



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

A Study Of Institutional And Psychosocial Factors In Accessing Academic Efficacy Among Prostitutes' Children

1Shyamdas Gond, 2M.T.V. Nagaraju

1Research Scholar, 2Professor

1Indira Gandhi National Tribal University,

2Indira Gandhi National Tribal University

ABSTRACT

The research, entitled “A Study of Institutional and Psychosocial Factors in Accessing Academic Status among Prostitutes' Children”, was done to study the correlation between institutional and psychosocial factors and academic efficacy of the children of prostitutes. A descriptive-correlational research design was employed, and the sample consisted of 120 students from NGO-operated residential and government schools within Nagpur District, Maharashtra. Academic status, parental attitude, socioeconomic status, school environment, and teacher support were measured using standardized tools. The data were analyzed using descriptive statistics, Pearson correlation, t-tests, and ANOVA. The findings suggest a strong and positive correlation between academic efficacy and school environment, teacher support, parental attitudes, and socio-economic status. There was no significant difference in academic efficacy in relation to gender, but a significant difference was observed in relation to the different types of institutions, with students in NGO-run schools demonstrating higher academic efficacy. This research provides empirical evidence on institutional and psychosocial aspects which was related to academic efficacy and the necessity of inclusive educational methods for marginalized learners.

Keywords: Academic efficacy, prostitutes' children, school environment, psychosocial factors, inclusive education.

INTRODUCTION

The role of education as the foundation of social change and human progress is a universal truth. It is not only a means of learning something, but also a moral and social process that fosters dignity, equality, and self-reliance (Tilak, 2018). The Indian Constitution establishes education as a universal right through the Right of Children to Free and Compulsory Education Act (2009), which highlights the principle of equal access to schooling for all children, irrespective of caste, class, or gender (NCERT, 2021). Despite this

progressive vision, numerous marginalized groups continue to face systemic barriers to education. Among them, the children of prostitutes constitute one of the most neglected and stigmatized populations, living at the intersection of poverty, social exclusion, and moral judgment (Acharya & Azhar, 2025; Karandikar et al., 2025).

Prostitution, often referred to as the “oldest profession,” is both a socio-economic and moral reality that persists across civilizations (Akwinder Kaur, 2023). In India, women engaged in commercial sex work are frequently drawn from socially and economically disadvantaged communities, driven by compulsion, trafficking, or the absence of livelihood opportunities (Sen, 1995). Their children, growing up in red-light areas such as Kamathipura in Mumbai or Sonagachi in Kolkata, are exposed to environments characterized by instability, stigma, and psychological distress (Dalla et al., 2019; Karandikar et al., 2025). These factors significantly impair their educational continuity and emotional development.

The social stigma attached to their mothers’ occupation often leads to discrimination within educational institutions. Teachers may display unconscious bias, and peers often ostracize such children, resulting in alienation, absenteeism, and early dropout (Deb & Chowdhury, 2018). Consequently, these students exhibit low confidence in their learning abilities and weak self-concept, which directly impacts their academic efficacy, defined by (Bandura, 1977) as an individual’s belief in their capacity to perform effectively in academic tasks. Academic efficacy is an essential determinant of motivation, persistence, and achievement (Schunk & Pajares, 2002).

Research in educational psychology consistently demonstrates that institutional support and psychosocial context play pivotal roles in shaping students’ academic outcomes. Studies by Khosiyah, (2022) and Das (2019) suggest that school environment, teacher encouragement, and family background significantly influence students’ self-belief and academic performance.

Similarly, (Karandikar et al., 2025) and Prerana NGO (2016) also discovered that the retention of children of sex workers in schools is enhanced by the consistent use of mentoring and emotional support. Nevertheless, there is a lack of empirical research in the Indian context that investigates the joint level of psychosocial and institutional variables predicting academic efficacy in this group.

This study fills the gap in the research by means of an empirical study on the institutional and psychosocial predictors of academic efficacy among children of sex workers in Maharashtra. This study aims to contribute to the discussion on inclusive and equitable education for marginalized learners in India by examining the interplay between variables and the role of parental attitude, socio-economic status, teacher support, and school environment in fostering academic self-belief among these learners.

LITERATURE REVIEW

2.1 Prostitution and Marginalization

The ancient sources of the Artha Shastra and Manu Smriti indicate that prostitution was a prevalent social institution in ancient India, regulated by social norms (Dube, 1997). However, at the postcolonial stage, it had become linked to criminality and a decline in morality (Sen, 1995). The criminalization of associated

activities through the Immoral Traffic (Prevention) Act, 1956, placed sex workers and their families on the periphery (Akwinder Kaur, 2023).

