

Educational Access, Perceived Social Support, and Psychological Well-Being Among Children of Migrant Labourers in and Around Electronic City, Bengaluru: A Quantitative Survey Report

Article prepared from the research synopsis and 30 Google Form responses

Sheela Pal

Abstract: *This article examines selected aspects of educational access, perceived social support, and psychological well-being among children of migrant labourers aged 10–14 years in and around Electronic City, Bengaluru. The study was originally framed as a convergent mixed-methods investigation; however, the present article reports the quantitative survey dataset available for analysis, comprising 30 responses. Participants reported generally high levels of current school participation, although educational interruption and uneven access to digital learning resources were also evident. Descriptive analysis was conducted for demographic and educational-access variables, and item-level mean scores were examined for the social-support and well-being response sets included in the Google Form. The summed social-support responses had a mean of 41.60 (SD = 12.36), while the summed well-being responses had a mean of 50.57 (SD = 12.26). A Pearson correlation indicated a strong positive association between the two response totals, $r(28) = 0.783$, $p < .001$. The finding is consistent with the study hypothesis that greater perceived social support is associated with better psychological well-being. Because the present dataset contains 30 survey responses and does not include qualitative interview transcripts, the article does not claim completion of the qualitative component of the original mixed-methods design. Findings should therefore be interpreted as localized, cross-sectional, and associational rather than causal or representative of all migrant children.*

Keywords: migrant labourers; children; educational access; social support; psychological well-being; Bengaluru; early adolescence

1. Introduction

Migration for employment can influence children's schooling, residential stability, language experiences, peer relationships, and access to social resources. The research synopsis underlying this article conceptualizes educational access as more than school enrolment: it includes regular attendance, continuity of schooling, participation in learning, access to learning materials, and educational support. The synopsis also identifies perceived social support and psychological well-being as the principal psychological variables.

Perceived social support refers to a child's perception that emotional, informational, appraisal, and practical assistance is available from significant people. For children experiencing family mobility, support from parents or caregivers, teachers, classmates, and friends may contribute to continuity, belonging, and adjustment. Psychological well-being is framed in the synopsis as positive psychological functioning, including positive emotional experiences, positive outlook, and positive everyday functioning.

The study is situated in and around Electronic City, Bengaluru, a setting relevant to the educational experiences of migrant-worker families. The literature reviewed in the synopsis identifies educational discontinuity, language barriers, socioeconomic circumstances, and institutional arrangements as important contextual factors, while also indicating that social support is relevant to adolescent well-being.

The central research gap identified in the synopsis is the limited integration of educational context, perceived social support, and psychological well-being among children of migrant labourers aged 10–14 years in Bengaluru. The present article uses the available survey responses to provide an initial quantitative account of this relationship.

2. Objectives and Hypothesis

- To assess perceived social support among children of migrant labourers aged 10–14 years.
- To assess psychological well-being among children of migrant labourers aged 10–14 years.
- To examine the relationship between perceived social support and psychological well-being.
- To document selected educational-access characteristics, including attendance, continuity, interruption of education, and access to learning resources.

Hypothesis (H1): There will be a statistically significant positive relationship between perceived social support and psychological well-being among children of migrant labourers aged 10–14 years in and around Electronic City, Bengaluru.

3. Method

3.1 Research Design

The original study was proposed as a non-experimental, cross-sectional, convergent mixed-methods study. For the present article, the analysis is restricted to the quantitative survey data available from the Google Form. Accordingly, the current results should be described as a quantitative

component/report rather than as a completed mixed-methods analysis.

3.2 Participants and Sampling

The dataset contained 30 responses from children aged 10–14 years. The original synopsis proposed a quantitative target of approximately 70 participants and purposive sampling. The current article uses the 30 responses actually available and does not inflate the sample to the proposed target.

3.3 Measures and Questionnaire Structure

The Google Form included demographic and educational-access questions followed by 12 social-support items and 14 well-being-related items, each recorded on a 1–5 response scale. The research synopsis specifies the Child and Adolescent Social Support Scale (CASSS) and the Stirling Children's Well-being Scale (SCWBS) as the intended standardized instruments and emphasizes use of authorized versions and scoring procedures. Because the current Google Form export does not provide documentary evidence of the exact authorized CASSS level/version, permission terms, or formal SCWBS scoring implementation, the present analysis refers to these variables as the 'social-support response total' and 'well-being response total' rather than asserting that they are official standardized scale scores.

