early migration of Muslims from India was state-sanctioned and supported. The second round of Asian Muslim migration began in the 1970s and intensified in the 1980s; it consisted of people from poor communities many of whom are illegal or semi-legal in Pakistan. There are no reliable estimates but guesses range from 1 to 3 million.

1.6 Migration from Pakistan

The history of emigration from Pakistan is as old as the 1940s when it emerged as an independent state. Addleton (1992) and Arif (1997) asserted that “partition of the Indian sub-continent in 1947 led to massive movement of six million people from Pakistan to India permanently based on their religious and political affiliations”.

As Gazdar (2003) stated that “the era of 1950s and then 1970s also witnessed a significant flow of economically motivated emigrants towards Europe and middle-eastern countries. At present, millions of Pakistani

origin migrants are residing in different parts of the globe on permanent and temporary basis. Although the accurate details of Pakistani origin migrants are not available, but it is assumed that majority of them are based in middle-eastern states working as short-term contractual workers.¹ The other major forms include migrants with permanent status in their host countries in developed regions like Europe and North America, students and a small proportion of asylum seekers and refugees. These emigrants are economically associated with Pakistan and their contributions are visible in macro-micro economy.” According to State Bank of Pakistan (SBP 2009) Pakistan’s economy has benefited a great deal from foreign exchange remitted by its emigrants (both diasporas and short term contractual labor workers), as they have sent back around US\$ 70 billion since 1970 till 2007.

The evolution of Pakistan’s emigration legal and institutional frameworks passed through various reformative changes. These reforms initiated by the state were always characterized by a policy of aligning the labor supply channels according to the changing global labor market dynamics in order to continue the outflow of migrant workers. These reform approaches paved the way for millions of Pakistanis to seize overseas job opportunities in international labor markets.

Majority of the migrants are from rural origin of Pakistan. As Gilani, Khan, and Iqbal (1979) stated that “the great majority of emigrants from Pakistan are of rural origin, and come from villages lying in the unirrigated, wheat growing *barani* areas in the north of the country”. Majority of the Pakistani are doing deferent jobs and works in deferent countries. As Ballard (1987) stated that “over two million people approximately 10 per cent of the country’s adult male labor force currently work overseas. Of these the great majority is employed in the oil-rich states of the Middle East, especially in Saudi Arabia; but a further 300,000 live and work in Britain. The remittances that they send home have now become a critical component of the national economy: they make up over 50 per cent of Pakistan’s foreign exchange income. But with a major recession in Britain and even sharper cutbacks throughout the Arab world, this inflow is shrinking sharply, causing acute problems for the Pakistani economy. Before examining what these might be, we must begin by exploring how it is that so many Pakistanis came to seek their fortunes overseas, what happened to them when they got there, and the changes that have since been precipitated in their villages of origin”.

As Gazdar (2003) stated “there are several types of migration from Pakistan to developed countries in the EU, North America and East Asia. First, there is migration through formal channels. Some of these migrants

have family connections in these countries while others apply through formal legal channels for landed migrant status. In both cases, the people who migrate are from among the non-poor in Pakistan. Second, there are people who go to developed countries as students and remain there after completing their studies. This is particularly the case with respect to North America. These migrants, too, are generally from non-poor households. Third, there are people mostly young men – who either enter developed countries illegally, or who enter legally and then remain in violation of their visa conditions. This third form of migration is the most difficult to estimate or document, and is also the channel that might be open for less well-off people. Destination countries have their own statistical systems and methods of collecting social data. In some cases, community organizations of people of Pakistani origin and agencies of the government of Pakistan have produced rough estimates of numbers of Pakistani immigrants which suggest that there are at least 2 to 3 million people of Pakistani origin residing in developed countries. From such information it is possible to gain an impression of immigration trends. Young men of working age began to migrate in large numbers to the UK from Pakistan in the 1950s and 1960s. Many, initially, were from communities in Azad Jammu and Kashmir (AJK) where there was a long tradition of male emigration for seafaring and related activities. There was a further impetus

to emigrate when the city of Mirpur and its surroundings were submerged by the stored waters of a large irrigation project. The displaced were awarded migrant status to the UK as part of the compensation package, as the UK government was one of the international guarantors for the irrigation project. These migrants were mostly men with relatively little education who took up low-paid industrial jobs in the UK. Around the same time other male migrants – mostly educated – also began arriving in the UK and were employed in the industrial and service sectors. The male migration then gave rise to the migration of families and dependents from Pakistan. In contrast, emigrants to North America were initially educated men with professional training (mostly in medicine). Again, the initial emigration of male job-seekers gave rise to the later emigration of family members and other dependents. Since the late 1980s and early 1990s, there have been new waves of migration by young men to the EU and North America. In the 1980s, under conditions of political and social repression in Pakistan, a large number of people escaped persecution by immigrating to Western Europe and then to North America. Certain periods of political and social repression in Pakistan were associated with particular waves of migrants. During the same period there was a growing trend among well-off urban families to send their children to North America for higher education. These waves of emigration to developed

countries followed the familiar pattern of young men establishing themselves and then calling their families and dependents over. Another trend of the early 1990s was for young men travelling to developed countries – now including East Asian countries such as Japan and South Korea, on visitor visas and then overstaying illegally. Many ended up in low-paid service sector jobs. These new migrants have not been able to regularize their residential status and have become particularly vulnerable following the introduction of more stringent security measures in a number of developed countries. Emigration to developed countries has, by and large, involved young men from better off and upwardly mobile families and communities in Pakistan. The exceptions are important and interesting. They include, for example, the people displaced from Mirpur, as well as members of religious and ethnic communities that have faced social and political discrimination in Pakistan. These exceptions notwithstanding, those who have emigrated are not among the poorest or most deprived. Nor are these migrants homogeneous in economic or social terms: some of them are highly skilled and sought after professionals in medicine and information technology, while others are unskilled laborers. What they do share, however, is at least 12 years of schooling and, in this regard, they are from among the top one-seventh of Pakistan's population. The general pattern of migration to developed countries has been

changing; greater numbers of less educated young men are now taking their chances and overstaying their visitor visas. These young men are relatively less likely to be able to settle in their countries of destination or to bring their families with them. All overseas Pakistanis, especially illegal residents, have become more vulnerable as a result of stepped up security measures since September 11. This vulnerability has manifested itself in unusual ways. The volume of foreign currency remittances sent home by Pakistanis has more than doubled in the last two years. Much of the increase is due to the remittance of funds from developed countries, notably the US. In 1999–2000, US\$79 million were remitted from the US, accounting for just over 8% of total remittances received. By 2001–02 the US remittances had increased almost 10-fold to \$778 million, and now accounted for nearly one-third of all remittances from abroad.

Majority of the migrants from Pakistan are from villages and undeveloped areas, the people of those areas are mostly uneducated. Murala District MandiBaha-ud-Din is one of those villages. Migration rate is very high in Murala District MandiBaha-ud-Din. Many people from Murala are settled abroad, different countries of the world. They mostly settled in Arab and European countries. They have migrated there in order to fetch better income. Because of the economic situation in Pakistan, they earn more from abroad. This is the reason that they migrate to foreign countries.

They adopt both legal and illegal ways to migrate abroad. Legal way is through VISA immigration while the illegal way is known as “Donkey Way”. Most of the migrants who migrate to the European states, adopt illegal way to reach there.

1.7 Migration and Truancy among Left behind Adolescents

Migration has great impact on the family left behind. As this phenomena is not observable just at that time but later after few months it start getting clear that how much a family has affected by the migration aspect. How does it feels when there is only a single person to take the things on and he migrate to other place, can only that family can tell better.

It is now well accepted that international migration of a parent or family member can have both positive and negative effects on non-migrant children in the home country. First, there is the possibility that remittances sent from abroad will relax the household budget constraint and result in an increase in child schooling, child health, and a corresponding decrease in child labor. Yet researchers have also recognized that parental migration inherently involves parental absence from the home that can have a negative impact on child outcomes which may outweigh the positive effect of remittances.

Majority of the migrants those are migrated and living abroad more than 20-25 years of their lives abroad in order to make huge amount and they send this money back to their families. They visit their homes here in Pakistan after the interval of around 1-2 years. They have gone there for the better education or for the better future of their children but unfortunately their children specially does not remain focused on their studies and become truant; it is because of absence and migration of the fathers. The children waste their time and leave studies unattended since their fathers live abroad. They think from the begging of their adolescence that one day they will also migrate abroad for their livelihood. This very thought lead them to become truant. As the boys do not study their parents also then are compelled to send them abroad. Against the above-discussed background, one can easily understand how truancy amongst adolescents is dependent/ affected by migration. As Antman (2012) stated that “estimation of the causal effect of parental migration on children’s educational achievement is complicated by the fact that migrants and non-migrants are likely to differ in unobservable ways that also affect children’s educational outcomes.”

1.8 Statement of the Problem

The research study was concerned with those individuals who migrated abroad, doing their duties and sending remittances to their families left behind. They were go abroad for the betterment of their lifestyle and for the better education of their children but their children become truant because of migration of their fathers. This study provides an atmosphere to understand the risks and problems of migration and truancy as well as the effect of the departure of the fathers and after them migration of their children. The research also discloses the international migrant's sociological push and pulls factors to abroad and their staying in foreign country. This study illustrates the negative impacts of migration on education of the adolescent boys. Condition of education is deteriorating due to mass level of migration. Many push and pull factors are operational in this regard. Truancy level is growing among adolescent boys due to lack of care and absence of parentage. This issue has clutched the society into its shackles. Availability of opportunities can discourage migration scale that has been improving for many years. Social acceptance has been key issue, that increased migration level and reversely, wrongly impacted of left outs of migrated in turns of education.

1.9 Objectives of Study

The study has focused on the following objectives;

1. To study the socio-economic profiles of the respondents.
2. To investigate the patterns of international migration from locale.
3. To dig out the general impact of international migration and remittances on the education of the migrant's children back home.
4. To explore the association between migration on the truancy among adolescents.

1.10 Significance of the Study

The departure of people's affects the entire social structure of society. These individuals can play a vital role in the development of society. Such persons are the potential of the state those can do work hard in foreign countries. These individuals lived abroad and their children become truant and do not complete their education. It has become a main cause of uneducated society. This research will disclose the cause and effect of migration on truancy. The research study will also clarify the causes of migration of young people and students to developed nations and the impact of their migration on Pakistani society and the education. Although from economic development point of view the contribution of migrant

remittances is highly significant and valuable that is used in social welfare, education and health. These remittances also help in the eradication of poverty of the specified community or group but it is also creates many problems for the families and children left behind especially for the education of the children. The migration and remittances, closely interconnected, which affects the migrant's conditions and children's education. The research has also clarified the push and pull factors are cause of migration from home country to foreign countries. The study also clarified the circle of migration in the families of village Murala district Mandi Baha-ud-Din.

Chapter No.2
LITERATURE REVIEWED

Chapter No.2

LITERATURE REVIEWED

Literature review is the most important part of any research. By reviewing the existing literature researcher can make their research most authentic. Existing literature also reflects the importance of the topic on which research is going to be conducted. The most related review of this study is given below.

2.1 Migration from Pakistan

Migration is a natural phenomenon in the every society of the world so Pakistan is not a single country which is facing the problems of migration. Migration is a key determinant of rapidly change in whole of the world. Migration is a central dimension of globalization and our age is known as the 'era of higher mobility'. This higher mobility is much higher in Pakistan. The Pakistan is a country of high rate migration. However, we encounter for the literature review is the latter type in the mentioned, the migration from Pakistan.

