

# **An Analysis of Paternal Migration on Children Socialization, Personality and Moral Development in Pakistan**

**Waliullah<sup>1</sup>, Dr. Arab Naz<sup>2</sup>, Waseem Khan<sup>3</sup>, Nasim Khan<sup>4</sup>, Nasar Khan<sup>5</sup>, Aurangzeb<sup>6</sup>**

<sup>1</sup>M. Phil scholar Department of Sociology University of Malakand, Khyber Pakhtunkhwa

<sup>2</sup>Associate Professor, Department of Sociology, University of Malakand, Pakistan

<sup>3</sup>Lecturer, Department of Sociology, University of Malakand, Pakistan

<sup>4</sup>Lecturer, Department of Sociology AIOU Islamabad

<sup>5</sup>Visiting Lecturer department of Sociology University of Malakand

<sup>6</sup>Teacher at University Public School University of Malakand Pakistan

---

## **ABSTRACT**

Migration is on the most important indicators of socio-economic and behavioral development of families left behind. Previous studies on migration of male members, particularly of father had focuses on the educational outcome of children, however, paternal migration and its impact on child morality and socialization has rarely been focused. The current study has been thus organized to identify the negative consequences of paternal migration and its impact on child personality, socialization and moral development in District Shangla Khyber Pakhtunkhwa Pakistan. A pure quantitative research design has been adopted and a total of 300 primary school teachers were randomly selected from a population of 1198 school teacher in the selected schools the locality. Questionnaire was adopted as a tool of data collection while the primary data was processed thorough a computer based software (SPSS) and the for validity of the data, chi square test was utilized. The analysis shows that there are multiple social, psychological, as well as moral problems found in children of the left behind families due the absence of their parents. The study suggests that proper care of the parents, teachers as well community is necessary to reduce the consequences of paternal migration of the left behind children.

**KEYWORDS:** Migration, children, remittances, impacts, morality etc

---

## **INTRODUCTION**

### **Background of the Study**

Migration is a universal phenomenon resulted due to complex mechanism i.e. various factors are involved in it including economic, social as well as many environmental and other determinants (Adams, R.H. and J. Page, 2003)). Migration involves the physical movement of people within and between social systems while many “push and pull” factors contributes in the process of migration (Alaimo, V. 2006).). In the context of the current study, migration is complex process and has been a part of human race for many decades (Binford, L. 2003). Further, migration has been a global issue and it has been in continuity and most of the migratory movements are the outcome of economic reasons (Chimhowu, A. J. Piesseand C. Pinder. (2003). According to Yang (2008), the process of migration a common activity and it has been surrounded by all the regions, tribes and family with almost every single family having either an international migrant or internal migrant.

Literature and secondary information show that migration is mostly from developing countries to developed regions and the major forces which compel individual for migration include the desires of people for better opportunity, land divisions and family fragmentations, disputes and quarrels among families and even people of the community while again the economic prospects are dominant in all spheres (Lescarbot-1907-1914). Global Commission on International Migration (2005) has given a three ‘Ds’ model for promotion of migration (i.e. driving emigration: development, demographics and democracy). The research of De Hass (2007) has pointed that about 214 million international migrants i.e. consisting 03 percent of the world population has been residing outside their homelands while to Alonso (2011), migration is a pivotal force in bringing social change and creating significant opportunities for economic progress in terms of sending remittances.

The economic growth and remittances send by migrant's enables peoples' access to the market to improve their life standard (Van Hear N. 2008) while there are studies on migration and remittances which are utilized for health and education of households as well to improve future generation (World Bank, 2007). According to

Woodruff, C. and R. Zenteno (2007), supply of migrant labor is helping in the economic growth while Alcaraz (2012) is of the view that remittances relax the household budget and remove the constraint towards child schooling, child health as well as decrease in child labor. Similarly, discussing the positive components of migration and remittances, Macours and Vakis (2010) are of the opinion that positive impact have been observed on child's early cognitive development and better socialization.

Many studies conducted on the adverse effect of paternal migration on children have resulted in disrupted child development, socialization and schooling with particular emphasis on drop-out and low quality education (Hanson, 2003). Reis. (2008) has claimed that paternal migration is a major source of low school attendance for children as well as getting low educational grades in the career. Paternal migration in many cases has been central in producing negative consequences for children education, socialization as well as poor academic outcome i.e. low grades, drop out ratio as well as class participation. Similarly, paternal migration influence the character building process, while no such studies have been conducted to observe the parental absence through migration and its impact on the morality of the children left behind. Therefore, the current study has conducted to fill the gap i.e. paternal migration and how it negatively influence the moral standard of the left behind children.