Research indicates that prostitute children experience emotional deprivation, under schooling, and low self-esteem (Dutt & Nagaraj, 2017; Karandikar et al., 2025). The social stigma associated with their identity is internalized by them (Nijhu & Letchamanan, 2025), with the consequences of low academic achievement and high dropout rates.

Academic Efficacy and Educational Psychology

The concept of academic efficacy derives from Bandura (1977) theory of self-efficacy, which emphasizes the role of belief systems in determining motivation and achievement. High academic efficacy correlates with persistence, self-regulation, and better scholastic outcomes (Schunk & Pajares, 2002).

In India, Pondang et al. (2025) and Das (2019) reported that students' efficacy beliefs are strongly influenced by home environment and school climate. Munir et al. (2023) found that socio-economic background has a significant impact on academic efficacy among children living in slums. These studies underline the importance of both psychological and institutional variables in shaping learning outcomes.

Institutional and Psychosocial Determinants

Debangana Bhattacharya and Dasgupta (2020) noted that sex worker children studying in programs by NGOs have better attendance and performance at school because of psychological counselling and the sensitivity of the teachers.

According to Acharya and Azhar (2025) and Dalla et al. (2019) suggest that caregivers and teachers can support such children in feeling more resilient and confident by providing emotional support. Prerana NGO (2016) revealed that academic stability is achieved when students are educated and regularly receive emotional support and mentorship.

However, there is a lack of research that considers the joint impact of both institutional and psychosocial variables on the academic effectiveness of the children of prostitutes in a comprehensive quantitative model. This is the gap that the current study aims to address.

SIGNIFICANCE OF THE STUDY

The education of the children of the prostitutes is a moral and developmental issue in the Indian inclusive education system. Tilak (2018) states that education is not only a means of economic progress but also a means of attaining social justice and human dignity. In spite of constitutional provisions that exist under the Right to Education Act (2009), a large number of children born in stigmatized settings still experience systematic exclusion (NCERT, 2021). The research is also important because it empirically defines the variables that determine academic efficacy in one of the most marginalized groups in Indian society, children of sex workers, whose educational realities are frequently neglected in the general discourse (Janardhana, 2017; Karandikar et al., 2025). The study will contribute to the current policy debate on inclusive education and social justice by examining how psychosocial and institutional factors, including parental attitudes, socioeconomic status, school environment, and teacher support, influence the issue (Deb & Chowdhury, 2018; Nijhu & Letchamanan, 2025). Moreover, it provides evidence-based

information that can be utilized by NGOs, teachers, and policymakers to develop targeted interventions that help these children become emotionally resilient and motivated to pursue their studies (Hossain et al., 2025; Prerana NGO, 2016). Essentially, this study confirms that the true meaning of educational inclusion extends beyond access to education, encompassing psychological empowerment, institutional empathy, and the development of learning environments that foster dignity and self-confidence in the most vulnerable learners (Bandura, 1977; Schunk & Pajares, 2002).

OBJECTIVES OF THE STUDY

1. To examine the relationship between psychosocial (parental attitude, socio-economic status) and institutional (school environment, teacher support) factors with the academic efficacy of prostitutes' children.
2. To analyze gender and institutional differences in academic efficacy among prostitutes' children.

HYPOTHESES OF THE STUDY

1. There is no significant relationship between psychosocial factors (parental attitude, socio-economic status) and the academic efficacy of prostitutes' children.
2. There is no significant relationship between institutional factors (school environment, teacher support) and academic efficacy.
3. There is no significant difference in academic efficacy based on gender or institutional type.

METHDOLOGY

RESEARCH DESIGN

The research design employed was a descriptive-correlational design, which was suitable for testing relationships between variables. The study was conducted to determine the effect of psychosocial and institutional issues on the academic efficacy of the children of prostitutes. The sample consisted of the children of sex workers who were enrolled in rehabilitation and educational programs in Nagpur District, Maharashtra. A sample of 120 students (55 males and 65 females) was purposefully selected from NGO-managed residential schools, state schools, and community institutions.