According to the Pakistan Institute of Legislative Development And Transference PILDAT (2008) "Pakistan is a populous country has seen an increasing number of labor force moving to the other countries of the

around the world with the total number of Pakistani workers and their families estimated to be around 4 million.”

Migration from Pakistan is common practice like other countries of the world. People do the migration and leave their homes to sport and upgrade their economy, status and better family condition. Saeed and Ashfaq (2012) describe about the trend of migration in Asia “international migration usually occurs to better off living condition of oneself and families. The trend of international migration from Pakistan is common phenomenon like the other Asian countries and about 3.75 million Pakistani working or living outside the country according to the estimation of Pakistani Government 2001.”

PILDAT Briefing Paper (2008) stated that “over the past 60 years migration from Pakistan to other countries has largely been for seeking better economic opportunities and benefits to individuals, their families and communities. Unfavorable socioeconomic condition and uncertain political circumstances over the years have acted as an impetus and a push factor in the growing number of Pakistani traveling from their country”

Naim and Iftikhar (2008) “Over the years, Pakistan has witnessed increasing trend of migration of its skilled professionals. According to the Ministry of Overseas, Pakistan, approximately 7.0 million Pakistani

nationals reside outside their country. Out of these over 4.0 million have legal status and the rest are non-registered migrants including students who have overstayed their status.”

Sighmann (2008) stated that “Migration is an important social practice and economic factor in Pakistan. About four million labour migrants live outside Pakistan, half of them in the six countries of the Gulf Cooperation Council (GCC) (Government of Pakistan, 2004). The 1973 oil crisis and the subsequent boom in the Gulf region opened new opportunities for large numbers of Pakistanis to work in the Middle East on short-term contracts.” According to Addleton (1984), Arif and Irfan (1997), Gazdar (2003) “In 2007, 97 per cent of more than 287,000 registered Pakistani migrants left for the GCC countries.”

Gazdar (2003) stated that “Migration to the Gulf region took off in the early 1970s. By the early 1980s, some 2 million Pakistanis had migrated there. Initially, demand was for construction workers; later it switched to workers with skills in sectors such as transport, trade, social infrastructure and security services. Unlike migrants to developed countries, those in the Gulf included large numbers of uneducated people from rural areas; their remittances home directly impacted on poverty.”

Arif (2009) "Migration from Pakistan to the Middle East has been the most significant, however, since the mid-1970s. Some 4.59 million migrants are recorded to have gone abroad during the last three and a half decades for temporary employment, mainly to the Middle East. Saudi Arabia has been the destination of more than half of these workers."

Khan and Rehman (2012) stated that "By the early 1980s it was estimated that as many as 2 million Pakistani had immigrated to the oil-rich region. The main destination was Saudi Arabia, Kuwait and United Arab Emirates but there were also substantial migration to the other countries including Iran, Iraq, Qatar, Bahrain and Oman."

Migration and Remittances Fact Book (2011) stated that "Currently about 3.75 million Pakistanis are estimated to be living or working overseas. Overseas Pakistanis are mainly present in the Middle East (45%), followed by Europe (29%) and America (23%)."

Pakistan is a country of high population and faces so many problems like poverty, unemployment, terrorism, illiteracy, inflation and most importantly the political uncertainty etc. Such problems if on one side destroy the economy of the country on a macro level, at the same time it also creates a problem for individuals to earn their routine livelihood through a sustainable medium. This literature shows that in such

circumstances the individuals adopt the option to migrate. While most of the migrants leaving Pakistan trend to be semi-skilled and unskilled. However a large number of skilled persons also migrate from Pakistan to other countries of the world. Although Pakistani migrants found in almost every country of the world but the more concentration of Pakistani immigrants is found in Middle East countries and Saudi Arabia. As Pakistan is a developing country and facing many problems at a time: poverty, inflation, shortage of oil, flour light and unemployment. In such circumstances compel the people to migrate such place that has better opportunities for making money. The increased ratio of Pakistani migrants to the shortfall of in laborer that was necessary for their construction and the infrastructure development. The majority of the migrants from Pakistan are uneducated and from rural areas of Pakistan.

2.2 Migration and Truancy

Farooq and Javed (2009) stated that "People migrate with the hope of improvement of living conditions but receive the adverse effect on the whole family left-behind particularly education of the children".

Robles and Oropesa (2011) measure household risk of migration and find that "having a household member migrate creates disruption and has a negative effect on children's schooling."

Hanson and Woodruff (2003) stated that “children in migrant households will significantly complete fewer years of school. In addition, interestingly they find that the migrant from the household is correlated with more schooling for children with mothers with lower education levels.”

Giannelli and Mangiavacchi (2010) find that “parental migration has a negative impact on school attendance for children left behind in Albania. Since men are the ones to migrate in most contexts, much of the literature has focused on the father’s contributions to the family and connects the resulting loss when he becomes a migrant to the literature on father absence more broadly Lahaie et al.(2009) and Antman(2011).”

Zoller (1995) stresses “the importance of a father’s role as disciplinarian and figurehead when interpreting the detrimental effects of paternal labor migration on the school readiness of children in Swaziland.”

Meyerhoefer and Chen (2011) find that parental labor migration in China is associated with a significant lag in the educational progress of girls; a finding they argue is due to shifting girls’ time allocation toward home production.

Similarly, McKenzie and Rapoport (2011) find a negative effect of migration on schooling of older children left behind in Mexico and match

this behavior to increased housework for girls and migration for boys. While Acosta (2011) finds evidence that remittances result in a fall in child wage labor in El Salvador, girls benefit from an increase in schooling while boys do not. Some studies have also tried to distinguish effects based on the gender of the migrant parent, but since the extent of female migrants is limited in many countries, few studies have generated meaningful results. One exception is Cortes (2010) who is able to compare children of migrant fathers with children of migrant mothers in the Philippines. She finds that maternal migration has an overall negative effect on children's education and argues that maternal absence is more detrimental than paternal absence. Similarly, Jampaklay (2006) finds that long-term maternal absence negatively affects children's education in Thailand, while paternal absence does not. Another important channel to consider is the possibility that one parent's international migration may also result in a change in bargaining power among household decision-makers if one parent travels abroad while the other remains in the source country. If parents have different preferences over goods, this might also affect the allocation of resources and thus outcomes for children. This type of mechanism would be in accordance with the evidence presented in Antman (2011) showing that families with migrant household heads spend a smaller fraction of resources on boys relative to girls in both clothing

and education. Antman (2010) exploits longitudinal data to investigate whether this relationship is causal and finds support for the idea that when a household head migrates, families spend more on girls relative to boys, and once the household head returns, the reverse is true. Lahaie et al. (2009) find that the migration of a caregiver-spouse is significantly associated with academic, behavioral and emotional problems for children left behind in Mexico. Another possibility often explored in the literature is that the effects may differ based on age and gender of the child.

Thomas (1994); Duflo (2003) asserted that “this is consistent with a shift in bargaining power toward women when men migrate and a shift back toward men once they have returned to the household. While this result may appear surprising if one expects boys to be relatively advantaged in the household, these findings make sense in light of the growing evidence that increasing women’s bargaining power results in improvements in girls’ health outcomes and not boys.”

Mansuri (2006) finds in Pakistan that “children will finish more years of school, more so for girls, if they live in a household with a migrant living abroad.”

This literature shows that the migration creates many problems about the schooling of the left behind children. Migration has negative impacts on

the attendance of the left behind children. Maternal and paternal migration affects the both type of children education. Maternal migration mostly effects on girl's education and schooling and the paternal migration mostly effects on boy's education and schooling. Absence of the fathers made them truants and they stop the study.

2.3 Truancy among Adolescents

Cortes (2011) "The existing information on adolescents' migration is scarce. Research and social programs increasingly focus on children affected by migration from birth to age 18 but there is not enough insight or evidence on those aged 12-18. There is need for more knowledge on the characteristics of adolescent migrants, on the age and gender composition of migrant flows, on their socioeconomic, work and educational backgrounds, on their families' livelihood strategies at home, and on the conditions for the realization of their rights in the origin and host countries. The impacts of adolescents' voluntary migration remain under-explored, as most studies and policy initiatives have concentrated on the vulnerabilities of refugees and trafficked boys and girls, obscuring the positive and negative consequences of migration for adolescents".

McKenzie and Rapoport (2006) "Migration increasingly attracts teenagers, causing high-school dropout".

Hanson and Woodruff (2003) “10-15 years old children in migrant households complete significantly more schooling than their peers in non-migrant households”.

McKenzie and Rapoport (2011) “Using a similar identification strategy, and that migration lowers schooling for 16-18 year-old boys and argue that migration may impart a disincentive effect on children in the household”.

Chiquiar and Hansen (2005) said that “Adolescents envisaging to migrate in the future know that Mexican educational credentials are less important than those acquired in the United States for finding a job. Therefore, they tend to skip secondary education in Mexico. In consequence, the prospect of future migration for children in left behind households can lower their incentive to invest in education, counteracting the remittances effect”.

McKenzie and Rapoport (2006) pointed out that “A significant but small negative impact of being in a migrant household on school attendance of boys”.

Researchers found cases of a negative influence of parents’ migration in different countries. According to Lopez Cordova (2005), “in Albania left-behind adolescents often dropped from school. In Mexico, parents’

absence in areas of high out-migration led to an increased incidence of work among adolescent boys and girls ages 15-17, hampering their school performance.”

Hanson and Woodruff (2003); McKenzie and Rapoport (2006) found that adolescent girls completed more years of schooling than boys the same age. However, according to McKenzie and Rapoport (2006), the difference did not arise from an improvement of girls’ retention but from boys’ dropping out from school for work” but Mansuri (2006) examined “the impacts of migration on school enrolment and retention of adolescent girls and boys aged 11-17 in rural Pakistan, comparing migrant and non-migrant households. She found large gender differences in overall rates of enrollment and retention in both groups of households, as girls dropped out more frequently before completing high school. The study also found that in migrant households the gender gap in school performance was smaller. Mansuri’s view is that increased income from remittances liberated girls from domestic chores that affected their school performance.”

Kandel and Massey (2002) “In migrant-sending communities it is common to find that adolescents and youth consider themselves future migrants; there is a widespread ‘migration culture’. Migration is imposed

by families and society as a path towards adulthood. In Tasmania, El Salvador, Philippines, Ecuador and Mexico for example, migration is viewed as a legitimate step in the process of growing up”.

Massey et al. (1994) stated that “Migration can become a crucial social act for certain social groups, a central element of the process of transition from adolescence to adulthood, a sort of rite of passage. Jonsson, 2008) “In Soninke society in Mali, the ‘healthy’ man or adolescent is the migrant, and if they do not migrate adolescents are considered a social problem”. Piperno (2007) found “In Romania a pervasive wish of migrating among adolescents whose parents were away.”

Carling (2002) “Adolescent boys and girls remaining in left-behind households have been labeled ‘fixed communities’ although they maintain relationships with migrants or ‘mobile communities’. In the literature there is abundant reference to the phenomenon of ‘involuntary immobility, which refers to ‘an aspiration to migrate.’”

Caggiano (2010) pointed out that “In Bolivia, in an area of long-standing tradition of migration to Argentina, church deacons and secondary school teachers gave examples of adolescents’ misbehavior, attributable not only to the fact that they were free of parents’ supervision, but because they had money from remittances. Teachers were alarmed with the trajectories of

children and adolescents left behind: they argued that parents left small children that became adolescents with no adult supervision, and that they ended drinking heavily, performing petty theft or associating with dangerous gangs.”