### **Statement of the Problem**

Globalization and advancement in the form and structure of technology have drastically changed the nature and structure of migration. In Pakistan, Pakistan since 1947, people are involved in migratory movements and millions of Pakistani migrants are residing in the middle east and in the rest of the world (Khatak, 2004). Many factors are involved in the migration of people including economic, social and even religious (Memon, 2005). Pakistan has experienced an increase in migration trends since 1999 and more than 7 million people (3.5 per cent of the whole population) is living abroad (Silwal, 2010). Through migration, the remittances received is an important indicator for the family wellbeing (use for poverty reduction, education, decreases inequality as well as exchange rates) (Yang, 2008). However, due to migration, multiple effects on children left behind have been observed and the study of Rubenstein (1992) suggest that migration is depriving families and the remittances are only spent on consumption and rarely on productive economic activities. Migration of parents have adverse consequences for the children development, personality as well as education while Giannelli and Mangiavacchi (2010) are of the view that parental migration has negative impact on school attendance for children left behind, children face significant stress lose adult role models, and parental absence at an early age could irreversibly damage the child-parent attachment. The report of the UNICEF (2008) concludes that most of the children left behind face many challenges in education, social, psychological as well as morality level. Plaza (2006) is of the opinion that such children suffers from depressions, low self-esteem which can lead to behavioral problems, and at increased risk of poor academic performance as well as interruption of schooling. Thus, the information portrays about the negative consequences of parental absenteeism producing negative impacts on the behavioral performance of the children left behind. Such children also have involvement in aggressive behavior and immoral attitude, more vulnerable to abuse, loneliness, sadness, loss of self esteem, and abandonment. The particular objectives of the study are given below:

### **Objectives of the Study**

The more specific objectives of the study are given below.

1. To analyze the level of negative behavior among children of left behind families
2. To investigate the standard of socialization and morality of children left behind
3. To explore the level of psychological impact of paternal migration on left behind children

### **Hypotheses of the Study**

#### **Hypothesis-1**

Parental migration is a leading factor in creating negative behavior among left behind children

#### **Hypothesis-2**

Parental absences adversely affect the process of socialization and moral development

#### **Hypothesis-3**

Paternal absences in migrant families have association with psychological impacts of left behind children.

## **METHODS AND PROCEDURES**

### **Nature of the Study**

The researcher has predominantly utilized quantitative research design where the researcher has adopted the procedures used in quantitative research design. Quantitative research is a type of research activity which primarily presents information involving the use and analyses of numerical data using statistical techniques based on

measurement of quantity which will be applicable to phenomena that can be expressed in terms of quantity (Allyn and Bacon, 1992). The current study is primarily based on validating hypotheses and presenting information through statistics and numbers. An attempt has been made to describe the phenomena of migration in detail along-with the process of collecting information through questionnaire as this study belonging to primary school teachers where they have been asked on the basis of questionnaire to explain their views regarding the impact of paternal migration on academic performance of children left behind. In this regard the socio-economic and demographic profile of respondents has been presented in uni-variate (cross relationship) tables while the indicators regarding the issue have been presented in bi-variate while Chi-Square test has been utilized for correlation through using SPSS.

### **Population and Target Population**

In the current study researcher has studied the impact of paternal migration on the morality and socialization of children left behind. For this purpose, the researcher has chosen school teachers as research population while data is collected particularly from primary school teachers which are the target population during study.

### **Sampling and Sample Procedure**

Sampling is a process through which researcher chooses sample for his/her research activity. Sampling in the research activity is necessary because to study the whole population require long time, materials, huge amount of money as well assistance from local population. However, with reference to the nature of the study probability sampling technique has been adopted. Probability sampling technique is mostly used in quantitative research where it is a type of sampling in which each and every unit of population have equal and independent chance of selection (Nueman, 2006). The current study has utilized probability sampling technique specifically simple random sampling. Primary school teachers are the target population of the study, and there were 1198 (eleven hundred and ninety eight) teachers, (According to DEO male Elementary & Secondary Education Shangla, 2015). A sample size of three hundred teachers (300) has been selected randomly.

