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IMPACT OF MIGRATION ON CHILDREN'S EDUCATIONAL ACCESS AND OUTCOMES IN WESTERN KURNOOL DISTRICT, ANDHRA PRADESH

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ABSTRACT

Migration is an important socio-economic phenomenon that influences household livelihoods and can significantly affect children's access to and continuity of education. The present study examines the impact of migration on children's educational access and outcomes in Western Kurnool District, Andhra Pradesh. The study focuses particularly on migration-prone rural households, where seasonal and temporary migration may interrupt children's schooling.

The major dimensions considered include school enrolment, attendance, absenteeism, dropout, educational continuity, access to educational facilities, learning outcomes, and participation in school-related activities. Socio-economic factors such as household income, parental occupation, family size, duration and type of migration, destination of migrants and children's involvement in household and economic activities are also considered. Primary data may be collected through household surveys, interviews with parents and children and discussions with teachers, while secondary information is obtained from relevant government and educational sources.

Statistical and spatial techniques can be used to examine the relationship between migration and educational outcomes. The study is expected to identify vulnerable communities and major educational challenges faced by migrant households. The findings can support the development of migration-sensitive educational policies, seasonal hostels, bridge education programmes, improved school accessibility, and targeted interventions to ensure educational continuity and reduce school dropout among children in migration-prone areas.

KEYWORDS: Migration, Children's Education, Educational Access, School Dropout & Educational Vulnerability.

INTRODUCTION

Migration is a common socio-economic process that affects the lives, livelihoods and well-being of rural families. In many rural areas, families move temporarily or seasonally to other places in search of employment and better income opportunities. Western Kurnool District of Andhra Pradesh is largely dependent on agriculture and rural livelihoods where drought conditions and limited employment opportunities often encourage people to migrate.

Although migration can help families improve their income, it can also create difficulties for children, particularly in continuing their education. When parents migrate for work, children may experience changes in their schooling, irregular attendance or interruptions in their education.In some cases, children accompany their parents to migration destinations and are unable to continue attending their regular schools.

Children who stay behind in their villages may also face challenges because of reduced parental support, household responsibilities and financial difficulties. These circumstances can contribute to frequent absenteeism and in some cases, early school dropout. The effect of migration on education is not the same for every family and may depend on factors such as household income, duration of migration, family size, and access to schools. Seasonal migration can be particularly challenging because children may repeatedly move between places or experience breaks in their schooling during important periods of the academic year. At migration destinations, the lack of suitable schools, educational facilities, and learning support can further affect children's educational progress. Therefore, understanding the relationship between migration and children's education is important for identifying the groups that are most vulnerable. Against this background, the present study examines the impact of migration on children's educational access and outcomes in Western Kurnool District, Andhra Pradesh. The study focuses on important educational indicators such as school enrolment, attendance, absenteeism, dropout, and continuity of education.

Study Area

The present study focuses on the Western Kurnool region of Andhra Pradesh as the study area. The region has a predominantly rural population, with agriculture and allied activities serving as important sources of livelihood. Low and irregular rainfall, recurrent drought conditions, dependence on agriculture and limited local employment opportunities influence the socio-economic conditions of rural households. As a result, some families migrate temporarily or seasonally to other areas in search of employment and better income opportunities.

Although migration can provide additional income and support household livelihoods, it may also create challenges for children's education. Children from migrant families may experience irregular school attendance, interruptions in schooling, changes of schools and difficulties in continuing their education. In households where children accompany their parents to migration destinations, maintaining regular schooling can become particularly difficult.

The study examines the educational situation of children from migration-affected households, with particular attention to school enrolment, attendance, absenteeism, dropout, educational continuity and educational outcomes. Socio-economic factors such as household income, parental occupation, duration of migration, family size and availability of educational facilities are also considered to understand their influence on children's education.