Hettige and Salih (2010) stated that “problems have arisen among Sri-Lankan adolescents left behind by parents who migrated to the Middle East. It appears that they have to deal, as children of migrants, with the social stigma attached to migrant families.”

This literature shows that the children learning age from birth to 18 or in between. 11 to 19 years age of the children is very important part of life for the learning process. This age is called adolescent age but when the parents migrate to leave their children in their early age so this migration creates many problems for them some psychological, health related and educational problems etc. The international migration leads to truancy among adolescents. Boys are more truants than girls.

2.4 Assumptions

- People do migration for the better living conditions.
- Migration from Pakistan is common phenomenon because of the condition of Pakistan.

- Pakistan has witnessed increasing trend of migration.
- Majority of the Pakistani migrant go Arab and European countries.
- Majority of the migrants are uneducated or low educated.
- Migration had the adverse effects on the whole family left-behind particularly education of the children.
- Migration creates disruption and has a negative effect on children's schooling.
- Migration increasingly attracts teenagers and causing high-school dropout.
- Left behind adolescents often dropped from school because of absence of their father.

Chapter No.3
THEORITICAL FRAMEWORK

Chapter No. 3

THEORETICAL FRAMEWORK

Theoretical framework is very important component for research. Theory guide and direct the research in a proper manner to prove the research's hypotheses. The impact of out-migration on education of left behind adolescents had been visualized in the context of multiple theoretical perspectives because of it has complexity of nature. In this research impact of migration on truancy is related with different theories like positive and negative impacts of migration and remittances on education and aspiration of going abroad among left behind adolescents.

3.1 Theories on Migration and Education of Children

3.1.1 Positive Impacts of Migration and Remittances on Education

Acosta (2006) stated that "remittances increase educational opportunities. The logic is that the remittances relax the household's budget constraint, which previously limited educational investment, thereby enabling households in developing countries to invest in the human capital of children. Such an outcome is key in terms of country growth and development."

Hanson and Woodruff (2003) explicitly recognize the complex interaction between migration and remittances and find that in the case of Mexico, children in migrant households complete significantly more grades of school at a given age than do other children.

Bryant (2005) argues that "In the Philippines remittances were used to send children to private schools, which were considered better than public schools. He suggests that children in left behind households have a higher probability of attending private schools, and that on average they got better grades than non-migrant children. Finally the extra income a household gains from remittances may allow children to delay entering the workforce in order to further their studies, increasing the final level of education."

Acosta (2007), Hanson and Woodruff (2003), McKenzie and Rapoport (2006) argued that "The effect of remittances on schooling may vary with the educational level of migrating parents. Results from Latin America shows that migration's positive effect on school attendance is usually limited to children with parents with a low level of education."

3.1.2 Negative Impacts of Migration and Remittances on Education

By contrast, migration of parents can also detrimentally affect school attendance. For example, McKenzie and Rapoport (2006) detect a significant negative effect of migration on school attendance and educational attainment of 12 to 18 year old boys and of 16 to 18 year old girls. The authors argue that migration influences educational decisions via three main channels: the income effect brought about by remittances; the direct effect of adult migration on the demand for child work; and the impact of the prospect to migrate upon the incentives to invest in education. The authors argue that the latter channel most likely drives the estimated negative contribution of migration to educational attainment.

3.1.3 International Migration Aspirations

The implications for a child of migrant could be positive and negative. In that move could imply an effort to provide resources to the family some of which could be used for education and schooling. As the migrants from abroad to produce resources in the deferent aspect, like house construction, health, food and education. In the context of aspiration of going abroad the left behind children leave their study and become truants.

3.1.4 International Migration and Educational Problems

It is now well accepted that international migration of a parent or family member can have both positive and negative effects on non-migrant children in the home country. First, there is the possibility that remittances sent from abroad will relax the household budget constraint and result in an increase in child schooling, child health, and a corresponding decrease in child labor. Several studies find evidence supporting this hypothesis Cox-Edwards and Ureta (2003), Alcaraz et al. (2012), Yang (2008). Yet researchers have also recognized that parental migration inherently involves parental absence from the home that can have a negative impact on child outcomes which may outweigh the positive effect of remittances.

Consistent with this, Giannelli and Mangiavacchi (2010) find that parental migration has a negative impact on school attendance for children left behind in Albania. Since men are the ones to migrate in most contexts, much of the literature has focused on the father's contributions to the family and connects the resulting loss when he becomes a migrant to the literature on father absence more broadly Lahaie et al. (2009) Antman, (2011). Zoller (1995) stresses the importance of a father's role as disciplinarian and figurehead when interpreting the detrimental effects of paternal labor migration on the school readiness of children in Swaziland.

Lahaie et al. (2009) find that the migration of a caregiver-spouse is significantly associated with academic, behavioral and emotional problems for children left behind in Mexico.

Another possibility often explored in the literature is that the effects may differ based on age and gender of the child. Meyerhoefer and Chen (2011) find that parental labor migration in China is associated with a significant lag in the educational progress of girls; a finding they argue is due to shifting girls' time allocation toward home production. Similarly, McKenzie and Rapoport (2011) find a negative effect of migration on schooling of older children left behind in Mexico and match this behavior to increased housework for girls and migration for boys. While Acosta (2011) finds evidence that remittances result in a fall in child wage labor in El Salvador, girls benefit from an increase in schooling while boys do not.

Some studies have also tried to distinguish effects based on the gender of the migrant parent, but since the extent of female migrants is limited in many countries, few studies have generated meaningful results. One exception is Cortes (2010) who is able to compare children of migrant fathers with children of migrant mothers in the Philippines. She finds that maternal migration has an overall negative effect on children's education

and argues that maternal absence is more detrimental than paternal absence. Similarly, Jampaklay (2006) finds that long-term maternal absence negatively affects children's education in Thailand, while paternal absence does not.

Another important channel to consider is the possibility that one parent's international migration may also result in a change in bargaining power among household decision-makers if one parent travels abroad while the other remains in the source country. If parents have different preferences over goods, this might also affect the allocation of resources and thus outcomes for children. This type of mechanism would be in accordance with the evidence presented in Antman (2011) showing that families with migrant household heads spend a smaller fraction of resources on boys relative to girls in both clothing and education. Antman (2010) exploits longitudinal data to investigate whether this relationship is causal and finds support for the idea that when a household head migrates, families spend more on girls relative to boys, and once the household head returns, the reverse is true. This is consistent with a shift in bargaining power toward women when men migrate and a shift back toward men once they have returned to the household. While this result may appear surprising if one expects boys to be relatively advantaged in the household, these findings make sense in light of the growing evidence that increasing

women's bargaining power results in improvements in girls' health outcomes and not boys Thomas (1994) and Duflo (2003).

A final channel through which parental migration may affect children left behind is closely related to the more extensive literature on the existence of a "brain gain" resulting from migration. This phenomenon might occur when the very prospect of migration encourages those in the home country to obtain more education or skills, even though many of them ultimately never migrate. On this topic there is mixed evidence, depending in part on the country of focus Beine et al. (2011). Of the microeconomic studies on this topic, Boucher et al. (2005) find no significant impact of international migration on schooling investments for non-migrants in Mexico while deBrauw and Giles (2006) find a negative relationship between internal migration opportunities and high school enrollment in China. Kandel and Kao (2000) offer suggestive evidence that children of migrants have lower educational aspirations than children with less exposure to migration as a pathway to mobility. In contrast, Batista et al. (2007) find evidence that higher migration prospects at the individual level increase the probability of completing intermediate secondary school in Cape Verde.

In the family context, it may be that parental migration imparts particularly specialized information about the returns to schooling owing

to the common background of parent and child and the parent's particular migration experience. Whether this type of effect might operate in practice would in principle depend on the relative returns to education in the home and destination countries, taking into account the fact that educational attainment is not perfectly translatable across borders. Thus, this would likely depend on the specific home country-source country pairing and could certainly impart a disincentive to invest in child schooling Gibson and McKenzie (2011).

As illustrated above, studies have found both positive and negative effects of migration on schooling and educational outcomes of children left behind.⁴ Those that find positive effects tend to stress the importance of migrant remittances that relax the household resource constraint while studies that find overall negative effects tend to argue that the detrimental effects of parental absence override any improvements in income. Another important distinction which might explain these divergent findings is the time elapsed since the migration event took place, something that is not always observable by the researcher. For instance, Antman (2011) finds a negative effect of paternal migration on study hours for boys within the first year after the migration took place, when it might be too early to expect a positive effect from remittances to outweigh the father's absence from the home. Antman (2011) finds a positive effect of paternal

migration on ultimate educational attainment for girls, an inherently longer-term outcome when migration may be expected to yield greater positive effects. Hanson and Woodruff (2003) find a similar positive effect of living in a household with an external migrant on the educational attainment of girls in Mexico.

3.2 Hypotheses

Alternative Hypothesis: H1. Higher the aspiration among adolescents to migrate abroad higher will be the truancy.

Null Hypothesis: H0. There is no such impact of aspiration to go abroad on the truancy among adolescents.

Alternative Hypothesis: H.1. Higher the flow of remittances higher will be the truancy among adolescents.

Null Hypothesis: H0. There is no such impact of the flow of remittances on the truancy among adolescents.

Chapter No.4

**CONCEPTUALIZATION AND
OPRATIONALLIZATION**

Chapter No.4

CONCEPTUALIZATION AND OPERRATIONALIZATION

4.1 Conceptualization

4.1.1 Migration

1. According to Oxford Dictionary (1989) "Migration is the movement of people to a new area or country in order to find work or better living conditions"
2. According to Online Dictionary (1901) "Migration is to go from one country, region, or place to another".
3. The United Nations (1998), in its Recommendations on Statistics of International Migration, revision, defines a migrant as "any person who changes his or her country of usual residence".
5. According to Zanker (2008) "Migration is the temporary or permanent move of individuals or groups of people from one geographic location to another for various reasons ranging from better employment possibilities to persecution".
6. According to Rossi (2008) Migration can be permanent, if a person never return to his or her place of origin, or long term if a person

moves to a country other than that of his or her usual residence for a period of at least a year (12 months), so that the country of destination effectively becomes his or her new country of usual residence. A short-term migrant is defined as a person moving to a country other than that of his or her usual residence for a period of at least 3 months but less than a year (12 months), and often is the status of a person who moves from one region to another in accordance the seasons. However, if a person moves to a new country for purposes of recreation, holiday, visits to friends and relatives, business, medical treatment, or religious pilgrimages, he or she is not considered a migrant.

4.1.2 Truancy

1. According to Oxford Dictionary (1989) “The action of staying away from school without good reason”
2. According to CambridgeAdvanced Learner's Dictionary (2013) “The problem or situation of children being absent from school regularly without permission”
3. According to these people Attwood and Croll (2006); Fogelman, Tibbenham and Lambert (1980); Roeser and Eccles (1998);

Tyerman, 1968) "Truancy is commonly thought to be a problem among academically weak students who are overtaxed at school".

4. According to Bools et al. (1990); Rumberger (1987) and Sommer (1985) "Any child subject to compulsory continual education who is absent from school without a valid cause for a school day, or portion thereof, is considered to be truant".
5. Bools et al. (1990) "Truanc is most commonly defined as a student's unlawful absence from school without a parent or guardian's knowledge or permission".
6. According to Breda (2006) "Truancy is the most commonly used term to describe school absenteeism and is usually seen as the deliberate absence from school on the part of the learner without the knowledge or the consent of the parent".