### **Tools of Data Collection**

In relation to the current study structured questionnaire has been utilized as a tool of data collection whereas, structured questionnaire is a type of questionnaire in which the questions asked are precisely decided in advance while interviewing, the questions are asked exactly as they are written, in the same sequence, using the same style (Brace, 2004). The respondents for the current study are teachers who have enough education to understand the questions and are able to choose from pre-determined answers.

### **Data Analysis**

The information has been analyzed quantitatively i.e. processed through statistical techniques and is presented in tables including frequencies and percentages of responses to each category of opinion. The analysis of socio-economic and demographic profile of respondents has been presented in uni-variate tables while the indicators regarding the issue have been presented in bi-variate table such as cross-tables. For validity and authenticity of relationship of variables, Chi-square test has been applied. All the steps have been completed through a computer based software SPSS (version, 20).

### **Conceptual Framework**

For the current study, the following dependent and independent variables are discussed on the basis of hypothesis.

**H-1-** To investigate the standard of socialization and morality of children left behind

Independent Variable	Dependent Variable
Paternal Absence	Socialization
	Moral development
	Ethics
	Behavior
	Contacts interaction with teachers
	Interactions with classmates
	Social relation
	Social adjustment
	Aggressiveness
	Child trafficking
	Abusing
	Self esteem
	Potentials
	Stability
	Hostility

**H-2-** To explore the psychological impact of paternal migration on left behind children

Independent Variable	Dependent Variable
Paternal Migration	Depression
	Frustration
	Anxiety
	Sadness
	Loneliness
	Mental health
	Role attained
	Stress
	Pessimism
	Love and affection

**Locale of the Study**

This study has been conducted in Shangla District is the most backward District of Khyber Pakhtunkhwa and previously, Shangla District was a part of Swat District. Shangla District is broadly divided into two divisions known as Alpori and Puran. Shangla district is native city of Swati caste and its boundaries are joined with district Batgram, Bunir, Kohistan, Kala Dhaka (toor ghar). Indus River flows near this district. It is a land of high mountains narrow gates and thick forests. The forests are only source of income for the people. The total area of district Shangla is 1568 square kilometer. There are residing 365 persons in a square kilometer. The total agricultural area of district Shangla is 41750 hectors. In this connection, data has been collected from primary school teachers of Shangla especially in Puran Sub-Division.

**DATA ANALYSIS VERIFICATION OF HYPOTHESIS****Uni-variate Quantitative Analysis****Age of the Respondents**

Age refers to the amount of time during which a person has lived (Merriam-Webster Dictionary, 2014). It is an important aspect due to the fact that physical, psychological and social growth is connected with the maturity of a person. Intellectual as well as social maturity is often increased as the age of an individual increases (Atchley and Barusch, 2004). On the basis of age parameter, social research has sorted out categories of population to accumulate the relevant information which could be provided by people of different age limits. Thus age means the specific life expectancy of an individual in a particular life span (Alam, 2002). For the current research study the selection of age categories has a prime importance. During research study the level of maturity of respondents must be analyzed for reliable and authentic information, because irrelevant group leads to biased response and unauthentic information. Thus an attempt has been made in the current study to categorize and select proper and targeted population on the basis of age of respondents. In this regard, primary school teachers having age limit 25 and above were interviewed because they know how children are affected by the migration of parents in their educational attainment and socialization. Information regarding the age categories are given in table-1

**Table No-1 Age of the Respondents**

Age groups	Frequency	Percentage	Mean	Median	Mode
<b>Below Thirty</b>	101	33.7	2.09	2.00	2
<b>31-40</b>	106	35.3			
<b>41-50</b>	59	19.7			
<b>50 and Above</b>	34	11.3			
<b>Total</b>	300	100			

The analysis of the information given above regarding the age group shows that 101 (33.7%) of the respondents belonged to age group which is below thirty years. Similarly the tabular information reflects that majority of respondent 106 (35.3%) belongs to the age category of 31-40 years which is normal age group among school teachers in the area. Besides, among total respondents 59 (19.7%) of the teachers belongs to age group between 41-50 years, stood to be the third major age category within the whole sample population. Moreover, 34 (11.3%) respondent out of the total were belonging to the age group 50 and above, which is the age of retirement of school teachers in the area. The table further illustrate that the mean for the information given is 2.09 and median is 2.00, whereas the mode which has been reflected for the information is 2. The table thus concludes that most of the respondent belongs to the age category of 31-40 years and that reflects the wisdom, maturity leading towards authentic information.

