

Parental Migration and Left-Behind Adolescent's School Performance

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Abstract

One or two sentences providing a **basic introduction** to the field, comprehensible to a scientist in any discipline.

Two to three sentences of **more detailed background**, comprehensible to scientists in related disciplines.

One sentence clearly stating the **general problem** being addressed by this particular study.

One sentence summarizing the main result (with the words “**here we show**” or their equivalent).

Two or three sentences explaining what the **main result** reveals in direct comparison to what was thought to be the case previously, or how the main result adds to previous knowledge.

One or two sentences to put the results into a more **general context**.

Two or three sentences to provide a **broader perspective**, readily comprehensible to a scientist in any discipline.

Keywords: keywords

Word count: X

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Introduction

Millions of children are resided in their home communities but separated from their parents as either one or both parents have migrated for work. These so-called “left behind children” are common in migrant-sending regions in the Global South. Their exact numbers in total are unavailable, but surveys provide some estimation. According to the Mexican and Latin American Migration Projects, around 15 percent of children were left behind in Mexico, El Salvador, Nicaragua, and Puerto Rico in the 2000s (DeWaard et al., 2018). The World Bank's Migration and Remittances Surveys indicated that about one-third of the children live in migrant-sending households in Kenya, Senegal, and Burkina Faso around 2010 (Chae & Glick, 2019). In China, the 2015 one-percent National Population Sample Survey showed that 25 percent of children lived under parental absence induced by migration (NBS et al., 2017).

Parental migration can alter children's life course (Murphy, 2020).

Methods

We report how we determined our sample size, all data exclusions (if any), all manipulations, and all measures in the study.

Data analysis

We used R (Version 4.2.0; R Core Team, 2022) and the R-packages *papaja* (Version 0.1.0.9999; Aust & Barth, 2020), and *tinylabels* (Version 0.2.3; Barth, 2022) for all our analyses.

Results

Discussion

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