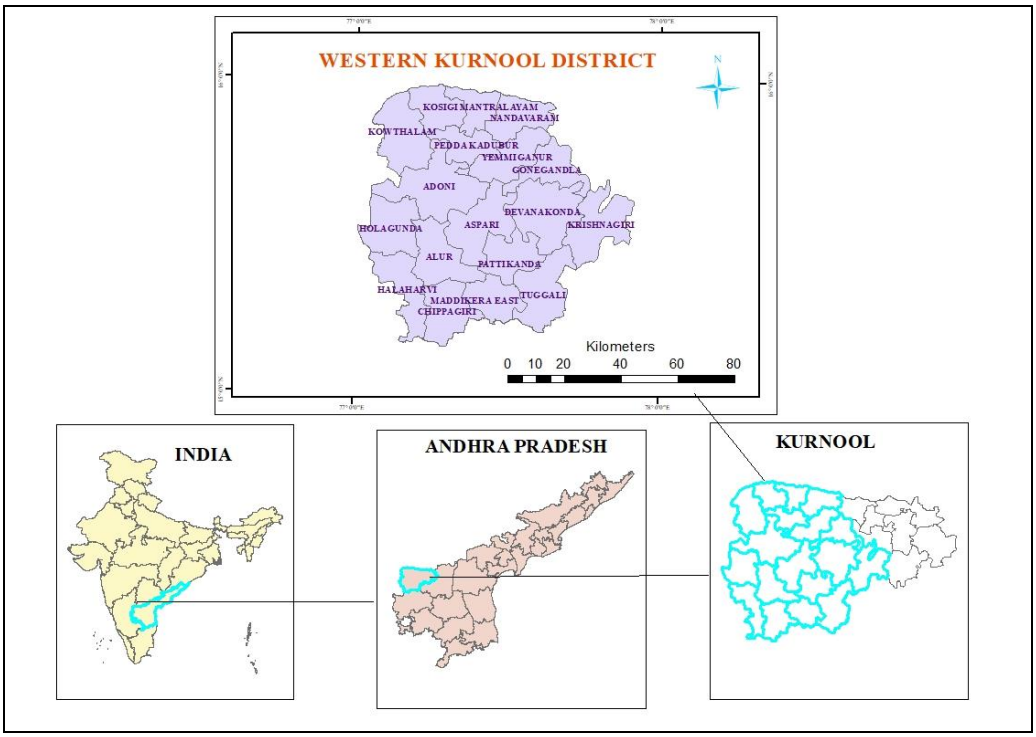

Fig-1.

The Western Kurnool region provides a suitable setting for examining the relationship between migration and children's education at the local level. The study is expected to identify the major educational challenges faced by children from migrant households and provide useful insights for developing appropriate educational interventions and policies to improve educational access and continuity among vulnerable children.

Review of Literature

UNICEF India and Young Lives India (2020): The report Understanding Child Migration in India examined the causes and consequences of child migration. It highlighted that migration may create educational opportunities but can also lead to educational discontinuity, irregular attendance and vulnerability. The report provides a national perspective for understanding migrant children's educational access.

Roy, Singh and Roy (2015): In their study Impact of Rural-Urban Labour Migration on Education of Children, the authors examined the educational experiences of children who migrated with their parents and those left behind in their villages. The study highlighted the risks of irregular school attendance and dropout among children from migrant households.

Sengupta and Guchhait (2022): Their study Seasonal Migration and Child's Schooling: A Survival Approach investigated the relationship between seasonal migration and children's schooling in Purulia District, West Bengal. The study highlighted the potential effects of parental migration on school participation and dropout risks, emphasizing the importance of family support and educational continuity.

Attah-Otu et al. (2025): In their study Implications of Migration on Health and Education: Returned Migrants and School Teachers Perspective in India, the authors examined migration-related educational challenges through qualitative research. The study highlighted problems such as irregular attendance, educational interruptions and poor academic performance, while recognizing that migration income may improve household economic conditions.

Research Gap

Previous studies have examined migration and children's education in different Indian regions. However, further district-level research is needed to understand how migration affects children's school enrolment, attendance, academic performance and learning outcomes in Western Kurnool District, Andhra Pradesh. The present study addresses this gap by examining migration-affected households with school-going children.

Objectives

To examine the socio-economic and migration characteristics of households in Western Kurnool District, Andhra Pradesh.

