

The Consequences of Mother International Migration To The Left Behind Girls Under 16 For Their Education, Health & Psycho-Social Development in Chitwan District

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Abstract

The primary objective of this study was to examine the consequences of Mother International Migration (MIM) to the Left Behind Girls under the age of 16 on their Education, Health and Psychosocial Development in Nepal. A mixed methods approach was used where the survey study and qualitative interview were used as data collection methods. A five-point Likert scale survey questionnaire and the Semi-structured Interview were used as research instruments to collect data. The consent form was sent to immediate parents and the left behind girls for their acceptance to take part in this study. In the first stage, twenty different schools were selected randomly and later purposive sampling method was used to select the interviewees. Two hundred and fifty questionnaires were dispatched but two hundred and thirty-seven survey questionnaires were returned by the returnees which was more than 94.8 % response rate. Approximately, 45% of the sampled girls were under the age of 12 and 55% of them were between the age of 12 to 16 in this study. The results show that there was positive relationship between the MIM and feeling of loneliness, poor health suggestion, poor health condition, negative neighbour's attitudes, problem of relationship, and unsupportive house environment ($p < 0.05$). Again, there is significant negative association between MIM and social attachment, use of social media and outdoor activities, better health condition, positive psychosocial feeling, family support and availability of desired food ($p < 0.05$). About 80% interviewees realized that their overall development of education, health and psychosociology have been affected after their MIM. Approximately, 60% interviewees argued that the development of the education health and psychosocial development were negatively affected by their MIM. The qualitative results supported the quantitative results to foreground the phenomenon and to get additional information on something that wasn't expected on the impact of MIM to the LBGS

Recent increases in MIM to European, Arabic and other countries have invited an upwelling of interest in how the absence of mothers affect the left-behind girls in Nepal. This study has supported the previous findings on (MIM) that the LBGs had been negatively affected by the MIM for their education, health & psychological development. The implication of this study is to aware the policy makers and governmental administrators about the positive and negative consequences MIM on LBGs for their education, health and psychosocial development. The main contribution of this study is to add new knowledge on the consequences of MIM to the LBGs in the archive of foreign employment in the Nepalese context.

Keywords: *Mother international migration, left behind girls, education, health and psychosocial development, respondents, significant relationship.*

1. Introduction

Among various consequences of MIM, family constellation, a number of siblings, birth order of the siblings and the educational, health and psychosocial development of the left behind girls (LBGs) under the age of 16 have gained increasing attention from the migration and sociology scholars as well as the social science researchers in the Asian context (Adhikari, 2018). The primary objective of this study was to examine the consequences of MIM to the LBGs for their education, health and psychosocial development in the Asian countries based on the family constellation, birth order, gender, age differences and a number of siblings in mother migrant households (Cortes, 2015; Lahaie, Hayes, Peng & Wong, 2015; Piper, & Heymann, 2009; Timothy & Sasikumar, 2012; Yeoh & Lam, 2016; Meyerhoefer & Chen, 2010; Bhadra, 2007). It is not yet known that both theoretically and practically, as to whether the LBGs are particularly vulnerable or not. It is also not known that how, when and under what circumstances, the LBGs are suffering after their MIM (Adhikari, 2018; Dhar, 2012; Torgler & Valev, 2016). The previous studies on MIM have largely been focused on macro determinants and economic and demographic changes, however; the special issues of educational, health and psychosocial development of the LBGs have been marginalized and less prioritized (Resurreccion, 2005; Adhikari, 2018; Battistella & Conaco, 1998; Rossi, 2009). Many LBGs have already turned on antisocial activities (for example, addiction of alcohol and drugs, unprotected sexual attempts, prostitution, criminal activities) which have been increased due to the lack of mother's physical attachment with them (Abramsky et al., 2018; Adhikari, 2018). As a result, the negative consequences have been increased on educational, health and psychosocial development of the LBGs in the Asian countries, like Nepal (Adhikari, 2018; Bouchoucha, 2013; Mazhuvanchery, 2015; Pescaru, 2015).