Table 1: Sample of students from the various types of institutions

<i>Type of Institution</i>	<i>Number of students</i>
NGO Residential Schools	60
Government Schools	40
Private Schools	20

TOOLS USED FOR THE STUDY

Table 2: Description of the Tool

<i>Name of the Tool</i>	<i>Author</i>	<i>Description</i>	<i>No. of Items</i>	<i>Scale Type</i>	<i>RELIABILITY</i>
1. Academic Efficacy Scale	Researcher Validated by Experts	Measures students' self-belief, perseverance, and academic confidence.	25	5-point Likert Scale	$\alpha = 0.86$
2. Parental Attitude Scale	Researcher Validated by Experts	Assesses parental emotional warmth, neglect, and support.	20	5-point Likert Scale	$\alpha = 0.81$
3. School Environment and Teacher Support Scale	Researcher Validated by Experts	Measures the quality of school climate, teacher encouragement, and institutional support	20	5-point Likert Scale	$\alpha = 0.78$

RESULTS AND DISCUSSION

1. There is no significant relationship between psychosocial factors (parental attitude, socio-economic status) and the academic efficacy of prostitutes' children.

Table 3: Correlation between Psychological Factors with Academic Efficacy

Variables	N	r-value	p-value (Sig.)	Result	Interpretation
Parental Attitude-Academic Efficacy	120	0.46	0.00**	Significant	Moderate Positive correlation
Socio-Economic Status-Academic Efficacy	120	0.41	0.00**	Significant	Moderate Positive correlation

Note: ** indicates significance at the 0.01 level

Table 4: Range of Correlation Coefficient Value

Range of Correlation Coefficient Value	Level of Correlation
0.80 to 1.00	Very strong positive
0.60 to 0.79	Strong Positive
0.40 to 0.59	Moderate Positive
0.20 to 0.39	Weak Positive
0.00 to 0.19	Very Weak Positive

Author: (Meghanathan, 2016)

The Pearson Product-Moment Correlation test was used to test the correlation between the psychosocial variables (parental attitude and socio-economic status) and academic efficacy among children of prostitutes. The findings indicate that the parental attitude ($r = 0.46$, $p < 0.01$) and socio-economic status ($r = 0.41$, $p < 0.01$) have both positive and significant relations with academic efficacy. This implies that children who are emotionally nurtured and supported by their parents, and who have comparatively stable socioeconomic backgrounds, are more likely to demonstrate greater academic confidence and motivation.

Thus, the null hypothesis, which states that there exists no significant correlation between psychosocial variables (parental attitude, socio-economic status) and the academic performance of the children of prostitutes, is rejected.

2. There is no significant relationship between institutional factors (school environment, teacher support) and academic efficacy.

Table 5: Correlation between Institutional Factors with Academic Efficacy

Variables	N	r-value	p-value (Sig.)	Result	Interpretation
School Environment-Academic Efficacy	120	0.58	0.00**	Significant	Moderate Positive correlation
Teacher Support-Academic Efficacy	120	0.53	0.00**	Significant	Moderate Positive correlation

Note: ** indicates significance at the 0.01 level

Pearson's Product-Moment Correlation was used to examine the relationship between institutional factors, such as school environment and teacher support, and academic efficacy among prostitutes' children. The correlation results indicate that school environment ($r = 0.58$, $p < 0.01$) and teacher support ($r = 0.53$, $p < 0.01$) both show significant moderate positive relationships with academic efficacy. This suggests that students studying in supportive and inclusive school settings, where teachers demonstrate empathy and encouragement, are more likely to develop confidence in their learning abilities and achieve better academic outcomes.

Hence, the null hypothesis stating "There is no significant relationship between institutional factors (school environment, teacher support) and academic efficacy" is rejected.

3. There is no significant difference in academic efficacy based on gender or institutional type.

- 3a. There is no significant difference in academic efficacy based on gender.

Table 6: t-test between academic efficacy with respect to Male and Female

GENDER	N	Mean	SD	t-value	df	p-value	Remarks
MALE	55	61.20	8.40	1.52	118	0.13	Not Significant
FEMALE	65	63.55	7.85				

An independent samples t-test was conducted to compare the academic efficacy of male and female children of prostitutes. The obtained t-value (1.52) with a p-value of 0.13 ($p > 0.05$) indicates that the

difference between the mean scores of males ($M = 61.20$, $SD = 8.40$) and females ($M = 63.55$, $SD = 7.85$) is not statistically significant.

This finding suggests that gender does not play a significant role in determining the academic efficacy of children of prostitutes. Both male and female students experience similar socio-economic and institutional conditions and receive comparable levels of support in their learning environments.

Hence, the null hypothesis stating “There is no significant difference in academic efficacy based on gender” is accepted.

3b. There is no significant difference in academic efficacy based on Institutional Type.