### Gender of the Respondents

Gender refers to a phenomenon, concerning the distinction between sexes i.e. male and female, socially constructed and interpreted. According to Kendall (2008), gender signifies a process of attributing specific set of traits and qualities based on beliefs and cultural practices to a particular sex, denoting as male or female. Further, it refers to society's division of humanity, based on sex, into two distinctive categories (Macionis, 1987). Gender is a separate field of knowledge, and must deal in a separate manner. Similarly, gender includes the range of characteristics pertaining to differences between, male and female includes biological sex and sex-based social structures (Richard, 1994). In this regard, during the current study gender was considered prominently male and female to include point of view of both gender regarding the issue. (See table-2)

**Table No-2. Gender of the Respondents**

Gender	Frequency	Percentage	Mean	Median	Mode
Male	221	73.7	1.26	1.00	1
Female	79	26.3			
Total	300	100			

The analysis of the information given in table-2 is regarding the gender of the respondents, which reflects that majority of the respondents 221 (73.7%) among the total sample size were male which is the most interviewing gender in the society. Further, the table illustrates that 79 (26.3%) respondents were belonging to the category of gender which is female. The inclusion of more male respondents represents the researcher access to the respondents and majority in employment, while female access and mobility remain a problem. Whereas females are bounded to the four walls of home that's why interviewing them is unfeasible. The table further illustrate that the mean for the information given is 1.26 and median is 1.00 and mode is 1. The table thus concludes that most of the respondent belongs to the male category of gender, and validate the cultural pattern of the area.

### Family Type of the Respondents

Family is an intimate domestic group of people related to each other by blood as well as through legal ties and have intimate relations, in which adults are responsible for the care and raising of their children, natural or adopted (Bruce and Yearly, 1998). Similarly, family is shouldering upon certain key responsibilities i.e. socio-economic support and personality development of children as well as socialization etc. according to Kendall (2008), family have some of the evolutionary functions and it perform basic and secondary function as well. Also family referred to servants of a household and then both the servants as well as descendents of a common ancestor (Farlex Trivia Dictionary, 2012). Mostly, in social research, information regarding family type of sample is accumulated because of peculiar nature of the respondents, and family background. The information regarding family types is presented in table-3.

**Table No-3 Family type of the respondents**

Family type of Respondent	Frequency	Percent	Mean	Median	Mode
Joint family	148	49.3	1.87	2	1
Nuclear family	44	14.7			
Extended family	108	36			
Total	300	100.			

The statistical information regarding family indicates that majority, 148 (49.3%) of respondents belong to Joint family type, which is mostly a common system observable in area. It also confirm to the fact that the prevalence of traditional social patterns of Pakhtoon society is joint family. Further, the table indicates that 44 (14.7%) of the respondents belongs to nuclear family, which is a new trend in the research area. Similarly, the data further highlights figures concerning the family type of the remaining respondents i.e. 108 (36%) of the total sample population belonging to the extended family which is now scarcely found in area of research. Analyzing the mean for information is 1.87 and median is 2.00, while the mode as reflected is 1 showing the representation of data. The table thus indicates concludes that most of the respondent belongs to the joint family system, which is information the cultural pattern of locality.

### Educational Status of the Respondents

Education is a relative term and having different approaches across the culture. In common sense education is ability to read and write at a level of proficiency. In more precise way education is defined as a technical capability to decode or reproduce written or printed signs, symbols, or letters combined into words (Merner, 1958).

It is closely related with the alphabet, written and oral communication in ancient time. However, it has become increasingly common to refer to different forms of literacy, such as computer, mathematical, or graphic literacy. Experts believe that people need a combination of many different forms of literacy to meet the demands of modern life (Smith, 1973). Literacy is ability that is learned, while it is not an inborn quality of a person. It is related to the educational level of the individual which is healthy for development of society as well. Depending upon the nature of the study, almost all the respondents were educated while their level of qualification remains different and shown in table-4.