The next issues of consequences of MIM to the LBGs are embedded in the number of siblings in family, their age, gender, relationships with siblings, relationship with parents and their birth order which can inherently impact on the educational, health and psychosocial development of the LBGs. Based on the socialization and interaction perspectives, the experiences of the childhood with siblings are possible indicators to affect the individual's gender identity, intellectual development, and personality characteristics which can affect the outcomes of educational and career development (Recchia & Wainryb, 2014). Four major characteristics of sibling relations in early childhood are embedded in the sibling interactions; intimacy; large individual differences and the age difference between siblings. Resources and opportunities are embedded in different extent in the sibling structure in each child in the family which accompanies socialization practices among siblings, but the higher birth order is also closely related to large sibship size which is also negatively related to educational outcomes (Hauser & Sewell 1985; Black, Devereux & Salvanes, 2016). The number of siblings, age and the birth order of siblings are also directly embedded in girl's educational development. With additional siblings, each child's average share of parents' time, energy, and money which will be lowered or leading to lower educational attainment (Group of colleagues, 2012). Socially, boys are provided with more educational opportunities than girls because parents believe that they will be able to support financially to their elderly age. Conversely, girls are taught to cook and clean so that they will be able to take care of their own families after marriage. Again, the household responsibilities, together with play activities, are the only socialization areas in which both parents treat girls differently from boys (Lytton and Romney 1991; Quadlin, 2018; Alekseeva, Rzhanova, Fominykh & Zyryanova, 2016). The previous literature reveals that girls' time spent on domestic work increases in

the presence of brothers, but not in the presence of sisters; boys' housework time increases more in the presence of brothers and less in the presence of sisters in 16 developing countries. The role of first-born girl of mother migrant households is compulsorily responsible to take care for her younger siblings in the Nepalese societies because they are regarded as the second mothers to take care for their younger siblings and to support for their health educational and psychosocial development (Mechoulan & Wolff, 2015). On the other hand, there are some serious issues of sibling's conflicts for the purpose of holding the leadership role in the mother migrant households and individual disagreement among siblings. The consequences of age difference between siblings often makes the issues of power and control, sources of contention for children, rivalry and jealousy which can affect psychosocial development of the LBGs. Additionally, the conflict of siblings frequent, poorly resolved and sometimes highly aggressive, violent or even abusive which breaks the peaceful house environment and eventually girls are negatively affected for their psychosocial development because of their patient nature and high tolerance capacity (Kolak & Volling, 2011). The number of siblings, age and the birth order of siblings are also directly embedded to girl's health and psychosocial development in the Asian context because children are socialized into appropriate gender roles according to their age where parents expect older siblings to undertake more responsibility and become role models for their younger siblings in multi-child families which only applies for the girls not for boys (Adhikari, 2018; Edmonds, 2006). It is consistently found an inverse relationship between sibship size and educational outcomes (Booth & Kee 2008; Lu & Treiman 2008). The primary objective of the study was to examine the consequences of MIM to the LBGs under the age of 16 on education, health and psychosocial development between the mother migrant and non-migrant households. The secondary objective was to compare the education, health and psychosocial development of the LBGs between migrant and non-migrant households.

2. Literature Review of the Study

The word migration signifies both male and female migrants, but it does not specify directly for male or female migrants. When the motivations, outcomes, and obstacles to international migration are studied, there is a growing awareness in social science research that consideration of gender is critical phenomenon (Rossi, 2009; Nguyen Yeoh, & Toyota, 2006). A little effort has been done to model explicitly for the differences between male and female migrants with respect to determinants of international migration and their changes overtime. This misunderstanding is a serious shortcoming in the international female migration history because there is not any clear definition of male and female migrants (Bank, 2007). It is argued that theoretical model and empirical findings focusing on male migration cannot adequately describe female migration. More importantly, the studies that do not differentiate between males and female migrants can state wrongly the effects of independent variables on migration for both genders (Morrison, Schiff & Sjöblom, 2007; Moore, 2016; Rossi, 2009). MIM is defined as a form of family transition which breaks the inherent relationship between both mothers and children (Mberu & Pongou, 2012; Wimalaratana, 2017).