4.1.3 Adolescent

1. According to Oxford Dictionary (1989) "(Of a young person) in the process of developing from a child into an adult"
2. According to Cambridge Advanced Learner's Dictionary (2013) "A young person who is developing into an adult"

4.2 Operationalization

4.2.1 Migration

Migration is the movement of people from one place to another. Migration is the mass movement of people or animals from one region to another. Animals migrate due to seasonal changes such as the approach of winter while people may move due to complex social, political, or economic factors. Migration refers to movement of people from one region to another. Different forms of migration include emigration which is movement out of a region and immigration which is movement into the region. The number of people in a country increases if immigration exceeds emigration.

4.2.2 Truancy

Truancy on the other hand is when children leave for school or go to school but then slip off to meet with friends or do something that may involve breaking rules. Truancy has become a national problem and more importantly, a local challenge which negatively influences the future of our children. Students who do not attend school are at risk of engaging in behavior involving alcohol, drugs, violence, and other criminal conduct. This includes students who attend only a portion of the school day. Truancy puts the community at risk of becoming a victim of deviant

behavior. Students, who commit truancy, commit deviant acts at a higher rate than students who stay in school. Deviant acts include, but are not limited to theft, burglary, robbery, drug use and sale, assault, various sex-related crimes, and even murder.

4.2.3 Adolescent

Adolescent is a teenager between 13 years 19 years of the age. Adolescent is the transitional period between puberty and adulthood in human development, extending mainly over the teen years and terminating legally when the age of majority is reached but a definition of adolescence must consider biological, psychological and sociological changes. A biological definition emphasizes the events of puberty that transform the bodies of children into those of sexually and physically mature adults. A psychological definition distinguishes adolescence in terms of the developmental tasks to be accomplished, each of which relates to the central task of achieving a personal identity. A sociological definition defines adolescents in terms of their status within society, specifically, as a transitional period between childhood and adulthood.

Chapter No. 05

RESEARCH METHODOLOGY

Chapter No. 5

RESEARCH METHODOLOGY

Methodology is a system of explicit rules and procedures on which research is based and against which claims for knowledge are evaluated. The sample size, techniques, tools and procedure which are used to study the scientific community are referred as scientific method. Methodology basically provides a guide line to the researcher while conducting the research and also serves as a tool for the evaluation of new knowledge. In present research the data collected on the bases of quantitative research design. Because the quantitative research is the best way to use numerical analysis and it is the easy way to analyze the collected data and is time saving. The main objective of quantitative research is to develop and apply mathematical models, theories and/or hypotheses to relate with selected research topic. This chapter deals with the study of methodology to investigate the impacts of international migration on truancy among adolescents in village Murala, District MandiBaha-ud-Din.

5.1 Universe of the Research

The universe of research study was one village Murala Tehsil and District MandiBaha-ud-Din, Pakistan. In research area, some factors which

researcher observed were high rate of migration, high rate of illiteracy, family structure, social structure and economic factor make the people more likely to be the migrate. This rural area was the good due to the richness of data relevant to research.

5.2 Target Population

Target population means the specific area where the interviewer collected data or conducts a research. So the targeted population in this research was the heads of household those relative nearby living abroad and sending money back to fulfill the educational needs of the children presently studying.

5.3 Sampling Design

A sample is a subset of a population selected to represent and draw of conclusion about that population. It is a research technique which widely used in the social sciences as a way to gather information about a population without having to evaluate the entire population.

5.4 Sampling Size

In the present study a sample size of 110 respondents was drawn through purposes method. Ideally, this should be based on a large national

representative sample of migrants, their parents and other family members but available time, sources, geographical location do not permit for that such large sample. Even with a relatively small sample size of 110 because the people were engaged in their daily life activities. The migrant(s) were living abroad and some were come back at homes but they were not easy to approach each and every one that's why the sample size was just 110.

5.5 Tools for Data Collection

An interview schedule was used as a tool for data collection because to conduct a research in a rural area, where the majority of the people were illiterate they cannot understand the purpose and nature of research and the English language, the interviewing schedule method as tool for data collection was applied.

5.6 Techniques for Data Collection

Face to face interview was used for data collection in which structured questions were included due to the quantitative nature of research.

5.7 Pre-Testing

Pretesting of the tool is a way through which the accuracy of the tool is ensured. The researcher pre-tested the interview schedule from the five respondents and some changes have been made some questions were added, deleted and modified according to the requirement of the research.

5.8 Data Analysis

Data analysis is a way to draw inferences on the basis of frequencies and the associational tests. So, keeping in view the requirement of the research, collected data was compiled in data sheet by using SPSS version 20. Later on frequencies of the variables were presented and discussed. In addition to the frequencies advance associational test were done to see the relationship between the dependent and independent variables mentioned in the hypotheses.

5.9 Opportunities and Limitations of the Study

Researcher's work was to explore the nature of migration and truancy among adolescents. Researcher had 1st experience of field so it was difficult to collect and handle data. The targeted population has no reliable data. It was an obstacle to find a trend and meaningful relationship among variables. The time was limited and short to conduct the study. The

universe is rural residential area, and people didn't understand the English language. It was difficult to collect data from the people because they didn't know about the social research.

5.11 Ethical Concerns

While the study settings were inhibited the traditional rural setup therefore the researcher had to come across many ethical dilemmas. As during day time the parents were used to go to fields so researcher scheduled the interviews in afternoon or evening time. In many cases the respondents denied to give interview for the fear of their personal information will be leaked. Moreover prior to set interviews the researcher assured the respondent about the pretext of this research and affirms them about the confidentiality of their names and details.

Chapter No. 6
RESULTS AND FINDINGS

Chapter No.6

RESULTS AND FINDINGS

6.1 Major Findings

Table No. 6.1.1 Gender of the Respondent

Category	Frequency	Percentage
Male	82	74.5
Female	28	25.5
Total	110	100.0

The above table describes the percentage of respondents according to gender. 74.5% of the respondents were the male respondent and 25.5% of the respondents were female.

Table No. 6.1.2 Age of the Respondents

Category	Frequency	Percentage
18-28	34	30.9
29-38	29	26.4
39-48	22	20.0
49-58	20	18.2
59 and above	5	4.5
Total	110	100.0

The above table describes the percentage of respondents according to age. 30.9% of the respondents were between the ages of 18-28, 26.4% of the respondents were between the age of 29-38, 20.0% of the respondents were between the age of 39-48, 18.5% of the respondents were between the ages of 49-58 and 4.5% of the respondents were from the age of 59 and above.

Table No.6.1.3 Education of the Respondents

Category	Frequency	Percentage
Illiterate	25	22.7
Primary	27	24.5
Middle	27	24.5
Metric	18	16.4
Intermediate	5	4.5
Graduate	6	5.5
Master	2	1.8
Total	110	100.0

The above table describes the percentage of respondents according to education of the respondents. This table shows that 22.7% of the respondents were illiterate, 24.5% of the respondents completed their primary education, 24.5% of the respondents completed their middle, 16.4% completed their metric, 4.5% completed their intermediate, 5.5 completed their graduation and 1.8% of the respondents where completed their master of education.

Table No. 6.1.4 Family Type of the Respondent

Category	Frequency	Percentage
Nuclear	33	30.0
Joint Family	71	64.5
Extended	6	5.5
Total	110	100.0

The above table describes the percentage of respondents according to family type. 64.5% were belonging to joint families, 5.5% belong to extended families and 30.0% of the respondents were belonging to nuclear families. Majority of the respondents were in joint families because of the influence of the country life.

Table No. 6.1.5 Marital Status of the Respondent

Category	Frequency	Percentage
Single	45	40.9
Married	56	50.9
Divorced	1	.9
Widowed	8	7.3
Total	110	100.0

The above table describes the percentage of respondent's marital status. According to this table 40.9% of the respondents were single, 50.9% of the respondents were married, .9% respondents were divorced and 7.3% of the respondents were widowed.

Table No. 6.1.6 Monthly Income of the Respondent

Category	Frequency	Percentage
1-10000	44	40.0
10001-20000	25	22.7
20001-30000	33	30.0
30001-40000	6	5.5
40001 and above	2	1.8
Total	110	100.0

The above table describes the percentage about the monthly income of respondents. According to this table 40.0% of the respondents had monthly income between 1-10000, 22.7% of the respondents had between 10001-20000 monthly incomes, 30.0% had between the 20001-30000, 5.5% respondents had between the 30001-40000 monthly income and 1.8% of the respondents had between the 40001 and above.

Table No. 6.1.7 Family Members of the Respondents

Category	Frequency	Percentage
4-6	33	30.0
7-9	53	48.2
10 and Above	24	21.8
Total	110	100.0

The above table describes the percentage of respondents according to total number of family members. 30.0% were between 4-6 members, 48.2% were between 7-9 members, 21.8% of the respondents were above 10 members.

Table No. 6.1.8 Total Family Member(s) were Living Abroad

Category	Frequency	Percentage
1	48	43.6
2	40	36.4
3	19	17.3
4	2	1.8
5	1	.9
Total	110	100.0

The above table describes the percentage of the total family member(s) are presently living abroad. According to this table 43.6% families had just 1 family member was living abroad, 36.4% families had 2 members were living abroad, 17.3% families had 3 members, 1.8% families had 4 members were living abroad and only 0.9% families had 5 family members were living abroad.

Table No. 6.1.9 Male Family Member(s) were Living Abroad

Category	Frequency	Percentage
1	48	43.6
2	40	36.4
3	19	17.3
4	2	1.8
5	1	.9
Total	110	100.0

The above table describes the percentage of the male family member(s) were living abroad. According to this table 43.6% families had just 1 male family member was living abroad, 36.4% families had 2 male family members were living abroad, 17.3% families had 3 male family members, 1.8% families had 4 male family members were living abroad and only 0.9% families had 5 family members were living abroad.

Table No. 6.1.10 Female Family were Living Abroad

Category	Frequency	Percentage
0	107	97.3
1	3	2.7
Total	110	100.0

The above table describes the percentage of the female family member(s) were living abroad. According to this table 97.3% families had 0 female family member was living abroad and only 2.7% families had just 1 female family member was living abroad because there was not female migration trend in that region.

Table No. 6.1.11 When first of the House Holed Member Migrated,

Category	Frequency	Percentage
1991-1995	20	18.2
1996-2000	28	25.5
2001-2005	51	46.4
2006-2010	11	10.0
Total	110	100.0

The above table describes the percentage of migrant(s) that in which year they were migrated. According to this table 18.2% migrant(s) were migrated between the years of 1991-1995, 25.5% migrant(s) were migrated between the years of 1996-2000, 46.4% migrant(s) were migrated between the years of 2001-2005 and 10.0% migrant(s) were migrated between the years of 2006-2010.

Table No. 6.1.12 Where They Migrated

Category	Frequency	Percentage
Arab Country	72	65.5
Europe Country	26	23.6
Other Country	12	10.9
Total	110	100.0

The above table describes the percentage of migrant(s) that in which country they were migrated. According to this table 65.5% migrant(s) were migrated to Arab countries, 23.6% migrant(s) were migrated to European countries and 10.9% migrant(s) were migrated to other countries like U.K, USA, Malaysia, Japan and Korea etc.

Table No. 6.1.13 Age of the 1st Migrant

Category	Frequency	Percentage
18-28	1	.9
29-38	37	33.6
39-48	40	36.4
49-58	27	24.5
59 and above	5	4.5
Total	110	100.0

The above table describes the percentage of the 1st migrant(s) ages. According to this table 0.9% of the migrants were between the ages of 18-28, 33.6% of the migrants were between the ages of 29-38, 36.4% of the migrants were between the age of 39-48, 24.5% of the migrants were between the ages of 49-58 and 4.5% of the migrants were from the age of 59 and above.