To assess the impact of migration on children's educational access, attendance and academic performance.

To evaluate children's learning outcomes and migration-related educational challenges.

METHODOLOGY

The study employed a descriptive and analytical research design to examine household migration and its influence on children's education in Western Kurnool District, Andhra Pradesh. A purposive sampling method was used to select 200 migration-affected households with school-going children from the identified study areas. The households were selected based on their migration experiences and the presence of school-going children, ensuring that the sample was relevant to the objectives of the study.

Primary data were collected using a structured questionnaire covering socio-economic conditions, migration characteristics, educational access, school attendance, academic performance, learning outcomes, and migration-related educational challenges. The impact of migration on children's education was assessed using indicators such as school enrolment, attendance, continuity of schooling, examination performance, and school dropout.

Children's learning outcomes were assessed based on their reading, writing, basic mathematical skills, and comprehension abilities. The collected data were analyzed using descriptive statistical techniques, including frequencies, percentages, means, and cross-tabulations. The findings were presented in tabular form using jamovi statistical software, while maps illustrating the geographical distribution of the study areas and respondents were prepared using ArcGIS software.

RESULTS AND DISCUSSION

This section presents and discusses the findings on the impact of migration on children's educational access and outcomes in Western Kurnool District, Andhra Pradesh. The analysis focuses on household socio-economic characteristics, migration patterns, school attendance, academic performance, and learning outcomes. The results are interpreted using tables, frequencies, and percentages in accordance with the objectives of the study.

Table-1 presents the mandal-wise distribution of 200 respondents selected from Adoni and Pathikonda divisions of Western Kurnool District, Andhra Pradesh. A total of 100 respondents (50%) were selected from each division to ensure equal representation. In Adoni Division, Adoni 1&2 accounted for 12 respondents (6%), while the remaining mandals contributed 11 respondents (5.5%) each. In Pathikonda Division, Krishnagiri contributed 12 respondents (6%), whereas the other mandals accounted for 11 respondents (5.5%) each. This distribution provides balanced geographical representation for analyzing the impact of migration on children's educational access and outcomes.

Table-2 presents the household characteristics, migration patterns, and educational outcomes of 200 respondents in Western Kurnool District, Andhra Pradesh. The findings indicate that 63% of households belonged to nuclear families, while 37% belonged to joint families. Migration was reported by 64.5% of respondents during the previous three years, with seasonal migration (35%) emerging as the predominant type. Poverty (16%), debt (15.5%), and low wages (15%) were the major reported reasons for migration. Regarding educational access, 94% of children were currently enrolled in school, although 52% of respondents reported that migration affected children's attendance. Academic performance was reported as average by 52.5% of respondents, while 22.5% reported poor performance. Financial constraints (31.5%) and lack of parental supervision (31%) were the leading educational challenges, followed by household work (22.5%) and frequent relocation (15%). Overall, the findings suggest that migration-related economic pressures and household responsibilities may be associated with disruptions in children's educational participation and performance. However, further statistical analysis is required to establish the significance of these relationships.

Table-3 presents the descriptive statistics and independent-samples t-test results comparing household and child characteristics by migration status. The mean number of family members was slightly higher among households reporting migration (5.73; SD = 1.54) than among those reporting no migration (5.61; SD = 1.57), but the difference was not statistically significant, $t = 0.533$, $p = 0.595$. Similarly, the mean age of children in migration-affected households was 10.72 years (SD = 2.62), and the difference by migration status was not statistically significant ($p = 0.208$). Since both p-values exceed the 0.05 significance level, the null hypotheses of no difference are not rejected. Overall, the results indicate no statistically significant differences in these characteristics according to migration status. However, the child-age comparison requires the mean, standard deviation, and sample size for the non-migration group to be reported fully.

Table-4 summarizes the statistical analyses used to examine migration patterns and children's educational outcomes in Western Kurnool District. Percentage analysis describes the respondent profile, while standard deviation measures variability in family size and child age. Chi-square tests indicate no statistically significant associations between migration status and attendance, academic performance, or school enrolment ($p > 0.05$). Similarly, independent-samples t-tests and one-way ANOVA reveal no statistically significant differences in family size and child age by migration status or migration type.