2.1. Theoretical Framework of the Study

MIM and overall development of the LBGs are interconnected to education, health and psychosocial development of the LBGs because mothers had undoubtedly played the primary role for overall

development of the LBGs all over the world. The LBGs who lived in incomplete family environment were easily neglected, received inadequate care and suffered from the worse school performance; physical health/physical well-being; higher risk of injury, higher proportion of poor behaviour and lower nutrition (Adhikari, 2018; Cohen, 1996). The LBGs who were cared by younger caretakers had been suffered from behaviour of excessive alcohol drinking; smoking; internet addiction and the problem of mental health in the mother-migrant households (Pescaru, 2015). They were also found of lower socioeconomic status and had more psychological problems in mother-migrant households than father-migrant households (Lam & Yeoh, 2016). More psychosocial problem was found in adolescence LBGs older than the age of 14 (Adhikari, 2018).

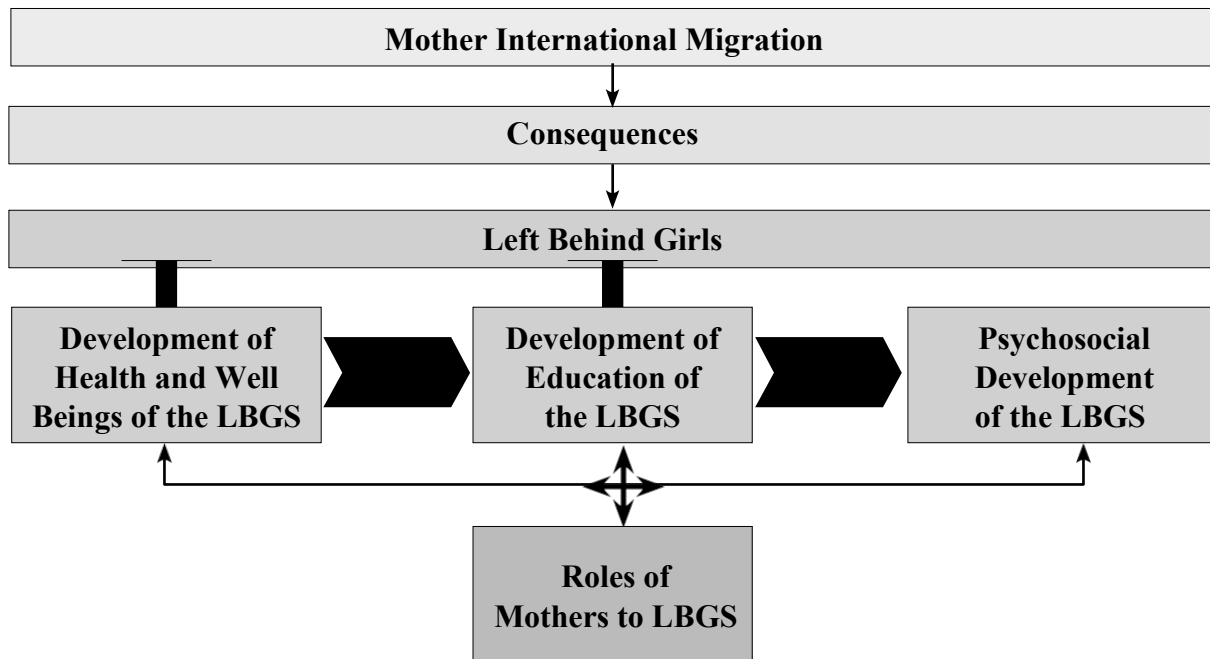


Figure 1. Theoretical Framework of the Proposed Study (c.f. Cortes, 2015)

2.2 Empirical literature on mother roles for LBGs

Cortes (2015) found that there was larger negative consequence to LBGs in mother-migrant households than the father-migration households. The same study further summarized that school enrolment of the younger girls had been less likely affected by household economic resources, but they had been negatively affected by their MIM in Philippines. Again, Moran-Taylor (2008) noted that the larger negative consequence of MIM was found in girls than in boys for their educational, health and psychosocial development in Guatemala. The same study further disclosed that immediate parents of LBGs were unable to maintain a watchful eye and strong parental control over them which resulted lower level of child development. Many LBGs were found promiscuous in mother-migration households which had led to an increase in single motherhood between the age of 12 and 13 (c.f., Gajos & Beaver, 2015). Similarly, Grimes (1998) noted that the increase in the number of single mother was one of the most negative consequences of MIM in Putla for the overall development of the LBGs. Cortes (2015) disclosed that the LBGs were found more likely to involve in unprotected sex and excessive alcoholic habit and sometimes involved in prostitution for the pocket money and foods in mother-migrant households which had resulted unwanted social practice and directly affected for their educational outcomes (Pfeiffer Tailor,

2007). Adhikari (2018) and Tong, Luo & Piotrowski (2015) concluded that MIM had greater negative consequences to the LBGs than the father international migration. The same study further argued that mothers were found naturally, culturally and maternally able to motivate their daughters better than their fathers and also found usually skilful in nurturing and caring for the children in the comparison of father migration households.