**Table No 4.4. Educational Status of the Respondents**

Educational Status	Frequency	Percentage	Mean	Median	Mode
SSC	38	12.7	2.79	3.00	3
HSSC	48	16.0			
Graduation	157	52.3			
Master	53	17.7			
M.Phil and Above	4	1.3			
<b>Total</b>	<b>300</b>	<b>100.0</b>			

The given analysis indicates that 38 (12.7%) of the respondents were literate up to Metric level thus belongs to the category of SSC, which is the minimum criteria for the primary school teacher during appointment and recruitment. The analysis further, the table illustrates that 48 (16%) of the respondents were educated up to intermediate level and thus belonging to the category of HSSC, which is the base for higher education in the prevalent educational system. Further, 157 (52.03%) of the respondents falls in the category of graduation, which is the backbone of the higher studies. Similarly, the table further indicates that 53 (17.7%) respondent having full command on their subjects lies in the category of master level education. Besides, the table given above indicates that 4 (1.3%) respondents were belonging to the category of M. Phil and above, which is consider the most highly educated respondents. The table further elucidate that the mean for the information is 2.79, median is 3.00, whereas the mode is 3, shows the distribution of data. The information thus concludes that most of the respondent belongs to graduation level of education in the area.

#### Monthly Income of the Respondents

Income in the form of money, gains and return resulting from goods and services produced and is measured monthly or annually. Income may be received by an individual or by an entity, such as a corporation or a government (Cassese, 1990). However, income is an entity of an individual or business receives in exchange for providing a good and services (Investopedia, 2015). Moreover, in Business Dictionary (2012), income refers to the flow of cash received from work, wage or salary, capital, interest, profit, or land. Money received through income is used to purchase goods and services. Income in social sciences refers to the money terms rather than property or other resources. In this regard for the current research activity the income refers to the money that is inured from the salary of respondents is the major source of livelihood. Monthly incomes regarding respondents are shown in table-5.

**Table No-5 Monthly income of the Respondents**

Monthly Income	Frequency	Percentage	Mean	Median	Mode
15000-25000	70	23.3	2.38	2.00	2
25001-35000	103	34.3			
35001-45000	69	23.0			
Above than 45000	58	19.3			
<b>Total</b>	<b>300</b>	<b>100.0</b>			

The income of the respondents as given in the tabular form represents the various categories of income and its distribution. The table elucidate that 70 (23.3%) of the respondent falls in the income category of 15000-25000, which is not sufficient income for a large family. Whereas majority 103 (34.3%) of the respondents were belonging to the category of 25001-35000. Further, 69 (23%) respondents among the total were lies in the category of 35001-45000, and 58 (19.3%) of the respondents belonging to the category whose monthly income is above than 45000, which is the average income need for a small family. The mean value of the income is 2.38 and median is 2.00, and mode is 2 representing the values accordingly. Finally shows that most of the respondent belongs to the income category of 25001-35000, and this illustrates the dependency and economic condition of teachers in the area.



## Bi-Variate Analysis

### Grand Impact of Paternal Migration on Children

Migration of parents creates many problems to children and family left behind. While, after moving to a place, individual starts adjustment with socio cultural condition of the newly adopted country. It is not sure to assert social or economic benefits of their movement, because many factors affect these benefits. Relationally, migratory movements are not purely beneficial and have some disadvantages as well. For instance, migration demographic effect and it also affect social values. Similarly, migration in many cases good for family and children left behind. While, migration have economic advantages and paternal migration can leads to poor educational outcomes of children left behind. Respondents were asked in the field regarding the impact in the form of educational process, social and psychological impacts have recorded. Their views are presented in the form of table below (See table-9).

**Table No -9. Grand Impact of Paternal Migration on Children**

Indicators	Frequency	Percent	Mean	Median	Mode
Educational Impact	11	38.7	1.98	2.00	1
	6				
Social Impact	73	24.3			
Psychological Impact	11	37.0			
	1				
Total	30	100.0			
	0				

The tabular information indicate that 116 (38.7%) of the respondents strongly believed that paternal migration has negative impact on education of children. The analysis show that 73 (24.3%), of the respondents were of the view that paternal migration leads to social impact on children left behind. While, 11 (37%), of the respondents agreed to the statement that paternal migration can cause psychological impact on children left behind. The mean for the given information is 1.98 and median is 2.00, whereas the mode which has been reflected more in information collected is 1. Moreover, the table further indicate that majority of the respondents were agree with the statement that paternal migration can directly lead to poor educational output of children left behind.

Chi Square Test	
Tests	Impacts of Migration
Chi-Square	22 <sup>a</sup>
Df	2
Asymp. Sig.	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 75.0.	

Test statistics shows that paternal migration can produce multiple effects on children left behind such as poor school performance, immoral attitudes in society and mostly individual face psychological problems. The chi-square value  $X^2 = 22$  with degree of freedom =2 provides a significance with .000 validating the mentioned impacts of paternal migration.