3.4 Data Analysis

Frequencies and percentages were used to summarize demographic and educational-access characteristics. Means and standard deviations were calculated for the item-response totals. Pearson's product-moment correlation was used to examine the linear association between the summed social-support and well-being responses. Spearman's rank correlation was also examined as a robustness check. Statistical significance was evaluated at $p < .05$. No causal inference was attempted.

4. Results

4.1 Demographic Characteristics

The sample consisted of 30 participants. There were 16 female participants (53.3%) and 14 male participants (46.7%). The largest age groups were 10 years (9 participants; 30.0%) and 14 years (8; 26.7%), followed by 11 and 12 years (5 each; 16.7%), and 13 years (3; 10.0%).

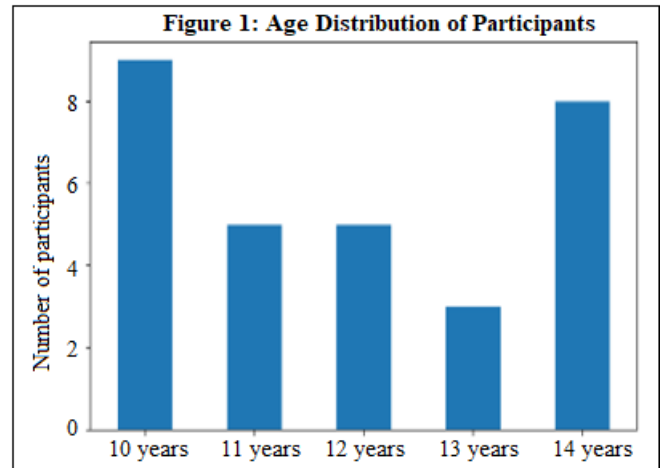


Figure 1: Age distribution of the 30 participants

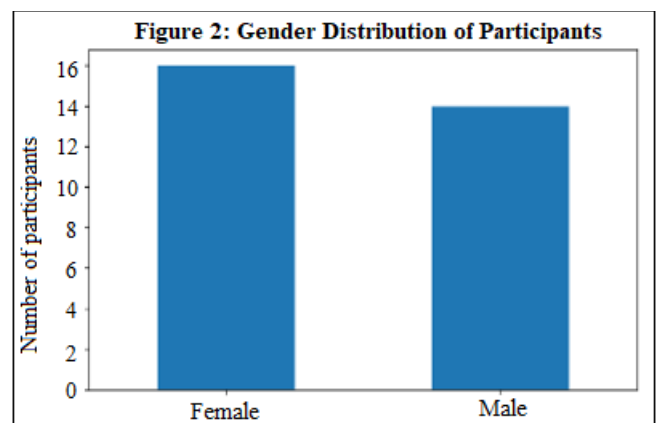


Figure 2: Gender distribution of the 30 participants.

4.2 Educational Access and School Participation

Most respondents reported that they were currently attending school or a learning centre regularly (0; 0.0%). Two participants (0; 0.0%) reported attending irregularly, while two (0; 0.0%) were not currently attending. Among the more specific attendance-frequency responses, 17 participants (56.7%) attended every school day, 8 (26.7%) attended most school days, 3 (10.0%) attended sometimes, and 2 (6.7%) were not currently attending.

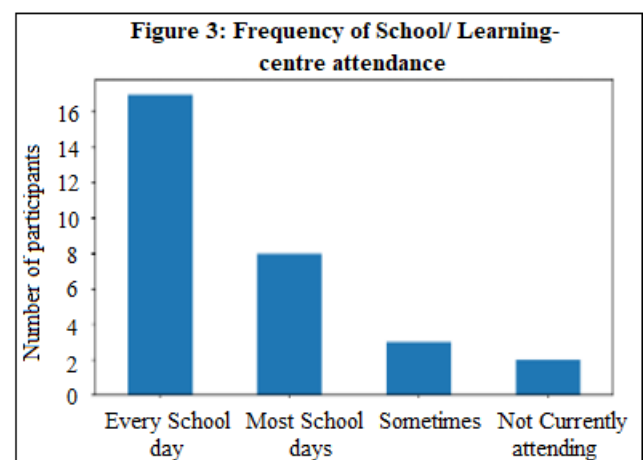


Figure 3: Frequency of school/learning-centre attendance

Regarding educational interruption, 9 participants (30.0%) reported that they had at some point stopped or interrupted

their education, while 17 (56.7%) reported no interruption and 4 (13.3%) preferred not to answer. This indicates that current school participation coexists with a history of educational disruption for a substantial minority of respondents.