Similarly, Hugo and Ukwatta (2010) and Peng and Wong (2015) disclosed that the separation between mother and child had created feelings of loneliness, helplessness, regretfulness and guiltiness which had created the feeling of vulnerability and insecurity for girls from their male counterparts. The same study further found that 60 out of the 400 mother-migrant households reported that LBGs had suffered by mental and physical health problems due to the lack of mother's primary care. It was concluded that teenage daughters of mother-migrant households were forced to do extra household duties, for example, cooking, washing, cleaning, cattle rearing that had diminished the level of educational performance (Bank, 2007; Cortes, 2015; Jampaklay, 2006; Jaupart, 2018). The same studies also reported that mothers had a bigger spiritual role in family formation than fathers to support the LBGs and also concluded that the extended family members who helped the fathers did not involve in the spiritual development of the children. It was importantly noted that a long-term absence of fathers did not have any serious consequences for the child's educational achievements compared with mother long-term absenteeism. It was also concluded that boys culturally were found involved in less household works and spent more time for outdoor games compared with girls in SAARC countries (Adhikari, 2018). Conversely, the LBGs were negatively affected for their educational, health and psychosocial development in mother-migrant households because they have to do extra household duties (Hugo & Ukwatta, 2010). Research study of Cortes (2015) and Adhikari (2018) found that the gender roles are still very rigid in many Asian countries for example, Nepal, India, Pakistan, Shri Lanka where the mother's main role is to support for the development of children and the father main role is to be the breadwinner (Sijapati, 2015). The same study disclosed that MIM had been perceived as a much larger disruption in a child life than father international migration. The repeated news of Kathmandu Post reported by Mahata (2018) found that many LBGs were even raped by their fathers after the MIM and sometimes found sexual relationship between father and daughter. Meyerhoefer and Chen (2010) found that MIM was associated with a significant holdup in the educational degradation of the left behind girls in China. The same study further argued that the level of education was negatively affected due to shifting the time allocation of LBGs toward household duties. Cortes (2015) and Battistella and Conaco (1998) concluded that MIM was found more detrimental than father international migration in the Philippines. The role of mother seemed more attentive; skilful and more professional on how to care their children than the roles of fathers (Gunduz, Karbeyaz & Ayranci, 2011). Thus, children without their mothers seemed more problematic in mother-migrant households compared with father-migrant households (Fletcher et al., 2007; Gajos & Beaver, 2015). Yeoh and Lam (2016) found that fathers were scared to care their matured and teenaged daughters in mother-migrant households. The same research further disclosed that the left behind teenaged and matured girls had expressed their strong preference for mothers' support for their proper care and development of health, education and psychosocial issues during the age of 13-16 in the Asian countries (c.f., Cortes, 2015).