Overall, the findings suggest that the observed relationships were not statistically significant at the 5% level; however, these results do not establish that migration has no educational impact.

Fig-2 illustrates the spatial distribution of out-migration from Western Kurnool District to major urban centres and surrounding areas, including Hyderabad, Bengaluru, Chennai, Mumbai, and Amravati. The study employed a descriptive and analytical research design to examine patterns of household migration and assess their implications for children's education. The findings indicate that households from the study area migrate seasonally and temporarily to these destinations, primarily in search of employment opportunities in agricultural labour, construction activities, and other forms of manual work. Agricultural migration is particularly associated with seasonal harvesting activities, locally referred to as Suggi in Telugu. Such labour migration constitutes an important livelihood strategy for economically vulnerable households. However, frequent and seasonal migration may disrupt children's schooling by affecting their regular attendance, continuity of education, and access to educational resources. The spatial pattern shown in Figure 2 therefore provides an important basis for understanding the relationship between household migration, employment opportunities, and children's educational outcomes.

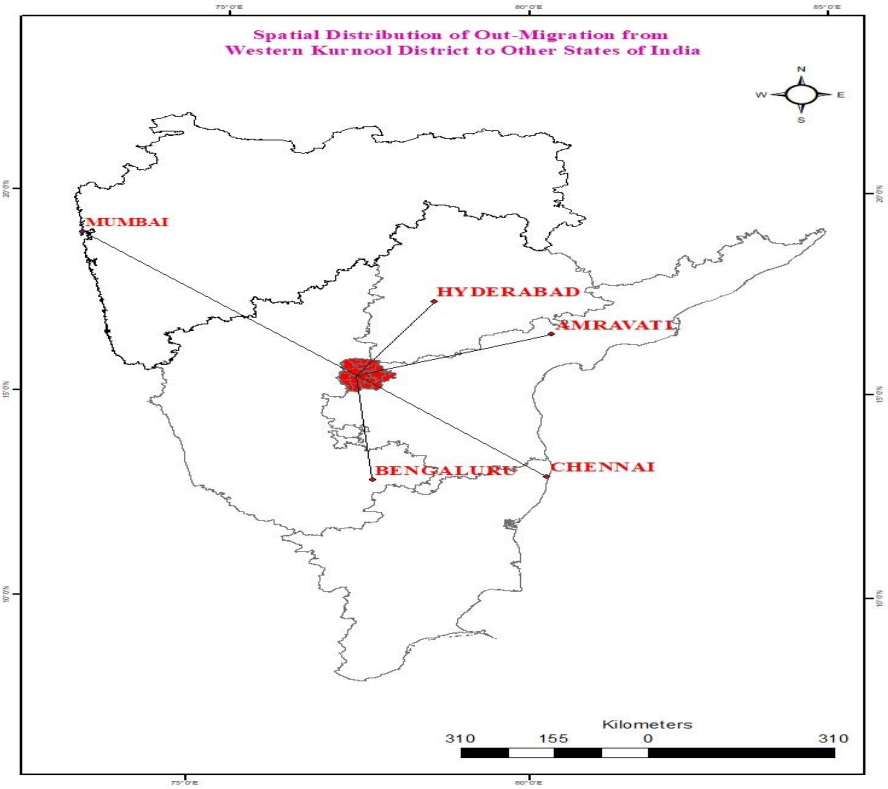

Fig 2.

Table-1: Mandal-wise Distribution of Respondent.

Sl. No.	Adoni Division Mandals	Response	%	Sl. No.	Pathikonda Division Mandals	Response	%
1	Adoni 1&2	12	6.0	1	Alur	11	5.5
2	Gonegandla	11	5.5	2	Aspari	11	5.5
3	Holagonda	11	5.5	3	Chippagiri	11	5.5
4	Kosigi	11	5.5	4	Devanakonda	11	5.5
5	Kowthalam	11	5.5	5	Halaharvi	11	5.5
6	Mantralayam	11	5.5	6	Maddikera	11	5.5
7	Nandavaram	11	5.5	7	Pattikonda	11	5.5
8	Peddakadubur	11	5.5	8	Tuggali	11	5.5
9	Yemmiganur	11	5.5	9	Krishnagiri	12	6.0
Total		100	50	Total		100	50

Table-2: Household and children's education outcome and migration characteristics.