### Psychological Impacts of Paternal Migration on Children Left Behind

Family disintegration seems to be the most negative consequence of parental migration, as Children left behind are more prone to psychological and emotional stress, feelings of abandonment, and low-self esteem, all of which may ultimately cause damage to the child's overall development and patterns of socialization (Senior 1991; Evans and Davies, 1997). Psychological problems are associated with parental migration, occur in migrants families (Pottinger and Brown, 2006).

There are many reason why children are separated from their parents, it can be caused due to parents passing away, children being neglected or abused and are forced to be remove from the household and being placed into the foster care system or even placed with a family relative, children can also be separated from their parents that are from other countries (Lee et al., 2008). Relevant to the discussion Children can be traumatized and most of the time end up with low self esteem, they can feel lost because of not really knowing why this happening to them and also blame themselves (Nilsen, 2008). Mostly children's suffer due to situation like this.

In this context for the current study the views of respondents are presented in the form of tables and frequencies after asking question on paternal migration and its psychological impacts on children such as lose of role attained, lose of self esteem, lack of paternal attachment, sadness, depression and aggressive behavior as well as anxiety and is presented in the form of frequencies as well as in percentages in table-15 below.

**Table No-15. Psychological Impacts of Paternal Migration on Children Left Behind**

Psychological problems	Frequency	Percent	Mean	Median	Mode
Loss of role attained	57	19.0	3.36	3.00	1
Loss of self esteem	48	16.0			
Lack of parental attachment	53	17.7			
Sadness and loneliness	54	18.0			
Suffer from depression	48	16.0			
Anxiety	40	13.3			
<b>Total</b>	<b>300</b>	<b>100.0</b>			

The information is about the paternal migration and its psychological impacts on children, as study shows that 57 (19%) of the respondents were of the view that paternal migration is responsible for the loss role attained at home as well as at society. 48 (16%) of the respondent were of the opinion that due to paternal migration children loss their self esteem. Similarly, the table indicates that 53 (17.7%) of the respondents believes that paternal migration leads to less parental attachment. Further, 54 (18%) of the respondents were agreed with the statement that sadness and loneliness is the result of paternal migration among psychological problems. Moreover, the tabular analysis reflects that 48 (16%) of the respondents were in the favor of statement that children suffer from depression due to paternal migration. Besides, the analysis illustrate that 40 (13.3%) of the respondents were of the view that mostly paternal migration leads to aggressive behavior of children left behind.

The tabular analysis elucidates that the mean for the given information is 3.36 and median is 3.00, whereas the mode is 1 the given information. Moreover, the table further reflects that majority of the respondents were of the opinion that children loss the role attained due to paternal migration. These activities help children in achieving the objectives of education, psychological, social, cultural and recreational values.

Test Statistics	
	Psychological impacts
Chi-Square	165.11 <sup>a</sup>
Df	5
Asymp. Sig.	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 75.0.	

Test statistics highlight that paternal migration can produce psychological problems in children at home such as lose the role attained, lose of self esteem, sadness, loneliness, depression and anxiety. The chi-square value  $X^2 = 165.11$  with degree of freedom =5 provides a significance with .000 and authenticate the relationship.

### Paternal Migration and Impacts on Children Personality

Familial environment is atmosphere of happiness, love and understanding (Convention on the Rights of the Child, 2006). Similarly it is necessary for harmonious development of children personality. Family is the composition of both parents and children. Being a primary source of duty bearer of children, family allocates resources to fulfill the needs to their children, such as health, education and participation in extra-curricular activities. Among the family members the key one is father for fulfilling needs of children. Similarly, when the needs are more and cannot sufficient for better life male member of the family particularly father shifted to developed areas for more earning which leads to adverse effects on children left behind. As most of the studies pointed out that paternal migration resulted in problematic behavior of children at home (Fan & Sang 2005; Fan et al. 2009; Fan & Fang 2010).

Further paternal migration leads to low social adjustment of children at home as well as negatively development of personality. Personality is relatively an organized pattern of behavior, attitudes, beliefs, values and characteristics of a person, recognized by him as well as by others (Merriam Webster Dictionary, 2001). It is the product of a person experiences in a social interaction as well as in cultural environment. It is the totality of traits, characters, behavior and qualities of an individual. The identification of individuals personality is observed by individuals thinking, feelings and acting in an environment. Personality shows the processes and structure of society as well as of culture. According to Belsky (1997) and Putnam & Sanson (2002) personality is diverse in nature due to social and cultural complexity, inconsistent and changing and instability in the society. It is the product of social interaction with groups.