3. Research Task, Data Collection & Analysis

This research study had used a mixed method design that is both hypothesis testing and hypothesis generating. Girls aged, 10-16 years as the secondary schoolers were identified by visiting local government offices in Chitwan District of Nepal. The key informants and immediate parents of the LBGs were contacted for the collection of data of both quantitative and qualitative approaches. Moreover, the sample population was selected from both private and public institutions (for example, Schools, Hospitals, Police Departments, Local Child Clubs, Nongovernment Organizations (Cohen et al., 2007). Two hundred and thirty seven left behind girls (LBGs) were selected randomly. All the sample population were contacted by the field visits, email, and personal contact, telephone conversation, via local government and regional authorities and other means of communication. Data analysis tools of this study were content analysis and descriptive statistics analysis (Cohen et al, 2007; Lichtman, 2006; Thomas, 2009). The Factors Reduction Method was applied to reduce the number of variables. After that, the Logistic Regression Model via Principal Component Analysis Method was used to find the relationship between dependent and independent variables. The descriptive statistics analysis was also computed to calculate subscales, grand mean values, and standard deviation. Again, the values of Cronbach's Alpha were computed to examine the reliability and internal consistency of the subscales of this study (Creswell & Plano Clark, 2018; Cohen et al, 2011). This research project had followed the UN Convention on the Rights of the Child (UNCRC) which became useful to recap the main principles here. The UNCRC to children research was fully followed to minimize the ethical dilemmas for the LBGs. Again, all the principles of child ethic were fully followed during the period of the data collection and analysis. A consent form was sent in advance, follow-up was continued until the consent forms returned. Personal data of each participant and interviewee were guaranteed not to publish (Gibb, 2007). A short interview with six interviewees was conducted with six left behind girls to deepen the consequences of MIM to the LBGs for their health, education & psychosocial development.

4. Results

The results of the 237 survey respondents were involved in this study where approximately, 45% of the sampled girls were under the age of 12 and 55% of them were between the ages of 12 to 16. Thirteen respondents did not return the survey questionnaires. The response rate was approximately 95% which was excellent response rate. The analysis was based on Factor Reduction Model via Principal Component to find the new Principal Components. The new PCs were named based on the grouped variable decided by the Factor Reduction Model. In the second phase, subscales were identified based on descriptive statistics where the values of grand mean and Standard Deviation (SD) were calculated. The analysis further applied the Binary Logistic Regression (BLR) Analysis which examined the relationship between the independent and dependent variables. The BLR model examined the positive and negative consequences of MIM to the LBGs for their education, health and psychosocial development. The results have also presented the summary of the values of mean, SD, Cronbach's Alpha and p values. The Wholesome Model for the significant indicators was computed to examine the consequences of MIM to the LBGs. (Jampaklay, Richter, Tangchonlatip & Nanthamongkolchai, 2018). The mean values of the subscales less than 3.00 signify that the LBGs were not adequately supported by their immediate parents for their education, health and psychosocial development after their MIM.

4.1 Summary of mean, standard deviation and Cronbach's Alpha of the Subscales (n = 237).

Descriptive statistics was computed to find the mean and SD. Similarly, the scale reliability was computed to calculate Cronbach's Alpha and an independent t-test was computed to calculate p values.

Table 1. Values of the mean, SD and Cronbach's Alpha of the subscales

| Subscales | Mean | SD | Cronbach's Alpha | Number of variables |
|--|------|-------|------------------|---------------------|
| Unmet needs of parental affection | 3.05 | 1.13 | .81 | 8 |
| Health stress | 3.05 | 1.26 | .70 | 7 |
| Unsupportive roles of immediate parents | 3.10 | 1.25 | .75 | 9 |
| Poor neighbouring behaviour | 3.10 | 1.28 | .73 | 7 |
| Lack of family support | 3.10 | 1.21 | .71 | 10 |
| Communication activities | 3.19 | 1.22 | .71 | 9 |
| Poor health condition | 3.25 | 1.12 | .82 | 8 |
| Social isolation | 3.29 | 1.22 | .71 | 10 |
| House environment | 3.32 | 1.02 | .70 | 10 |
| Adverse psychosocial thinking | 3.33 | 1.31 | .87 | 9 |
| Depressive symptoms | 2.20 | 1.26 | .72 | 8 |
| Neighbour's attitude to neighbours | 2.45 | .924 | .71 | 7 |
| Feeling of loneliness | 2.57 | 0.99 | .70 | 8 |
| Use of social media and outdoor activities | 2.92 | 1.05 | .75 | 10 |
| Social injustice to LBGs | 2.97 | 0.987 | .74 | 9 |

The survey respondents were approximately undecided on the statements that unmet needs of parental affection, health stress issues, unsupportive roles of immediate parents of the LBGs, poor neighbour behaviour, and the lack of family support signifying that the mean values of these subscales were noticed around 3.00-3.10. But, respondents were approximately agreed with the statements that communication activities with their parents, poor health condition, social isolation, house environment, and adverse psychosocial thinking signifying that the LBGs had been affected on education, health, and psychosocial social development by their MIM. Most of the subscales were found having a bit lower and average mean values signifying that the LBGs were not adequately supported by their immediate parents for their education, health and psychosocial development. One of the interviewees note that:

"I am lacking my mother's support so that I could not improve my educational performance which made me so frustrated and depressive" (Interviewee-3).