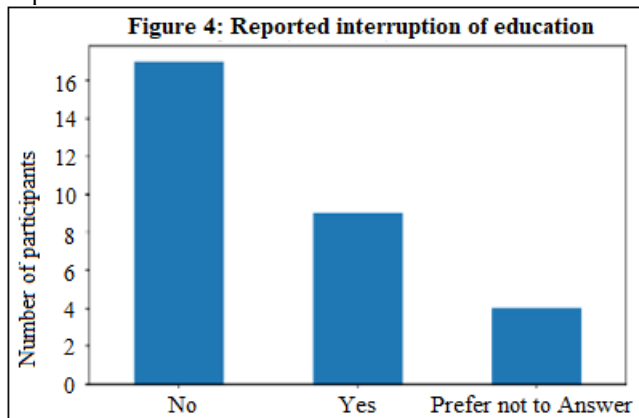


Figure 4: Reported interruption of education.

Access to learning materials was relatively favourable in the current sample: 16 participants (53.3%) reported always having the books and learning materials they needed, 8 (26.7%) reported often having them, 5 (16.7%) reported sometimes having them, and 1 (3.3%) reported rarely having them.

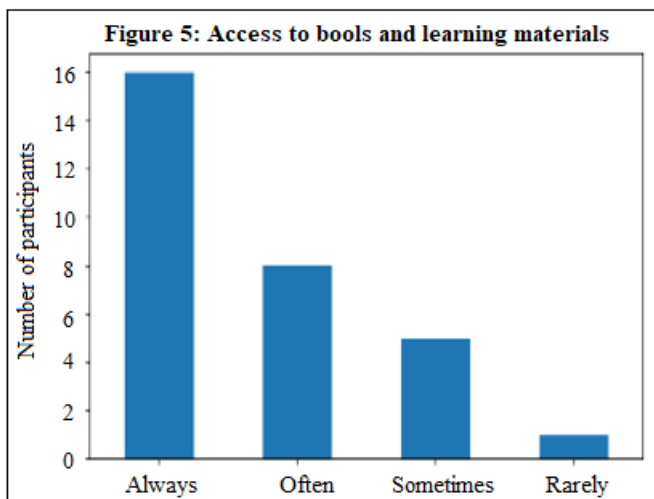


Figure 5: Reported access to books and learning materials

Digital educational access was more uneven. Nine participants (30.0%) reported always having access to a smartphone, computer, or tablet for educational purposes; 7 (23.3%) reported often having access; 6 (20.0%) sometimes; 5 (16.7%) rarely; and 3 (10.0%) never. Thus, 26.7% of respondents reported rare or no access to a digital device for educational purposes.

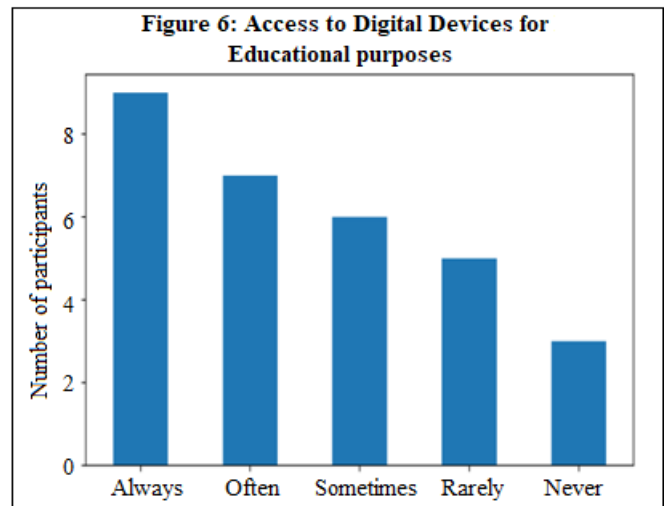


Figure 6: Access to digital devices for educational purposes.

4.3 Perceived Social Support

Across the 12 social-support response items, the overall item-response mean was 3.47 (SD = 1.34). The summed response total had a mean of 41.60 (SD = 12.36), with a possible range of 12–60 if the 12 items are treated simply as 1–5 scored responses. The strongest average responses were observed for family-oriented support statements, particularly the perception that family members really try to help and provide emotional support.