Table No. 6.1.14 Age of the 2nd Migrant

Category	Frequency	Percentage
18-28	37	33.6
29-38	22	20.0
39-48	3	2.7
Total	62	56.4
Missing	48	43.6
Total	110	100.0

The above table describes the percentage of the 2nd migrant(s) ages. According to this table 33.6% of the migrants were between the ages of 18-28, 20.0% of the migrants were between the ages of 29-38, 2.7% of the migrants were between the ages of 39-48 and 43.6% were missing.

Table No. 6.1.15 Age of the 3rd Migrant

Category	Frequency	Percentage
18-28	18	16.4
29-38	4	3.6
Total	22	20.0
Missing	88	80.0
Total	110	100.0

The above table describes the percentage of the 3rd migrant(s) ages. According to this table 16.4% of the migrants were between the ages of 18-28, 3.6% of the migrants were between the ages of 29-38 and 80.0% were missing.

Table No. 6.1.16 Profession of 1st Migrant

Category	Frequency	Percentage
Work in a company	13	11.8
Private Job	16	14.5
Self-Business	9	8.2
Driving	35	31.8
Labor	20	18.2
Work in a Hotel	17	15.5
Total	110	100.0

The above table describes the percentage of the 1st migrant's professions. According to this table 11.8% migrants were working in the companies, 14.5% migrants were doing private jobs, 8.2% migrants were doing self-business, 31.8% migrants were drivers, 18.2% migrants were doing labor in abroad and 15.5% migrants were doing work in hotels.

Table No. 6.1.17 Profession of 2nd Migrant

Category	Frequency	Percentage
Work in a company	6	5.5
Private Job	3	2.7
Self-Business	5	4.5
Driving	31	28.2
Labor	1	.9
Work in a Hotel	16	14.5
Total	62	56.4
Missing	48	43.6
Total	110	100.0

The above table describes the percentage of the 2nd migrant's professions. According to this table 5.5% migrants were working in the companies, 2.7% migrants were doing private jobs, 4.5 migrants were doing self-business, 28.2% migrants were drivers, 0.9% migrants were doing labor in abroad and 14.5% migrants were doing work in hotels and 43.6% were missing.

Table No. 6.1.18 Profession of 3rd Migrant

Category	Frequency	Percentage
Work in a company	1	.9
Private Job	4	3.6
Self-Business	2	1.8
Driving	10	9.1
Work in a Hotel	5	4.5
Total	22	20.0
System	88	80.0
Total	110	100.0

The above table describes the percentage of the 3rd migrant's professions. According to this table 0.9% migrants were working in the companies, 3.6% migrants were doing private jobs, 1.8% migrants were doing self-business, 9.1% migrants were drivers and 4.5% migrants were doing work in hotels and 80.0% were missing.

Table No. 6.1.19 Total Volume of Remittances per Month

Category	Frequency	Percentage
30001-50000 PKR	9	8.2
50001-70000 PKR	48	43.6
1-Lac and Above	53	48.2
Total	110	100.0

This table describes the percentages of the monthly remittances which the families of migrants were receiving from migrants every month. According to this table 8.2% families were receiving between 30001-50000 PKR, 43.6% families were receiving between 50001-70000 PKR and 48.2 families were receiving 1-Lac and above the 1- Lac.

Table No. 6.1.20 Through which Mode Migrant(s) Send Money?

Category	Frequency	Percentage
Banks	75	68.2
Money Gram	3	2.7
Hundi	9	8.2
MTA	3	2.7
Western Union	9	8.2
Friends	11	10.0
Total	110	100.0

The above table describes the percentages about the mode of sending money back to home from migrant(s). According to this table 68.2% migrant(s) were sending money through banks, 2.7% were sending through money gram, 8.2% were sending through Hundi, 2.7% were sending through MTA, 8.2% were sending through Western Union and 10.0% were sending through friends or family members.

Table No. 6.1.22 Monthly Expenditures on Education of the Children

Category	Frequency	Percentage
1-5000	40	36.4
5001-10000	54	49.1
10001-15000	9	8.2
15001-20000	5	4.5
20001 and Above	2	1.8
Total	110	100.0

The above table describes the percentages about the household's monthly expenditures on education of the children. According to this table 36.4% households were have between the 1-5000 monthly expenditure on the education, 49.1% were have between the 5001-10000, 8.2% were have between 10001-15000, 4.5% households were have 15001-20000 and 1.8% households were have the 20001 and above the 20001 monthly expenditures on education of the children.

Table No. 6.1.23 Family Satisfied with the Money Migrant(s) Send Back

Category	Frequency	Percentage
Yes	92	83.6
No	18	16.4
Total	110	100.0

This table describes the percentages of the families that they were satisfied with the money which migrant(s) send back to home. According to this table 83.6% families were satisfied with that money and 16.4% were not satisfied with the money which the migrant(s) were sending back to home.

Table No. 6.1.24 Dependents which the Migrant(s) Support at Home

Category	Frequency	Percentage
1-3	5	4.5
4-6	63	57.3
7-9	35	31.8
More	7	6.4
Total	110	100.0

This table describe about the percentages about the dependents which the migrant(s) were supporting at home. According to this table 4.5% migrant(s) were supporting between 1-3 dependents at home, 57.3% migrant(s) were supporting between 4-6 member, 31.8% migrant(s) were supporting between 7-9 dependent and 6.4% migrants were supporting above the 9 dependents at home.

Table No. 6.1.25 How Many Visits the Migrant(s) Made Back to Home during the Last Year

Category	Frequency	Percentage
Not One	54	49.1
1-2 Time	54	49.1
3-4 Times	2	1.8
Total	110	100.0

This table describe the percentages of the migrant(s) that how many visits they made back to home during the last year. According to this table 49.1% migrant(s) were not made a single one visit during the last year, 49.1% migrant(s) were made between 1-2 times visits during the last year and 1.8% migrant(s) were made between 3-4 times visits during the last time.

Table No. 6.1.26 Migrant(s) Level of Education

Category	Frequency	Percentage
Illiterate	20	18.2
Primary	22	20.0
Middle	35	31.8
Metric	21	19.1
Intermediate	5	4.5
Graduate	7	6.4
Total	110	100.0

The above table describes the percentage of migrant(s) according to education of the migrant(s). This table shows that 18.2% migrants were illiterate, 20.0% migrant completed their primary education, 31.8% migrants completed their middle, 19.1% completed their metric, 4.5% completed their intermediate and 6.4% completed graduation of their education.

Table No. 6.1.27 International Migration Becomes a Trend

Category	Frequency	Percentage
Strongly agree	60	54.5
Agree	45	40.9
Neutral	3	2.7
Disagree	2	1.8
Total	110	100.0

This table describes the percentages of the responses of the respondents about the trend of international migration in their region. According to this table 54.5% of the respondents were strongly agree to this statement, 40.9% were agree, 2.7 were neutral and 1.8% were disagree to this statement.

Table No. 6.1.28 Social Push Factors Which Force a Person to Migrate

Category	Frequency	Percentage
Poverty	46	41.8
Unemployment	22	20.0
To Support family	40	36.4
Other	2	1.8
Total	110	100.0

This table describes the major social push factors which force a person to migrate abroad. According to this table 41.8% of the respondents said that poverty was major push factor which force the peoples to migrate abroad. 20.0% of the respondents said that unemployment was major push factor, 36.4% of the respondents said that the migrant(s) were migrated for to support family and 1.8% of the respondents said that there was other reason which push the migrant(s) to migrate abroad.

Table No. 6.1.29 Major Social Pull Factors for Migration

Category	Frequency	Percentage
Better living Condition	70	63.6
Job Opportunities	36	32.7
Any Other	4	3.6
Total	110	100.0

This table describes the major social pull factors which force a person for migration. According to this table 63.6% of the respondents said that better living condition was major pull factor which force the peoples for migration. 32.7% of the respondents said that job opportunities was major pull factor, 3.6% said that there was other reason which pull the migrant(s) for migration.

Table No. 6.1.30 Total Children(s) of the Migrant(s)

Category	Frequency	Percentage
1	8	7.3
2	25	22.7
3	23	20.9
4	27	24.5
5	18	16.4
6	2	1.8
7	7	6.4
Total	110	100.0

This table describes the percentages of the migrants that they have how many total children. According to this table 7.3% migrants had only one child, 22.7% migrants had 2 children, 20.9% migrants had 3 children, 24.5% migrants had 4 children, 16.4% migrants had 5 children, 1.8% had 6 children and 6.4% migrants had total 7 children.

Table No.6.1.31 Male Children(s) of the Migrant(s)

Category	Frequency	Percentage
1	36	32.7
2	37	33.6
3	26	23.6
4	9	8.2
5	2	1.8
Total	110	100.0

This table describes the percentages of the migrants that they have how many male children. According to this table 32.7% migrants had only one male child, 33.7% migrants had 2 male children, 23.6% migrants had 3 male children, 8.2% migrants had 4 male children and 1.8% migrants had 5 male children.

Table No.6.1.32 Female Children(s) of the Migrant(s)

Category	Frequency	Percentage
0	23	20.9
1	39	35.5
2	29	26.4
3	15	13.6
4	4	3.6
Total	110	100.0

This table describes the percentages of the migrants that they have how many female children. According to this table 20.9% migrants had zero (0) female child, 35.5% migrants had only one (1) female child, 26.4% migrants had 2 female children, 13.6% migrants had 3 female children and 3.6% migrants had 4 female children.

Table No. 6.1.33 Total Children(s) were in School Going Age

Category	Frequency	Percentage
1	15	13.6
2	22	20.0
3	43	39.1
4	17	15.5
5	10	9.1
6	3	2.7
Total	110	100.0

This table describes the percentages of the migrants that how many their total children in school going age. According to this table 13.6% migrants had only one child who were in school going age, 20.0% migrants had 2 children those were in school going age, 39.1% migrants had 3 children those were in school going age, 15.5% migrants had 4 children those were in school going age, 9.1% migrants had 5 children those were in school going age and 2.7% had 6 children those were in school going age.

Table No. 6.1.34 Male Children(s) were in School Going Age

Category	Frequency	Percentage
0	6	5.5
1	42	38.2
2	37	33.6
3	20	18.2
4	5	4.5
Total	110	100.0

This table describes the percentages of the migrants that how many their male children in school going age. According to this table 5.5% migrants had zero (0) male child who were in school going age, 38.2% migrants had only one male children who were in school going age, 33.6% migrants had 2 male children those were in school going age, 18.2% migrants had 3 male children those were in school going age and 4.5% migrants had 4 male children those were in school going age.

Table No. 6.1.35 Female Children(s) are in School Going Age

Category	Frequency	Percentage
0	28	25.5
1	45	40.9
2	25	22.7
3	8	7.3
4	4	3.6
Total	110	100.0

This table describes the percentages of the migrants that how many their female children in school going age. According to this table 25.5% migrants had zero (0) female child who were in school going age, 40.9% migrants had only (1) one female children who were in school going age, 22.7% migrants had 2 female children those were in school going age, 7.3% migrants had 3 female children those were in school going age and 3.6% migrants had 4 female children those were in school going age.