"I am so much frustrated that my family members never understand my problems, specially, health and educational issues. My mother was so concerned about my demands, support to my education and social involvement but I missed now in the absence of my mother" (Interviewee-6).

"I am now feeling how my mother could understand what I really preferred eating as my best food, what I really wearing as my best cloths and what I really visiting as my best place and relatives but now it is my dream to get my best food, best dress and best places to visit" (Interviewee-4).

"I now realized that my mother understood my choices, demands when she was with me. I really prefer eating as my best food with mother, what I really wearing as my best cloths and visiting as my best place"

and relatives but now it is my dream to get my best food, best dress and best places to visit (Interviewee-1).

“My mother always cared me about my food and health. Similarly, my immediate parents also did high care for my health and my best food. I do not need to wait for my mother’s return to get my best food because my immediate parents always ask me what food I prefer” (Interviewee-5).

“I am really missing my mother’s supporting roles because my immediate parents never tried to know what I really want” (Interviewer-2).

The qualitative results show that there were both negative and positive consequences of MIM to the LBGs for their education, health and psychosocial development because most of the statements quoted by the interviewees were found negative signifying that the LBGs were not supported as their requirement (see in the Table 1) after their mother international migration. Five interviewees out of six disclosed that they were not adequately supported by their immediate parents in the mother migrant households. But one interviewee positively perceived the roles of immediate parents for her education, health and psychosocial development.

4.2 Summary of the significant indicators of the Wholesome Logistic Regression Model (WLRM)

There were four research problems in the analysis section. Each research question was answered by the survey research instrument. Factor Reduction Method had had extracted twelve significant indicators for the consequences of MIM to LBGs on their education, health and psychosocial development. The results identified twelve significant indicators in the quantitative analysis (see in the Appendix 1 at Table 3). All the twelve significant indicators were entered the Wholesome Binary Logistic Regression Model to examine the consequence of MIM to LBGs. But the results of WLRM show that only three indicators were found significant to the LBGs on their education, health and psychosocial development (the use of social media and outdoor activities, sound psychosocial feeling, and the family support).

Table 3. Wholesome Model of the Binary Logistic Regression Model (N = 237)

| Independent variables | B | S. E | Wald | df | Sig | Exp(B) | 95% C.I.for EXP (B) | |
|--|-------|------|-------|----|------|--------|---------------------|-------|
| | | | | | | | Lower | Upper |
| Social attachment | -.103 | .202 | .260 | 1 | .610 | .902 | .608 | 1.340 |
| Use of social media and outdoor activities | .576 | .260 | 4.897 | 1 | .027 | 1.780 | 1.068 | 2.965 |
| Better health condition | -.580 | .527 | 1.208 | 1 | .272 | .560 | .199 | 1.575 |
| Feeling of loneliness | -.525 | .294 | 3.187 | 1 | .074 | .591 | .332 | 1.053 |
| Poor health condition | .175 | .256 | .465 | 1 | .495 | 1.191 | .721 | 1.967 |
| Lack of health suggestion | -.349 | .271 | 1.658 | 1 | .198 | .705 | .414 | 1,200 |
| Negative neighbour's attitude to LBGs | -.540 | .411 | 1.726 | 1 | .189 | .583 | .261 | 1.304 |
| Sound psychosocial feeling | .900 | .298 | 9.132 | 1 | .003 | 2.459 | 1.372 | 4.408 |
| Problems of relationship and connection | .864 | .502 | 2.965 | 1 | .085 | 2.374 | .887 | 6.349 |
| Unsupportive house environment | .457 | .240 | 3.619 | 1 | .057 | 1.580 | .986 | 2.532 |
| Family support | .679 | .264 | 6.619 | 1 | .010 | 1.972 | 1.176 | 3.309 |
| Availability of desirable food | -.498 | .256 | 3.771 | 1 | .052 | .608 | .368 | 1.005 |
| Constant | -.010 | .165 | .004 | 1 | .949 | .990 | - | - |