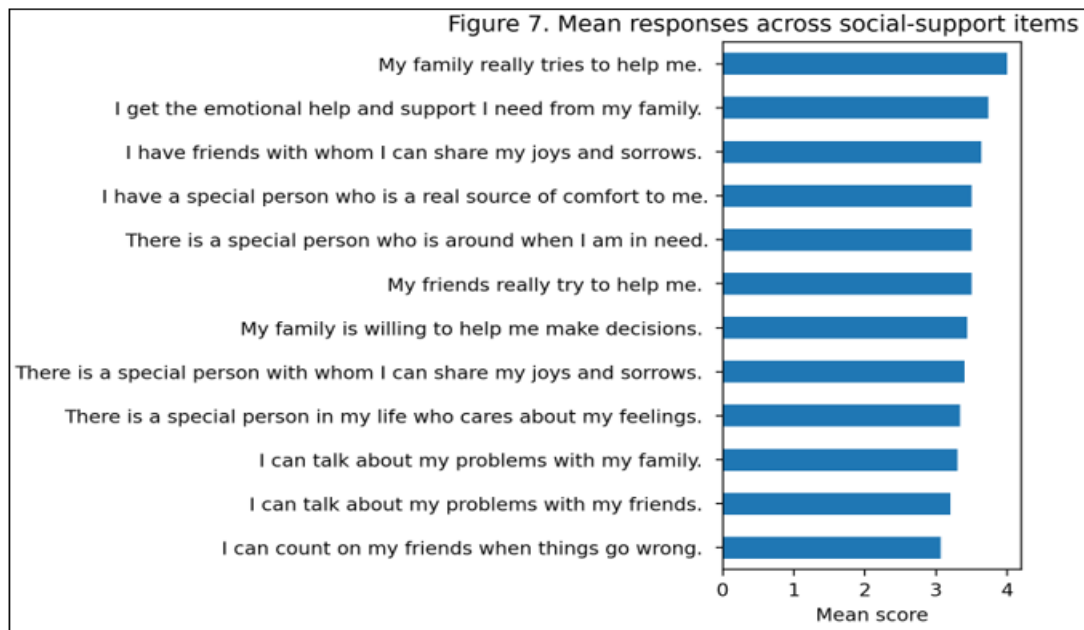


Figure 7: Mean responses across the 12 social-support items (higher values indicate more frequent endorsement on the 1–5 response scale).

4.4 Psychological Well-Being Responses

The 14 well-being-related responses had an overall item-response mean of 3.61 (SD = 1.17). The summed response total had a mean of 50.57 (SD = 12.26), with a possible

simple item-total range of 14–70. Items reflecting positive functioning, such as feeling good at some things, optimism, finding enjoyable activities, and being able to make choices, received comparatively favourable responses, although responses varied across participants.



Figure 8: Mean responses across the 14 well-being-related items

4.5 Relationship Between Social Support and Well-Being

Pearson's correlation showed a strong positive association between the summed social-support responses and the summed well-being responses, $r(28) = 0.783$, $p < .001$. The corresponding Spearman rank correlation was $\rho = 0.785$, $p < .001$, yielding a highly similar result. Therefore, higher

social-support response totals were associated with higher well-being response totals in this sample. The finding supports the direction of H1 for the present dataset. Because the study is cross-sectional and observational, the association should not be interpreted as evidence that social support causes better well-being.