Table No. 6.1. 36 Total Children(s) Enrolled in School, College or at University

Category	Frequency	Percentage
0	11	10.0
1	21	19.1
2	35	31.8
3	39	35.5
4	2	1.8
5	2	1.8
Total	110	100.0

This table describes the percentages of the migrants that how many their total children were enrolled in school, college or at university. According to this table 10.0% migrants had zero (0) child who were enrolled in school, college or at university, 19.1% migrants had only one (1) child whowere enrolled in school, college or at university, 31.8% migrants had 2 children those were enrolled in school, college or at university, 35.5% migrants had 3 children those were enrolled in school, college or at university, 1.8% migrants had 4 children those were enrolled in school, college or at university and 1.8% had 5 children those were enrolled in school, college or at university.

Table No. 6.1.37 Male Children(s) Enrolled in School, College or at University

Category	Frequency	Percentage
0	29	26.4
1	53	48.2
2	23	20.9
3	5	4.5
Total	110	100.0

This table describes the percentages of the migrants that how many their male children were enrolled in school, college or at university. According to this table 26.4% migrants had zero (0) male child who were enrolled in school, college or at university, 48.2% migrants had only one (1) male child whowere enrolled in school, college or at university, 20.9% migrants had 2 male children those were enrolled in school, college or at university, 4.5% migrants had 3 male children those were enrolled in school, college or at university.

Table No. 6.1.38 Female Children(s) Enrolled in School, College or at University

Category	Frequency	Percentage
0	37	33.6
1	40	36.4
2	27	24.5
3	6	5.5
Total	110	100.0

This table describes the percentages of the migrants that how many their female children were enrolled in school, college or at university. According to this table 33.6% migrants had zero (0) female child who were enrolled in school, college or at university, 36.4% migrants had only one (1) female child who were enrolled in school, college or at university, 24.5% migrants had 2 female children those were enrolled in school, college or at university, 5.5% migrants had 3 female children those were enrolled in school, college or at university.

Table No. 6.1.39 Respondents were satisfied or not with the Performance of the Children(s) Enrolled in School

Category	Frequency	Percentage
Yes	71	64.5
No	39	35.5
Total	110	100.0

This table describes the percentages of the respondents that they were satisfied or not with the performance of the children those were enrolled in schools. According to this table 64.5% of the respondents were satisfied with the performance of the children those were enrolled in schools and 35.5% of the respondents were not satisfied with the performance of the children those were enrolled in schools.

Table No. 6.1.40 Grades of the Children(s) in the Previous Exam

Category	Frequency	Percentage
Excellent	12	10.9
Good	59	53.6
Not Satisfactory	25	22.7
Very Bad	14	12.7
Total	110	100.0

This table describes the grades of the children in previous exam. 10.9% of the respondents said that the grades of the children were excellent in last exam, 53.6% of the respondents said that the grades were good, 22.7% respondents said that the grades were not satisfactory and 12.7% of the respondents said that the grades of the children were very bad in previous exam.

Table No. 6.1.41 Complaints about the School Attendance

Category	Frequency	Percentage
Yes	54	49.1
No	56	50.9
Total	110	100.0

This table describes the percentages about the attendance complaints of the school going children(s) 49.1 respondents said that they faced attendance complaints of their children from schools and 50.9% of the respondents said that they never faced the attendance complaints.

Table No. 6.1.42 Migrant(s) is/are concerned about the Education

Category	Frequency	Percentage
Not at All	21	19.1
Some Time	59	53.6
Mostly	30	27.3
Total	110	100.0

This table describes the percentages of the migrant(s) that they were concerned or not concerned about the education of their children. According to this table 19.1% migrants were not concerned about the education of their children, 53.6% migrants were concerned but some time and 27.3% migrants were mostly concerned and asked about the education of their children.

Table No. 6.1.43 Left behind Children(s) are Aspired to go abroad

Category	Frequency	Percentage
Strongly agree	41	37.3
Agree	55	50.0
Neutral	11	10.0
Disagree	3	2.7
Total	110	100.0

This table describes the percentages of the response of the respondents about the statement of aspiration of left behind children(s) to go abroad. According to this table 37.3% of the respondents were strongly agree to this statement, 50.0% were agree, 10.0% were neutral and 2.7% were disagree to this statement.

Table No. 6.1.44 Migrant(s) also want to send their Sons Abroad

Category	Frequency	Percentage
Strongly agree	82	74.5
Agree	17	15.5
Neutral	4	3.6
Disagree	7	6.4
Total	110	100.0

This table describes the percentages of the response of the respondents about the statement that migrant(s) also want to send their sons abroad. According to this table 74.5% of the respondents were strongly agree to this statement, 15.5% were agree, 3.6% were neutral and 6.4% were disagree to this statement.

Table No.6.1.45 Migrant's children Get Drop Out from the School before Completed their Education

Category	Frequency	Percentage
Yes	103	93.6
No	7	6.4
Total	110	100.0

This table describes the percentages about the respondents answer about the statement that the migrant's children get drop out from the schools before completed their education. 93.6% respondents said, yes the migrant's children get drop out from the schools before completed their education and only 6.4% respondents said, no the migrant's children didn't get drop out from the schools before completed their education.

Table No. 6.1.46 International Migration Leads to Truancy among Adolescents

Category	Frequency	Percentage
Strongly agree	85	77.3
Agree	23	20.9
Disagree	2	1.8
Total	110	100.0

This table describes the percentages of the response of the respondents about the statement that international migration leads to truancy among adolescents. According to this table 77.3% of the respondents were strongly agree to this statement, 20.9% were agree and 1.8% were disagree to this statement.

Table No. 6.1.47 Who were More Truant Boys or Girls?

Category	Frequency	Percentage
Boys	108	98.2
Girls	2	1.8
Total	110	100.0

This table describes the percentages of the response of the respondents about the question that who were more truants. According to this table 98.2% respondents said that boys were more truants than girls and only 1.8% of the respondents said that girls were more truants than boys.

Table No. 6.1.48 Who were the More Interested in Education

Category	Frequency	Percentage
Boys	6	5.5
Girls	104	94.5
Total	110	100.0

This table describes the percentages of the response of the respondents about the question that who were more interested in education. According to this table only 5.5% respondents said that boys were more interested in education than girls and 94.5% of the respondents said that girls were more interested in education than boys.

Table No. 6.1.49 Sons of Migrant(s) want to go abroad that's why they leave the Study and Become Truant in their Early Age

Category	Frequency	Percentage
Strongly agree	78	70.9
Agree	28	25.5
Neutral	2	1.8
Disagree	2	1.8
Total	110	100.0

This table describes the percentages of the response of the respondents about the statement that the sons of the migrants also want to go abroad that's why they leave the study and become truants in their early age. According to this table 70.9% of the respondents were strongly agree to this statement, 25.5% were agree, 1.8% were neutral and 1.8% of the respondents were disagree to this statement.

Table No. 6.1.50 Main Factor behind Truancy among Adolescents

Category	Frequency	Percentage
Poverty	16	14.5
Domestic Mismanagement	17	15.5
Absence of Father	29	26.4
Migration Trend	48	43.6
Total	110	100.0

This table describes the percentages of the respondent's answers about the main factor behind the truancy among adolescents. 14.5% of the respondents said that poverty was main factor behind truancy among adolescents, 15.5% of the respondents said that domestic mismanagement was main factor, 26.4% of the respondents said that absence of the father was main factor and 43.6% of the respondents said that migration trend was main factor behind the truancy among adolescents.

Table No. 6.1.51 Sector of Education is the Major Cause behind Increase Truancy among Adolescents

Category	Frequency	Percentage
Government Schools	100	90.9
Private Schools	7	6.4
Madrasahs	3	2.7
Total	110	100.0

This table describes the percentages of the respondent's answers of the question that which sector of education was the major cause behind increased truancy among adolescents. According to this table 90.9% of the respondents said that government schools were major cause behind the truancy among adolescents, 6.4% of the respondents said that private schools were major cause and 2.7% of the respondents said that madrasahs were major cause behind the increase truancy among adolescents.

Table No. 6.1.52 Responsible for Truancy among Adolescents

Category	Frequency	Percentage
Parentage	32	29.1
Peers	31	28.2
Teachers	28	25.5
Government Policies	19	17.3
Total	110	100.0

This table describes the percentages of the respondent's answers that who were the responsible for truancy among adolescents. 29.1% of the respondents said that parents were responsible for truancy among adolescents, 28.2% of the respondents said that peers were responsible, 25.5% of the respondents said that teachers were responsible for that and 17.3% of the respondents said that government policies were responsible for truancy among adolescents.

Table No. 6.1.53 Main Reason of Truancy among Left Behind Male Adolescents

Category	Frequency	Percentage
Lack of Interest	8	7.3
Desire to Going Abroad	53	48.2
Absence of Father	49	44.5
Total	110	100.0

This table describes the percentages of the respondent's answers about the main reason of truancy among left behind male adolescents. 7.3% of the respondents said that lack of interest was main reason of truancy among male adolescents, 48.2% of the respondents said that desire to going abroad was main reason and 44.5% of the respondents said that absence of the father was main reason of truancy among left behind male adolescents.

Table No. 6.1.54 Truant children(s) Involve in Crimes

Category	Frequency	Percentage
Strongly agree	58	52.7
Agree	37	33.6
Neutral	13	11.8
Disagree	2	1.8
Total	110	100.0

This table describes the percentages of the response of the respondents about the statement that the truant children involve in crimes. According to this table 52.7% of the respondents were strongly agree to this statement, 33.6% were agree, 11.8% were neutral and 1.8% of the respondents were disagree to this statement.

Table No. 6.1.55 People Perceive that the Truant Children(s) Can't Do Work in their Home Land

Category	Frequency	Percentage
Strongly agree	35	31.8
Agree	64	58.2
Neutral	11	10.0
Total	110	100.0

This table describes the percentages of the response of the respondents about the statement that the people perceive that the truant children can't do work in their home land. According to this table 31.8% of the respondents were strongly agree to this statement, 58.2% were agree and 10.0% were neutral about this statement.

Table No. 6.1.56 When the Truant Children(s) Start to Involve in Crimes then Parents Wants to Send Them Abroad

Category	Frequency	Percentage
Strongly agree	89	80.9
Agree	11	10.0
Neutral	7	6.4
Disagree	3	2.7
Total	110	100.0

This table describes the percentages of the response of the respondents about the statement that when the truant children start to involve in crimes then parents wants to send them abroad. According to this table 80.9% of the respondents were strongly agree to this statement, 10.0% were agree, 6.4% were neutral about this statement and 2.7% of the respondents were disagree to this statement.

Table No. 6.1.57 When the Sons of the Migrants Drop Out from Schools then what the Family Wants from Them

Category	Frequency	Percentage
To send Abroad	103	93.6
Business	7	6.4
Total	110	100.0

This table describes the percentages of the response of the respondents about the question that when the sons of the migrants drop out from schools then what the family wants from them. According to this table 93.6% of the respondents said that they want to send them abroad, 6.4% of the respondents said that the family wants that they start business.

Table No. 6.1.58 High literacy Rate will Decrease the Trend of International Migration

Category	Frequency	Percentage
Strongly agree	40	36.4
Agree	42	38.2
Neutral	15	13.6
Disagree	13	11.8
Total	110	100.0

This table describes the percentages of the response of the respondents about the statement that the high literacy rate will be decrease the trend of international migration. According to this table 36.4% of the respondents were strongly agree to this statement, 38.2% were agree, 13.6% were neutral about this statement and 11.8% of the respondents were disagree to this statement.