The Omnibus Tests (Chi-Square = 63.043, df = 12, p = .001) and associated significance level less than 0.05, the present model shows a decrease in deviance in prediction from the base model. The model

summary Table shows the values of -2Log Likelihood (232.205), Cox and Snell R^2 and Nagelkerke R^2 [25.60 % (Cox and Snell) and 35.20 % (Nagelkerke)] variance of the model was explained by the independent variables. Hosmer and Lemeshow Test shows that $p = 0.280 > 0.05$ is insignificant which was good to support for the regression model fit. The classification Table shows that out of 104 LBGs who chose the first option they were affected by their MIM, this model predicts 29 LBGs were not affected for their education, health and psychosocial development after their MIM. Again, out of 109 LBGs who chose the second option that they were not affected by their mother out migration, 30 of them were found affected by their MIM. Thus, this model predicts the impact of MIM to the LBGs on education, health and psychosocial development with 71.4 percent accuracy for those who said they were affected and also predicts 73.1 percent of accuracy of prediction for the LBGs who chose the second option that they were not affected by their MIM.

The results further confirmed that the overall percentage of correctness of observed data was 72.3 %. The results also show that there was significant association between the use of social media and outdoor activities, sound psychosocial feeling and family support to LBGs and MIM ($p < 0.05$ with odds ratio 1.780, 2.459, 1.972) (see in the Table 3). Again, when the independent variable the use of social media and outdoor activities increases one unit, the impact of MIM can be predicated to increase around 1.780 times if other variables are controlled signifying that the use of social media and outdoor activities has positive impact on education, health and psychosocial development of the LBGs after their MIM (Odd ratio = 1.780 > 1 , $B = 0.576 > 0$). The current study has supported the previous finding of Dhar (2012) because the previous and the current studies have found that there was positive correlation between using social media and the education, health and psychosocial development of the LBGs.

Similarly, when the independent variable sound psychosocial feeling increases one unit, the impact of MIM can be predicated to increase around 1.972 times if other variables are controlled signifying that psychosocial feeling has positive impact on education, health and psychosocial development of LBGs after their MIM (Odd ratio = 2.459 > 1 , $B = 0.900 > 0$). Again, when the independent variable family support increases one unit, the impact of MIM can be predicated to increase around 2.459 times if other variables are controlled signifying that family support has positive impact on education, health and psychosocial development after MIM (Odd ratio = 1.972, $B = 0.679 > 0$). This study has also supported the study of Jensen, Giorguli Saucedo & Hernández Padilla (2018) because the previous and the current studies have found that family support to the LBGs has positively correlated for the education, health and psychosocial development of the LBGs.

4.3 Results on categorical variables of the Linear Regression Model

The categorical variables on the ages of the LBGs and their mothers' feeling were entered the Linear Regression Model of the SPSS to find the correlation between them.

Table 4. The correlation between categorical variables and the remembrance of mothers by the LBGs

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .173 ^a | .030 | .021 | .435 | 2.036 |

a. Predictors: (Constant), Fifteen to sixteen years, fourteen to fifteen years

b. Dependent Variable: QNo15 Do you remember your mum now?

The outputs of the first Table show the model summary and overall fit statistics. The results indicate that the R value is .173. Therefore, remembrance of mothers is positively correlated with the ages of the LBGs, signifying a weak relationship between the remembrance of mothers by the LBGs and the ages of the LBGs. Again, the R² value is .030 signifying that the independent variables (ages of the left behind girls) have explained total variances of 3 % on dependent variable (remembrance of mothers by the LBGs) which is a very small variation between the remembrance of mothers by the LBGs and different ages of them. Again, the adjusted R² of the model is 0.021 with the R² = .030 that means the linear regression explains 2.10 % of the variance in the data which is very small difference so that the regression equation does not appear to be useful for making predictions for the different ages of the LBGS since the value of R² is very lower than 1. The Durbin-Watson d = 2.036, which is between the two critical values of 1.5 < d < 2.5 and therefore we can assume that there is no first order linear auto-correlation in the data.

Table 5. Results of ANNOVA

| Model | Sum of squares | df | | F | Sig |
|------------|----------------|-----|------|-------|-------------------|
| Regression | 1.157 | 2 | .629 | 3.329 | .038 ^b |
| Residual | 40.975 | 217 | .189 | | |
| Total | 42.232 | 219 | | | |

a. Predictors: (Constant), Fifteen to sixteen years, fourteen to fifteen years b. Dependent Variable: QNo15
Do you remember your mum now?