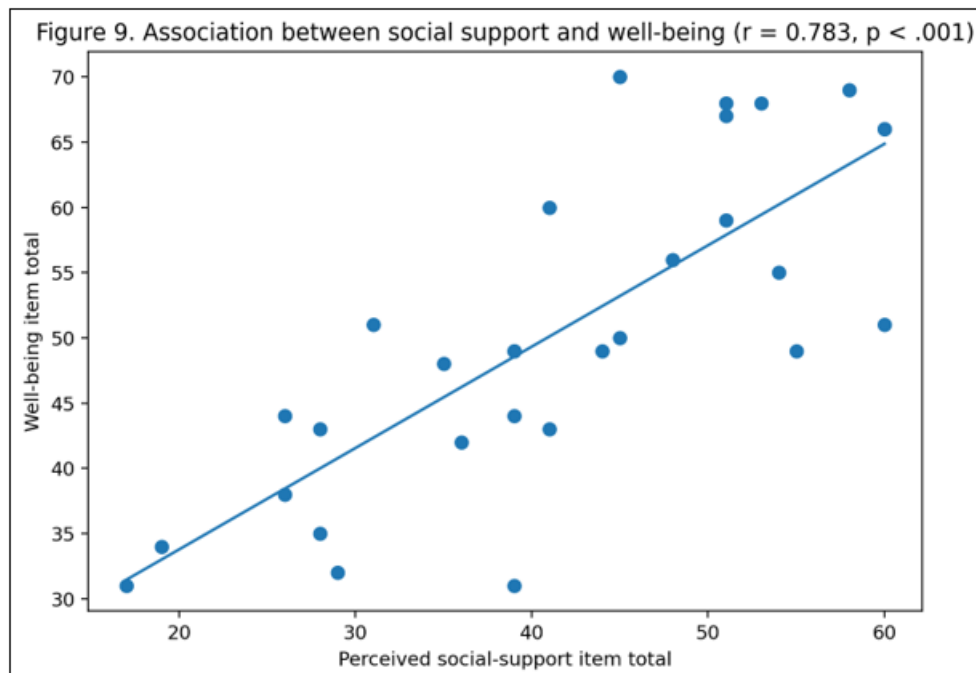


Figure 9: Scatterplot showing the positive association between social-support and well-being response totals (Pearson $r = 0.783$)

5. Discussion

The present analysis provides an initial quantitative picture of educational access, perceived social support, and psychological well-being among children of migrant labourers in and around Electronic City. The results show that most respondents were currently participating in schooling, but educational continuity was not universal. Approximately three in ten participants reported a previous interruption of education, indicating that current enrolment does not necessarily mean uninterrupted educational access.

The pattern of learning-resource access was relatively positive, with four-fifths of respondents reporting that they always or often had the books and materials needed for study. Digital access was less consistent: more than one-quarter reported rare or no access to a digital device for educational purposes. This distinction is relevant because contemporary educational participation may depend on both conventional learning materials and digital resources.

The social-support responses suggest that family support was a particularly salient source of perceived assistance in the present sample. This is consistent with the conceptual framework in the research synopsis, which treats parents/caregivers, teachers, classmates, and close friends as important potential sources of support. The result also fits the broader literature reviewed in the synopsis, which identifies social relationships as relevant to school adaptation and adolescent well-being.

The most important quantitative finding was the strong positive association between social-support and well-being response totals ($r = 0.783$). This is consistent with the hypothesis and with the literature summarized in the original synopsis, including Indian research indicating that social support is associated with aspects of adolescent mental health and well-being. However, the strength of the

correlation in a small sample should be interpreted cautiously. Shared self-report response tendencies, the cross-sectional design, the questionnaire structure, and the lack of a fully documented standardized scoring procedure may all influence the observed relationship.

6. Implications

- Educational programmes serving migrant-worker families should consider continuity of schooling alongside simple enrolment.
- Schools and community organizations can monitor educational interruptions and provide support when children change residence or school.
- Digital learning initiatives should account for unequal access to smartphones, computers, and tablets.
- Supportive relationships with family members, teachers, classmates, and friends may be important resources for children's educational and psychological adjustment.
- Future studies should use the exact authorized versions and scoring procedures of the intended standardized measures and document language/administration procedures carefully.

7. Limitations

- The quantitative dataset contains only 30 responses, substantially smaller than the approximately 70-participant target proposed in the original synopsis.
- Purposive/convenience-style recruitment and the localized setting limit generalizability.
- The cross-sectional design cannot establish causal direction.
- All psychological responses are self-reported and may be influenced by response or social-desirability tendencies.
- The current Google Form export does not document the exact authorized CASSS version/level and formal scoring procedure used for each child.

- The present dataset does not contain qualitative interview transcripts; therefore, qualitative themes and mixed-methods integration cannot be claimed as completed.
- The social-support and well-being totals reported here are questionnaire response totals and should not be represented as official standardized scores unless the instrument version, authorization, administration, and scoring are verified.

8. Conclusion

The available survey data indicate that children in the sample generally reported current school participation and relatively good access to conventional learning materials, while educational interruption and unequal digital access remained evident. Family-oriented social-support responses were generally favourable, and the summed social-support and well-being response totals showed a strong positive association ($r = 0.783$, $p < .001$). This finding supports the proposed hypothesis within the present sample and highlights the potential importance of supportive relationships in understanding the well-being of children from migrant-worker families. Nevertheless, the evidence is associational and localized. A larger sample using fully documented standardized measures, together with the planned qualitative interviews, would provide a stronger basis for drawing conclusions about the educational and psychological experiences of migrant children in Bengaluru.