In this regard for the present study respondents were asked about the impacts of paternal migration on children such as aggressive behavior, improper socialization, and negative development of personality, child



trafficking, child abuse and abandonment. Their views are presented in the form of percentages and frequencies in table-17.

**Table No. 4.17 Paternal migration and impacts on children personality**

Indicators	Frequency	Percent	Mean	Median	Mode
Aggressive behavior	71	23.7	3.51	4.00	1
Improper socialization	41	13.7			
Negative development of personality	17	5.7			
Child trafficking	53	17.7			
Children are more vulnerable to abuse	70	23.3			
Abandonment	48	16.0			
<b>Total</b>	<b>300</b>	<b>100.0</b>			

The tabular information indicates that majority 101 (33.7%) of the respondents were of the view that paternal migration is responsible for aggressive behavior of children at home and it area. 41 (13.75) of the respondents were agreed that improper socialization is the result of paternal migration. Similarly, the table reflects that 48 (16%) of the respondents stated that negative personality development is also due to paternal absence. Further, the analysis shows that 23 (.07%) of the respondents were favoring the statement of child trafficking. Moreover, 70 (23.3%) of the respondents strongly commented that paternal migration and absence leads to children abuses in many ways because they are more vulnerable to abuse. Besides, the analysis illustrates that 16 (5.7%) of the respondents were of the opinion that abandonment of children from their duties is the result of paternal absence.

The mean for the given information is 3.51, median is 4.00, whereas the mode which has been reflected more in information collected is 1. Moreover, the table further reflects that majority of the respondents were of the opinion that paternal migration.

Tests	Co-curricular activities
Chi-Square	64.13 <sup>a</sup>
Df	5
Asymp. Sig.	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 75.0.	

Test statistics illustrates that paternal migration is pivotal in producing multiple effects on children left behind especially, aggressive behavior, improper socialization. The chi-square value  $X^2 = 64.13$  with degree of freedom =5 provides a significance with .000 validating and authenticating the relationship between paternal migration and its impact on children socialization.

## CONCLUSION AND RECOMMENDATIONS

International migration and remittances send is a common practice in the current globalized world. Migratory movements have largely contributed to add in the benefits of the sending community while the labor force have managed the development of the host community as well. The positive contribution of international migration to the economy of the relative state has been significantly discussed while there are various negative impacts and consequences of international migration for the children left behind. In Pakistan, mostly male members of a family or paternal migration has been consistently observed and most of the elders are away from family to earn family livelihood. The flow of remittance has been increased with the international migration trends which in return contributed to the country's economy as well as have enhanced facilitation to improve children education and economic development. Migration of parents creates many problems to children and family left behind and the study have indicted that migratory movements are not purely beneficial for individuals while in many context, it has some disadvantages as well. Migration has many demographic effect and it also have multiple impact on the social values. Similarly, migration in many cases is beneficial for family and children left behind and has many economic advantages and paternal migration can leads to poor educational outcomes of children left behind. The information have indicated that paternal migration has negative impact on education of children as well as have many social impact on children left behind. Besides, most of the respondents have an agreement on the issue of paternal migration and the imposition of psychological impact on children left behind. Similarly, family disintegration seems to be the most negative consequence of parental migration, and it not only create psychological and emotional stress but also create feelings of abandonment, and low-self esteem, all of which may ultimately cause damage to the child's overall development and patterns of socialization. The information indicate that paternal migration is responsible for the loss of role attained at home as well as at society while children create a low self esteem. Further, children suffer from depression due to paternal migration. and mostly paternal migration leads to aggressive

behavior of children left behind. The data have also indicated that paternal migration leads to low social adjustment of children at home as well as negatively develop personality. Most of the children were found involved in aggressive behavior, improper socialization, and negative development of personality, child trafficking, child abuse and abandonment. Thus the study conclude that paternal migration has negative consequences for children personality, socialization, morality and behavioral development.