The results of the Table 5 show that the regression model was the statistical significance that was run. Here, $p < 0.038$, which is less than 0.05, indicating that, overall, the regression model statistically significantly predicts the level of mothers' remembrance by the LBGs which a good fit for the data is.

**Table 6. Results of coefficients
Coefficients^a**

| Model 1 | Unstandardized Coefficients | | Standardized Coefficients | | Sig | 95.0% Confidence interval for B | |
|-----------------------------------|-----------------------------|------|---------------------------|--------|------|---------------------------------|-------|
| | B Error | Std. | Beta | t | | Upper | Lower |
| Constant | 1.205 | .046 | | 26.004 | .000 | 1.113 | 1.296 |
| Fourteen to fifteen years | -.008 | .076 | -.008 | -.111 | .912 | -.159 | .142 |
| Age of the LBGs (15 and 16 Years) | .153 | .067 | .169 | 2.294 | .023 | .022 | .285 |

We are 95% confident that the slope of the true regression line is somewhere between -0.159 and 0.142. In other words, we are 95% confident that for the LBGs whose ages lie between 14 to 15, the level of mothers' remembrance by the BGs decreases somewhere between -0.159 to 0.142. It is concluded that on average, for the LBGs whose ages lie between 14 to 15 years, the level of mothers' remembrance will decrease -.008 times. Again, we are 95% confident that for the LBGs whose ages lie between 15 to 16, the level of mothers' remembrance by the BGs increases somewhere between .022 to 0.285. It is concluded that on average, for the LBGs whose ages lie between 15 to 16 years, the level of mothers' remembrance will increase by 0.153 times.

6. Discussion & Conclusion

This study was conducted at Chitwan District to examine both positive and negative consequences of MIM to the LBGs for their education, health and psychosocial development among the mother migrant households. The MIM and its consequences on the LBGs is a very debatable issue for the women and gender study in the Asian context. The empirical research reveals that there was both negative and positive consequences of MIM to the LBGs for their education, health and psychosocial development in MIM households. A mixed method research approach was applied to collect data. Two hundred and thirty-seven LBGs were involved in the survey study and six LBGs as interviewees were involved in the qualitative study. There were twenty-two subscales with the values of mean, SD and Cronbach's Alpha (see in the Table 1) and also twenty-two independent variables in this study. The results indicate that there were twelve significant indicators for the consequences of MIM ($p < 0.05$) [see in the table 23]. The results show that there was significant association between the consequences of MIM and the use of social media and outdoor activities, positive psychosocial feeling and family support ($p < 0.05$ with odds ratio 1.780, 2.459, 1.972) in the Wholesome Model of Binary Logistic Regression Analysis. The implication of the study is to support local government to formulate the child friendly policy and make aware the local government to protect child rights in Chitwan District. The findings of the current study can be generalized in the same context of larger population because of the larger quantitative sample population involvement in this study. The results further conclude that the linear regression model was the statistical significance where, $p < 0.038$, which is less than 0.05, indicating that, overall, the regression model statistically significantly predicts the outcome variables which is a good fit for the data. The development of the left behind girls under the age of 16 on education, health and psychosocial development is a globally debatable issue so that researchers, academicians, police officers, policy makers and the government have to focus on their future research for the children rights, security, safety and their overall development. The universe is based on variation on mankind, geographical structure, population, resources, political system, form and nature of governments so that there are the variations in the condition of the LBGS among each country. Nepal is an underdeveloped country where the condition of the LBGs is adverse and unfavourable for their overall development. The issue of the MIM and its negative consequences have to be addressed in the future research of the international researchers and academic institutions. This study is the ongoing research phenomenon to collect the larger scale of and analyzing holistically in future. It is estimated that two thousand respondents for the survey study, fifty-one interviews for the qualitative study and five Focus Group Discussion have been targeted to complete the study in future. The doctors, police officers, immediate parents, the LBGs between the aged of 10 to 16 years, compounders, doctors and social workers will be focused to collect qualitative data and quantitative data to enlarge this study.

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