References

- [1] Alimohamadi, A., Abdolmohamadi, K., Ghasemzadeh, M., & Rodriguez, V. J. (2025). Emotional and psychological well-being in early adolescence: Psychometric properties of the Stirling Children's Well-being Scale in a sample of Iranian adolescents. *BMC Public Health*, 25, 1763. <https://doi.org/10.1186/s12889-025-22960-5>
- [2] Cherewick, M., Lama, R., Rai, R. P., et al. (2024). Social support and self-efficacy during early adolescence: Dual impact of protective and promotive links to mental health and wellbeing. *PLOS Global Public Health*, 4(12), e0003904. <https://doi.org/10.1371/journal.pgph.0003904>
- [3] Dar, A., & Chopra, D. (2024). Participatory and co-design approaches for migrant girls' wellbeing: A study in an urban informal settlement of Delhi. *Wellbeing, Space and Society*, 6, 100201.
- [4] Dyer, C., & Rajan, V. (2021). Educating South Asia's internally migrating children. In *Handbook of education systems in South Asia*. Springer. https://doi.org/10.1007/978-981-15-0032-9_76
- [5] Liddle, I., & Carter, G. F. A. (2015). Emotional and psychological well-being in children: The development and validation of the Stirling Children's Well-being Scale. *Educational Psychology in Practice*, 31(2), 174–185. <https://doi.org/10.1080/02667363.2015.1008409>
- [6] Malecki, C. K., & Demaray, M. K. (2002). Measuring perceived social support: Development of the Child and Adolescent Social Support Scale (CASSS). *Psychology in the Schools*, 39(1), 1–18. <https://doi.org/10.1002/pits.10004>
- [7] Manasi, S., Tantri, M. L., Kambara, C., Bairagya, I., & Vijayalakshmi, S. (2025). Disparities in educational outcome among informal migrant workers' children: Evidence from Bengaluru, India (ISEC Working Paper No. 595). Institute for Social and Economic Change.
- [8] Nathan, S. (2023). Prospects for English medium education of Indian migrant children: Multilingualism of the unequals. *Asian Englishes*, 25(2), 206–218. <https://doi.org/10.1080/13488678.2023.2219502>
- [9] Rajan, V. (2021). The ontological crisis of schooling: Situating migrant childhoods and educational exclusion. *Contemporary Education Dialogue*, 18(1), 162–170. <https://doi.org/10.1177/0973184920948364>
- [10] Rajan, V. (2022). Migrant childhoods and schooling in India: Contesting the inclusion-exclusion binary. *Children's Geographies*, 20(6), 760–773. <https://doi.org/10.1080/14733285.2021.2015288>
- [11] Shinkawa, H., et al. (2023). Psychometric validation of the Japanese version of the Child and Adolescent Social Support Scale (CASSS) in early adolescents. *Japanese Psychological Research*. <https://doi.org/10.1111/jpr.12375>
- [12] Styck, K. M., Rueger, S. Y., Malecki, C. K., Demaray, M. K., Slany, A. E. W., Pyun, Y., Geisler, M. J., & Kassel, M. K. (2025). The Child and Adolescent Social Support Scale: Assessing four types of perceived support from five sources. *Journal of School Psychology*, 110, 101464. <https://doi.org/10.1016/j.jsp.2025.101464>
- [13] Sun, X., Chui, E. W. T., Chen, J., & Fu, Y. (2020). School adaptation of migrant children in Shanghai: Accessing educational resources and developing relations. *Journal of Child and Family Studies*, 29, 1745–1756. <https://doi.org/10.1007/s10826-019-01608-0>
- [14] Thasleema, A., Chivukula, U., Subhadarsani, K., & Khongsai, L. (2024). Psychosocial support and well-being of adolescents: The mediating role of self-efficacy. *Psychology Hub*, 41(2), 19–26. <https://doi.org/10.13133/2724-2943/18229>
- [15] Indian Council of Medical Research. (2017). National ethical guidelines for biomedical research involving children. ICMR.
- [16] Indian Council of Medical Research. (2017). National ethical guidelines for biomedical and health research involving human participants. ICMR.

Appendix A. Data and Reporting Note

The statistical results in this article were calculated directly from the 30-response Google Form export supplied for the study. The article deliberately distinguishes simple questionnaire response totals from formally scored standardized instruments because the supplied form/data export does not itself establish the authorized instrument version, licensing/permission documentation, or complete standardized scoring protocol.