Variable	Response category	Frequency	%
Family type	Nuclear	126	63.0
	Joint	74	37.0
Migration in last 3 years	Yes	129	64.5
	No	71	35.5
Type of migration	Seasonal	70	35.0
	Rural–Urban	38	19.0
	Long-term	21	10.5
	Not applicable	71	35.5
Main reason for migration	Poverty	32	16.0
	Debt	31	15.5
	Low wages	30	15.0
	Unemployment	20	10.0
	Other	16	8.0
	Not applicable	71	35.5
Total	All respondents	200	100.0
Currently enrolled	Yes	188	94.0
	No	12	6.0
Attendance affected	Yes	104	52.0
	No	96	48.0
Academic performance	Good	50	25.0
	Average	105	52.5
	Poor	45	22.5
Main educational challenge	Financial constraints	63	31.5
	Lack of supervision	62	31.0
	Household work	45	22.5
	Frequent relocation	30	15.0
Total	All respondents	200	100.0

Source: Primary data

Table-3: Descriptive and Independent-samples t-test result by migration status.

Variable	Migration status	N	Mean	SD	Min	Max	t-value	df	p-value	Decision at 5%
Total family members	Yes	129	5.73	1.54	3	9	0.533	143.5	0.595	Not significant
	No	71	5.61	1.57						
Child age (years)	Yes	129	10.72	2.62	6	16	-1.265	132.6	0.208	Not significant
	No	71	11.24	2.85						

Table-4: Overall statistical analysis summary.

Statistical tool	Variables analyzed	Main result	Statistical conclusion
Percentage	Migration status and educational outcomes	64.5% reported migration; 52% reported attendance effects	Describes the respondent profile
SD	Family size and child age	SD = 1.55 and 2.71, respectively	Describes variability
Chi-square	Migration status × attendance	\(p=0.474\)	Not significant
Chi-square	Migration status × academic performance	\(p=0.410\)	Not significant
Chi-square	Migration status × enrolment	\(p=0.636\)	Not significant
Independent t-test	Family size by migration status	\(p=0.595\)	Not significant
Independent t-test	Child age by migration status	\(p=0.208\)	Not significant
One-way ANOVA	Child age across migration types	\(p=0.766\)	Not significant



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'టన్ను'కొచ్చినా.. 'పన్ను' కట్టం

ఉపాధికెళ్తాం.. ఓటుకొస్తాం

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బండెక్కి.. సుగ్గి బాట పట్టి

కోసిగిలో..

పెద్దకడబూరులో..

Migrated from Kosigi and Peddakadubur Mandals Published in Ennadu telugu news paper on 23.10.2026

SUMMARY AND CONCLUSION

The study examined the impact of migration on children's educational access and outcomes in Western Kurnool District, Andhra Pradesh, using primary data collected from 200 migration-affected households. The findings revealed that 64.5% of respondents reported migration during the previous three years, with seasonal migration being the most common type. Poverty, debt, and low wages emerged as the major reasons for migration among the surveyed households. Although 94% of children were currently enrolled in school, 52% of respondents reported that migration affected children's school attendance. Academic performance was predominantly average (52.5%), while 22.5% of respondents reported poor performance. Financial constraints and lack of parental supervision were the leading educational challenges, followed by household work and frequent relocation. Statistical analysis showed no significant association between migration status and school attendance, academic performance, or enrolment at the 5% significance level. Similarly, the t-test and ANOVA results indicated no statistically significant differences in the selected household and child characteristics across migration groups. However, the descriptive findings highlight potential educational difficulties among children in migration-affected households. Therefore, strengthening financial assistance, parental awareness, educational continuity, and school-based support systems is essential to improve children's educational opportunities and outcomes in the study area.

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