6.2 Hypothesis Testing

Table No. 6.2.1 Do you think that left behind children are aspired to go abroad * In your opinion who are more truants Cross tabulation

		In your opinion who are more truants		Total
		Boys	Girls	
Do you think that left behind children are aspired to go abroad	Strongly agree	41	0	41
	Agree	55	0	55
	Neutral	9	2	11
	Disagree	3	0	3
Total		108	2	110

This table describes the cross tabulation and cross test the of the questions that who were more truants boy or girls and on the other hand the question was that the responses of the respondents about the left behind children were aspired to go abroad. This was for hypotheses testing, that was higher the aspiration among adolescents to migrate abroad higher will be the truancy or there is no such impact of aspiration to go abroad on the

truancy among adolescents. According to this table 98.2% respondents said that boys were more truants than girls and only 1.8% of the respondents said that girls were more truants than boys. That means 108 respondents of the respondents said that boy were more truants than girls and only 2 respondents said that girls were more truants than boys.

The other question was that, do you think that left behind children are aspired to go abroad. The response of respondents about the statement was this 37.3% of the respondents were strongly agree to this statement, 50.0% were agree, 10.0% were neutral and 2.7% were disagree to this statement. It means 41 respondents were strongly agree to this statement, 55 respondents were agree, 9 respondents were neutral and only 3 respondents were disagree to this statement.

Alternative Hypothesis: H1. Higher the aspiration among adolescents to migrate abroad higher will be the truancy.

Null Hypothesis: H0. There is no such impact of aspiration to go abroad on the truancy among adolescents.

Level of Significance: 0.05

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.333 ^a	3	.000
Likelihood Ratio	9.562	3	.023
Linear-by-Linear Association	5.607	1	.018
N of Valid Cases	110		

Results: Since the p value used to determine the significance of hypothetical test here it is found that to be 0.000 which shows that it is less than the level of significance value therefore the H0 is rejected and H1 is

accepted and conclude that the aspiration of going abroad were effect on the truancy among adolescents.

Table No. 6.2.2 Total volume of remittances do you receive per Month

*** Do you think that left behind children are aspired to go abroad**

Cross tabulation

	Do you think that left behind children are aspired to go abroad				Total
	Strongly agree	Agree	Neutral	Disagree	
Total volume of remittances do you receive per Month					
30001-50000 PKR	2	6	1	0	9
50001-70000 PKR	20	22	6	0	48
1-Lac and Above	19	27	4	3	53
Total	41	55	11	3	110

This table describes the cross tabulation and cross test the of the questions that total volume of remittances which were the families received at home

and what was the responses of the respondents about the left behind children were aspired to go abroad. This was for hypotheses testing, that was, higher the flow of remittances higher will be the truancy among adolescents or there is no such impact of the flow of remittances on the truancy among adolescents. The question was that, do you think that left behind children are aspired to go abroad. The response of respondents about the statement was this 37.3% of the respondents were strongly agree to this statement, 50.0% were agree, 10.0% were neutral and 2.7% were disagree to this statement. It means 41 respondents were strongly agree to this statement, 55 respondents were agree, 9 respondents were neutral and only 3 respondents were disagree to this statement.

On the other hand the question was that, the total volume of remittances which were the families received per month. About this question the respondent's answers were that, this table describes the percentages of the monthly remittances which the families of migrants were receiving from migrants every month. According to this table 8.2% families were receiving between 30001-50000 PKR, 43.6% families were receiving between 50001-70000 PKR and 48.2 families were receiving 1-Lac and above the 1- Lac.

Alternative Hypothesis: H1. Higher the flow of remittances higher will be the truancy among adolescents.

Null Hypothesis: H0. There is no such impact of the flow of remittances on the truancy among adolescents.

Level of Significance: 0.05

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.357 ^a	6	.499
Likelihood Ratio	6.560	6	.363
Linear-by-Linear Association	.107	1	.744
N of Valid Cases	110		

Results: Since the p value used to determine the significance of hypothetical test here it is found that to be 0.499 which shows that it is above than the level of significance value therefore the H1 is rejected and

H0 is accepted and conclude that there is no such impact of the flow of remittances on the truancy among adolescents.

Chapter No.7

DISCUSSION, CONCLUSION AND SUGGESTIONS

Chapter No.7

DISCUSSION CONCLUSIONS AND SUGGESTIONS

7.1 Discussion

The data reveals that only 5.5 percent of the respondents and only 6.4 percent were graduated. The level of the education of the respondents and migrants were very low. Majority of the respondents and migrants were uneducated or primary passed. Results shows that 36.4 percent families have 2 members those were living abroad and some families have 3 or 4 family members those were living abroad. Majority of the migrants were male members and only 2.7 percent were female migrants. The data describe that the majority of the people were living abroad for several years; some were migrated before 20 and above years. The results describe that the migrants doing in abroad different types of work majority of the migrants were driving vehicles and doing the work on hotels. The data shows that 64.5 percent (Majority of the families) families of migrants were living in joint family system. According to data 41.8 percent of the respondents said that the poverty was the main reason of out-migration. The data show that majority of the children of the migrant(s) those were in

school going age but many of them were not enrolled in any educational institution. 64.5 percent of the respondents were satisfied with the performance of the children those were enrolled in schools because in the early age the children doing study very well but when they move in adolescent age they were starting to become truant. The data describes that there was great aspiration to go abroad among adolescents is one of the main reason of truancy among them. The left behind children leave their studies in their adolescent age because of absence of their fathers and aspiration of migration. According to data 37.3 percent of the respondents were strongly agree and 50 percent were agree to this statement that the left behind children aspired to go abroad. The migrants(s) were also want to send their sons to abroad according to data the 74.5 percent of the respondents were strongly agree and 15.5 percent were agree to this statement that the migrants also want to send their sons to abroad. 93.6 percent of the respondents said that the children of the migrants drop out from the schools before completed their studies. 77.3 percent of the migrants were strongly agreed to this statement that the international migration leads to truancy among adolescents. Boys were more truants than girls according to data 98.2 percent of the respondents said that the boy were more truant than girls and 94.5 percent of the migrants said that girls are more interested in education than boys. According to data 90.9

percent of the respondents said that the government schools were main sector behind truancy among adolescents. Data shows that 48.2 percent of the respondents said that the desire to go abroad and 45.5 said that absence of the father was main reason of the truancy among adolescents. The truants involve in crimes 52.7 percent of the respondents were strongly agree to this statement and 33.6 percent were agreed. The data describe that when the sons of the migrants drop out from schools then 93.6 percent families want to send them abroad. The data shows that 83.6 percent (majority of the respondents) were satisfied with the remittances from migrants. The respondents, who were not satisfied with their economic condition, told that the migrants had a less time period of migration. The most important reason which the quantitative research showed was that the migratory aspiration and the absence of the fathers create truancy among adolescents.

7.2 Conclusion

Migration is an economic, social and political process that affects those who move, those who stay behind, and the places where they go. The results of the present study indicate that there is a positive relationship between migration and socio-economic protection of the families left behind in rural areas. The families were satisfied with the remittances. However other side of the picture was quite bleak. Families were facing the problem of truancy among left behind male adolescents after the departure of migrants. Similarly lack of guidance and father's affection were also reported by the children and the other family members. Aspiration of the going abroad and father's absence is a main cause of truancy among male adolescents. That was found that the boys were more truants than girls. The parents and the other family members were also want to send the truant male adolescents to abroad for the better living condition and better earning. Majority of the respondents said that the lack of education, poverty, unemployment, condition of the country and the security issues were force to migration.

7.3 Suggestions

It is suggested that the government should establish counseling institutions for families (particularly children) left behind. Migrants' children both should be provided opportunities to improve their qualification so they can handle problems easily and individually. The social mobility of immigrants is enhanced when they have equal access to education and people will be educated. Provide the jobs to the educated individuals and give them good atmosphere for living in Pakistan. Provide them basic needs of life and give the security for living easy life.

Parents and teachers meetings should be organized time to time to solve the problems of the truancy among migrant's children.

REFERENCES

References

- Acosta, P. 2011. "School Attendance, Child Labour and Remittances from International Migration in El Salvador". *Journal of Development Studies* 47(6): 913–936.
- Addleton, J.S. 1992. "Undermining the center Gulf migration and Pakistan". *Pakistan Development Review* 36 (4): 989-1009.
- Addleton, J. 1984. "The impact of international migration on economic development in Pakistan" *Asian Survey* 24, 574–96.
- Altenbaugh (1995) "Caring for kids: a critical study of urban school leavers" Falmer Press, Bristol, PA. *Australian Bureau of Statistics. Schools, Australia* (Catalogue No. 4221.0).
- Antman, F.M.2010. "International Migration, Spousal Control, and Gender Discrimination in the Allocation of Household Resources". *University of Colorado at Boulder Department of Economics Working Paper*, (10-15).

- Antman, F. M. 2011. "The intergenerational effects of paternal migration on schooling and work". What can we learn from children's time allocations? *Journal of Development Economics*, 96(2), 200-208.
- Antman Francisca M. 2012. "Gender, Educational Attainment, and the Impact of Parental Migration on Children Left Behind" *University of Colorado at Boulder and IZA Discussion Paper No. 6640*
- Arif G.M. 2009. "Economic and Social Impact of Remittances on households: The Case of Pakistani Migrants Working in Saudi Arabia". *Pakistan Institute of Development Economics Islamabad*.
- Arif, G.M. and Irfan, M. 1997. "Population mobility across the Pakistani border: Fifty years experience". *Pakistan Development Review* 36, 989-1005.
- Attwood, G. and Croll, P. 2006. "Truancy in secondary school pupils: prevalence, trajectories and pupil perspectives". *Research Papers in Education*, 21(4).
- Bansak Cynthia and Brian Chezum .2009. "How Do Remittances Affect Human Capital Formation of School age Boys and Girls?" *The American Economic Review*, Vol. 99, No. 2 P 145-148

- Bryant, J.2005. "Children of International Migrants in Indonesia, Thailand, and the Philippines"*A Review of Evidence and Policies.Working Paper 2005-05.Florence: UNICEF Innocenti Research Center.*
- Bryk and Thum .1989."The effects of high school organization on dropping out" an Exploratory Investigation.*American Education Research Journal*, 26, 353-386.
- Caggiano, S.2010."Del Altiplano al Rio de la Plata 'La migraciónaymaradesde la Paz a Buenos Aires,' in A. Torres (comp.) *NiñezIndígena en Migración*, FLACSO-ACID-UNICEF
- Carling, J.2002. "Migration in the age of involuntary immobility" Theoretical re-flections and Cape Verdean experiences, *Journal of Ethnic and Migration Studies*, 28(1):5-42.
- Chiquiar and Hansen.2005. "International migration, self-selection and the distribution of wages" Evidence from Mexico and the United States, *Journal of Political Economy*, 113, 239.
- Christine Sälzer, Ulrich Trautwein, Oliver Lüdtke ,MargritStamm .2011. "Predicting adolescent truancy: The importance of distinguishing between different aspects of instructional quality"

- Claes, E., Hooghe, M., and Reeskens, T. 2009. "Truancy as a contextual and schoolrelated problem: a comparative multilevel analysis of country and school characteristics on civic knowledge among 14 year olds". *Educational Studies* 35, 123.
- Cortes Patricia .2010. "The feminization of international migration and its effects on the children left behind" Evidence from the Philippines, *Working Paper. Boston University School of Management. Boston, MA, USA.*
- Cortes Rosalia.2011. "Adolescents' rights, gender and migration" *Challenges for Policy Makers*
- Dufflo Esther.2003."Grandmothers and granddaughters". Old-age pensions and intrahousehold allocations in South Africa, *The World Bank Economic Review*, 17(1): 1-25.
- EBDM.2009.Enterprise for Business and Development Management "Baseline Study on Illegal Migration, Human Smuggling and Trafficking in Pakistan"*The European Union's AENEAS program* 2004-6