#### Recommendations

The study recommends the following:

1. The male members shall reduce the visiting timings and they should regularly contact the family and children.
2. Parents shall directly contact the school management for proper checking the educational performance and behavioral development
3. Parents shall also have a check on the family affairs and the mother child relation shall be evaluated on regular basis

#### REFERENCES

1. Adams, R.H. and J. Page (2003). "International Migration, Remittances and Poverty in Developing Countries", Policy Research Working Paper 3179, World Bank.
2. Alaimo, V. (2006). *The Role of Migration in Family Transfers: Is there a trade-off between time and money assistance?* Mimeo, University of Illinois at Urbana-Champaign, Urbana, IL, USA.
3. Alcaraz, C. Daniel, C. & Alejandrina, S. (2012). Remittances, Schooling, and Child Labor in Mexico. *Journal of Development Economics*. 97, 56-65.
4. Binford, L. (2003). "Migrant Remittances and Underdevelopment in Mexico." *Critique of Anthropology*. 233, 305-336.
5. Hanson, G.H. and C. Woodruff. (2003). "Emigration and Educational Attainment in Mexico", Mimeo, University of California.
6. Kanaiaupuni, Shawn M, & Katharine M. Donato. (1999). 'Migradollars and Mortality: The Effects of Migration on Infant Survival in Mexico', *Demography*. 36(3): 339-53.
7. Ketkar, S. & D. Ratha. (2010). "Securitization of Future Remittance Flows: A Global Overview", *Paper Presented at the International Forum on Remittances. Inter-American Bank Headquarters, Washington, D.C.* June 28-30.
8. Macours, Karen and Renos, V. (2010). 'Seasonal Migration and Early Childhood Development', *World Development*. 38(6): 857-69.
9. Reis. (2008). *Country Assessment Report: Dominica*. UNICEF Internal Document.
10. Yang, D. (2008). "International Migration, Remittances, and Household Investment: Evidence from Philippine Migrants' Exchange Rate Shocks. 118 (528), 591-630.
11. Alonso, J. A. (2011). International Migration and Development: A review in light of the crisis. *Journal of Economic and Social Affairs*, CDP Background Paper No. 11(E) ST/ESA/2011/CDP/11(E).
12. De Haas H, Plug R. 2006. Cherishing the goose with the golden eggs: Trends in migrant remittances from Europe to Morocco 1970-2004. *International Migration Review* 40:603-34.
13. De Haas H. 1998. Socio-Economic Transformations and Oasis Agriculture in Southern Morocco. In *Looking at Maps in the Dark: Directions for Geographical Research in Land Management and Sustainable Development in Rural and Urban Environments of the Third World*, ed. LdHaan, P Blaikie, pp. 65-78. Utrecht/Amsterdam: KNAG/FRW. UvA.
14. De Haas H. 2003. Migration and Development in Southern Morocco: The Disparate Socio-Economic Impacts of Out-Migration on the Todgha Oasis Valley. Unpublished PhD Thesis. Radboud University, Unpublished PhD Thesis. Nijmegen.
15. De Haas H. 2005. International migration, remittances and development: Myths and facts. *Third World Quarterly* 26:1269-84.
16. De Haas H. 2006a. Migration, remittances and regional development in Southern Morocco. *Geoforum* 37:565-80.
17. De la Garza, Rodolfo (2010). *Migration, Development and Children Left Behind: A Multidimensional Perspective*. UNICEF Policy and Practice.
18. IMI. 2006. *Towards a New Agenda for International Migration Research*. Oxford: International Migration Institute, University of Oxford.
19. Kindleberger CP. 1965. *Europe's postwar growth: The role of labor supply*. New York: Oxford University Press.
20. Memon, R. 2005 "Patterns, determinants and trends of internal migration in Pakistan", mimeo, Collective for SocialScience Research, Karachi.
21. Page, J. and S. Plaza 2005 *Migration, Remittances and Development: A Review of Global Evidence*, paper presented at the Plenary Session of the African Economic Research Consortium, Nairobi, Kenya, 29 May, 2005.
22. Rubenstein H. 1992. Migration. Development and Remittances in Rural Mexico. *International Migration* 30:1992.
23. Van Hear N. (2008). *Diasporas, Remittances, Development, and Conflict*. Migration Information Source, June 1, 2003.
24. World Bank, 2006, *International Migration Agenda World Economic Survey*. 2004
25. World Bank. 2006. *Global Economic Prospects 2006: Economic Implications of Remittances and Migration*. Washington D.C.: World Bank.
26. Worldbank (2005), *Global Development Finance 2005* World Bank: Washington D.C.