- Farooq Muhammad and Zahoor Hussain Javed. 2009. "The impact of international migration on migrant's families left behind in the rural area of Pakistan" Vol. 46 (4).
- Fernandez, R. R. and Velez, W. 1989 "Who stays: Who leaves? Findings from the ASPIRA five cities high school drop out study" *Washington, DC.: ASPIRA. Working Paper No. 89-1.*
- Gazdar Haris (2003) "A review of migration issues in Pakistan" Collective for Social Science Research, *Karachi, Pakistan, Migration Development Pro-Poor Policy Choices in Asia*
- Gazdar, Haris. 2003. "A review of migration issues in Pakistan". Paper prepared for the Regional Conference on Migration Development Pro-Poor Policy Choices in Asia, Dhaka, Bangladesh, 22-24 June 2003.
- Giannelli, Gianna Claudia, Mangiavacchi and Lucia. 2010. "Children's schooling and parental migration: Empirical evidence on the left behind generation in Albania" *University of Florence, CHILD and IZA Discussion paper.*
- Gilani, Khan and Iqbal, (1979) "Labour Migration from Pakistan to the Middle East". *Islamabad: Pakistan Institute of Development Economics.*

- Hanson, G. H. and Woodruff, C.2003.“Emigration and educational attainment in Mexico”.Documento de Trabajo del IR/PS. Disponible en http://irpshome.ucsd.edu/faculty/gohanson/working_papers.htm.
- Hanson Gordon H. and Christopher Woodruff.2003.“Emigration and educational attainment in Mexico” Mimeo, *University of California San Diego. San Diego, CA, USA*.
- Hettige L. and Salih, J.2010. “The Challenge of Youth Employment in Sri Lanka” *World Bank*
- Jan Maqsood Ahmad.2010. “Pakistan's National Emigration Policy”*A Review, Policy Paper Series 35*.
- Jonsson, G.2008. “Migration Aspirations and Immobility in a Malian Soninke Village” *International Migration Institute, Oxford, Working Paper 10*
- Kandel, W. and Massey, D. 2002. “The Culture of Mexican Migration” *A Theoretical and Empirical Analysis Social Forces*, Volume 80, Number 3, pp. 981-1004
- Khan Sarfraz and Hafeez-ur-Rehman.2012.“Revisiting Migration Issues in Pakistan” *A Collection of Research Articles*.

- Mansuri, g.2006. "Migration, School Attendance and Child Labor"
evidence from rural pakistan, *world bank, working paper*,3945
- Massey, D. and M. Sánchez R.1994."Brokered Boundaries Creating Immigrant Identities in Anti-Immigrant Times".*New York, TheRussel Sage Foundation*, 18-30.
- McKenzie, D. and Rapoport, H.2006."Migration and Educational Inequality in Rural Mexico".*INTAL ITD, Working*
- McKenzie, D.J and M. J. Sasin.2007."Migration, Remittances, Poverty, and Human Capital: Conceptual and Empirical Challenges". *World Bank Policy Research Working Paper No. 4272*, Washington.
- McKenzie, D. and H. Rapoport.2004. "Network Effects and the Dynamics of Migration and Inequality: Theory and Evidence from Mexico". *Bureau for Research in Economic Analysis of Development (BREAD) Working Paper No. 063*: Cambridge.
- Messina and Lahav.2006."The Migration Reader" A Key Text (Lynne Rienner, Pub., Boulder, Colorado).
- Meyerhoefer, C. D. and Chen, C. 2011."The effect of parental labor migration on children's educational progress in rural China" *Review of Economics of the Household*, 9(3), 379-396.

- MuhammadFarooq and ZahoorHussainJaved.2009. "The Impact of International Migration on Migrants' Families Left behind in the Rural Area of Pakistan"*Department of Sociology, GC University, Faisalabad. Pak. J. Agri. Sci., Vol. 46(4).*
- Naim K. T. and IftikharZainab.2008."Migration of Highly Skilled and its Impact on the Economic and Technological Development of Pakistan and Bangladesh" Project Report: *South Asia Network of Economic Research Institutes: No. 10- 11.*
- Niessen Jan.2012. "National Policies and Local Realities in Immigrant Integration" Migration Policy Group, Lessons from Local Leadership on Immigrant Integration Practice to Policy, *TheMaytree Foundation 170 Bloor Street West,*
- PILDAT.2008.Pakistan Institute of Legislative Development and Transparency "Overseas Pakistani worker: significance and issues of migration"*Briefing paper No:34.*
- Piperno, F. 2007."From Care Drain to Care Gain" Migration in Romania and Ukraine and the Rise of transnational welfare, *Development 50 (4), 63-68.*

- Saeed Yasier and Kashif Ashfaq. 2012. "Fathers emigration and its impact on the education of the children left behind" *University of Gujrat: Gujrat, Pakistan*.
- Siegmann A. K. 2010. "strengthening whom, the role of international migration for women and men in North West Pakistan," *progress and development studies*, 10: 345.
- Teasley, M. L. 2004. "Absenteeism and truancy: Risk, protection, and best practice implications for school social workers. *Children and Schools*", 26(2), 117-127.
- Thomas Duncan (1994) "Like father like son, like mother, like daughter Parental resources and child height" *Journal of Human Resources*, 29(4)
- United Nations Children's Fund (UNICEF). 2008. "The impact of Migration and Remittances on Communities, Families and Children in Moldove". Policy.
- Veenstra, R., Lindenberg, S., Tinga, F., and Ormel, J. 2010. "Truancy in late elementary and early secondary education: the influence of social bonds and self-control" *The TRAILS study. International Journal of Behavioral Development*, 34, 302.

Winkler, Onn.2010. "Migration and the Gulf: Labor Migration to the GCC States: Patterns, Scale and Policies" *Middle East Institute*.

Yang, D.2006."International Migration, Remittances and Household Investment". Evidence from Philippine Migrants' exchange rate shocks, Working Paper 12324.

YasinGhulam, SattarSumaira and Faiz Ahmad Farhan.2012."Rapid Urbanization as Source of Social and Ecological Decay".A Case of Multan City, Pakistan Vol.8, No.4.

Zoller Booth Margaret.1995."Children of migrant fathers, The effects of father absence on Swazi children's preparedness for school" *Comparative Education Review*, 39(2): 195-210.

ANNEXURE

**Migration and Truancy among Adolescents in Murala District
MandiBaha-ud-Din**

Riasat Ali

Dear respondents, I am a student of Sociology Department at Quaid-i-Azam University Islamabad. I am conducting a research on "Migration and Truancy among adolescents in Murala District MandiBaha-ud-Din". This questionnaire will highlight the impact of migration on truancy among adolescent and the factors which motivate persons to migrate. Your participation in this activity will let me help to complete my research work.

i. Socio Economic Profile of Respondent

1. Gender of the respondent?
(a) Male (b) Female
2. Age of the respondent?
(a) 18-28 (b) 29-38 (c) 39-48 (d) 49-58 (e) 59 and above
3. What is your level of education you have completed?
(a) Illiterate (b) Primary (c) Middle (d) Metric (e) Graduate (f) Intermediate (g) Master
4. Which type of family you have?
(a) Nuclear (b) Joint Family (c) Extended
5. What is your marital status?
(a) Single (b) Married (c) Divorced (d) Separated (e) Widowed
6. What is your monthly income please specify?

- (a) 1-10000 (b) 10001-20000 (c) 20001-30000 (d) 30001-40000 (e) 40001 and above

7. How many family members do you have?

- (a) 1-3 (b) 4-6 (c) 7-9 (d) 10 and Above

ii. Information Regarding HH Migrant Members

8. How many member of family are presently living abroad?

8.1 Total

8.2 Male

8.3 Female

9. When first of the HH member migrated.....year?

10. Where they migrated.....?

11. Age of the Migrants (upto three members).

11.1 1stMigrant

11.2 2ndMigrant.....

11.3 3rdMigrant.....

12. Profession of those migrants (upto three members).?

12.1 1stMigrant

12.2 2ndMigrant.....

12.3 3rdMigrant.....

13. Total volume of remittances do you receive per Month?

- (a) 10000-30000 PKR (b) 30001-50000 PKR (c) 50001-70000 PKR (d) 1-Lac and Above

14. Through which mode migrant(s) send money back to home?

- (a) Banks (b) Money Gram (c) Hundi (d) MTA (e) Western Union (f) Friends

15. Household's total monthly expenditures?
 (a) 1-10000 (b) 10001-20000 (c) 20001-30000 (d) 30001-40000 (e) 40001 and above
16. Total monthly expenditures on education of the children/family?
 (a) 1-5000 (b) 5001-10000 (c) 10001-15000 (d) 15001-20000 (e) 20001 and above
17. Does family satisfied with the money migrant(s) send back?
 (a) Yes (b) No
18. How many dependents the migrant support at home?
 (a) 1-3 (b) 4-6 (c) 7-9 (d) More
19. How many times visits he made back to home during the last year?
 (a) Not One (b) 1-2 Time (c) 3-4 Times (d) 5-6 Times (e) 7-8 Times
20. What is migrant(s) level of education he has completed?
 (a) Illiterate (b) Primary (c) Middle (d) Metric (e) Graduate (f) Intermediate (g) Master

i. Reasons of International Migration

21. Do you think that international migration becomes a trend in your region?
 (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
22. In your opinion what are the social push factors which force a person to migrate?
 (a) Poverty (b) Unemployment (c) To Support family (d) Security Issues (e) Conflict (f) Other
23. In your opinion what are the social pull factors which force a person for migration?

(a) Better living Condition (b) Job Opportunities (c) Marriage (d) Any Other

ii. Migration and Truancy among Adolescents

24. Number of children of the migrant(s)?
- 24.1 Total
- 24.2 Male
- 24.3 Female
25. How many of them are in school going age?
- 25.1 Total
- 25.2 Male
- 25.3 Female
26. How many migrant's children enrolled in School, College or at University?
- 26.1 Total
- 26.2 Male
- 26.3 Female
27. Are you satisfied with the performance of children enrolled to school?
(a) Yes (b) No
28. On average what was/were the grades of the children(s) in the previous exam?
(a) Excellent (b) good (c) not satisfactory (d) very bad
29. Have you ever faced any of the complaints about the school going children attendance?
(a) Yes (b) No
30. Do the migrant(s) is/are concerned about the education of their children?
(a) Not at All (b) Some Time (c) Mostly
31. Do you think that left behind children are aspired to go abroad?

- (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
32. Do migrant(s) also want to send their sons abroad?
(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
33. Do you think that the migrants children get drop out from the school before completed their education?
(a) Yes (b) No
34. Do you think that international migration lead to truancy among adolescents?
(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
35. In your opinion who are more truants?
(a) Boys (b) Girls
36. In your opinion who are the more interested in education?
(a) Boys (b) Girls
37. Do you think that the sons of migrants also want to go abroad that's why they leave the study and become truant in their early age?
(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
38. What is the main factor behind truancy among adolescents?
(a) Poverty (b) Domestic Mismanagement (c) Absence of fathers (d) Migration trend
39. Which sector of education is the major cause behind increase truancy among adolescents?
(a) Government School (b) Private School (c) Madrassas (d) Madrassa Schools