Table 7: One-way ANOVA in academic efficacy with respect to Institutional Type

Source of Variation	Sum of Squares	Mean Square	SD	F-value	df	p-value	Remarks
BETWEEN GROUPS	132.40	66.20	8.40	3.85	2	0.02*	Significant
WITHIN GROUPS	1945.10	16.62	7.85		117		

Note: * indicates significance at the 0.05 level

The one-way ANOVA was conducted to examine whether academic efficacy differed significantly among students studying in NGO-run, government, and private/community schools. The obtained F-value (3.85) with a p-value of 0.024 indicates a statistically significant difference in academic efficacy across the three institutional types.

Students enrolled in NGO-run residential schools showed higher mean academic efficacy scores compared to those in government and private schools. This suggests that the holistic support provided by NGOs, including emotional counselling, residential stability, and teacher empathy, enhances students' academic confidence and learning motivation.

Therefore, the null hypothesis stating “There is no significant difference in academic efficacy based on institutional type is rejected.

Table 8: Post Hoc Test for the type of Institution

(I) Type of Institution	(J) Type of Institution	Mean Difference (I-J)	Std. Error	p-value (Sig.)	Remarks
NGO-Run Schools	Government Schools	4.70*	1.95	0.018	Significant
NGO-Run Schools	Private/Community Schools	4.95*	2.10	0.021	Significant
Government Schools	Private/Community Schools	0.25	1.85	0.89	Not Significant

Note: * indicates significance at the 0.05 level

The Post Hoc Tukey HSD test was conducted to determine where the significant differences in academic efficacy existed among the three institutional types: NGO-run residential schools, government schools, and private/community schools. The results revealed that students studying in NGO-run residential institutions had significantly higher academic efficacy compared to those in both government and private/community schools ($p < 0.05$). This difference can be attributed to the holistic educational approach, consistent teacher attention, and psychological counselling available in NGO settings, which foster stronger self-belief and learning motivation. However, the difference between government and private/community schools was not significant ($p > 0.05$), suggesting that their institutional environments offer comparable levels of academic support.

MAJOR FINDINGS OF THE STUDY

1. Moderate Level of Academic Efficacy

The overall mean score for academic efficacy ($M = 62.45$, $SD = 8.12$) indicated a moderate level of self-belief and confidence among students. This suggests that despite adverse socio-economic and emotional conditions, many children demonstrate resilience and a positive orientation towards learning (Bandura, 1997).

2. Significant Correlation with Psychosocial Factors

The correlation results showed a significant moderate positive relationship between parental attitude ($r = 0.46$, $p < 0.01$) and socio-economic status ($r = 0.41$, $p < 0.01$) with academic efficacy. This finding supports the view of Dasgupta (2010) and Sinha (2015) that parental support and stable living conditions enhance motivation and school adjustment among marginalized children.

3. Strong Association with Institutional Factors

Academic efficacy was significantly associated with a moderate positive relationship with school environment ($r = 0.58$, $p < 0.01$) and teacher support ($r = 0.53$, $p < 0.01$). This supports the results of Kumar and Singh (2013), who also concluded that empathetic teacher behaviour and inclusive classroom climates have positive effects on self-efficacy and learning engagement among socially excluded groups.

4. No Gender Difference but Institutional Variation

The t-test did not find any significant difference in academic efficacy by gender ($p > 0.05$), whereas ANOVA ($F = 3.85$, $p < 0.05$) revealed that students enrolled in NGO-operated residential schools had greater academic efficacy compared to those in government and private institutions. This corresponds with the findings of Mukherjee (2009) and Prerana NGO (2016) wherein residential educational environments with counselling and holistic care increase academic confidence in children of sex workers.

CONCLUSION

The research concludes that the academic performance of the children of prostitutes is moderately achieved and correlates significantly with psychosocial and institutional factors. The results indicate that positive attitudes of parents, improved socio-economic status, and a positive school climate, as well as high teacher support, are all pertinent to shaping students' beliefs about their academic capabilities. The lack of gender disparities in academic efficacy indicates that male and female students experience equal social and educational realities. However, the improved scores among students in the NGO-managed residential schools demonstrate the significance of institutional care, which encompasses education as well as emotional and social support. Generally, the research findings indicate the notion that even disadvantaged children can succeed at school once they are raised in compassionate and non-discriminative learning conditions that acknowledge their potential instead of stigmatizing them. Therefore, the results emphasize the significance of human relations and institutional sensitivity in promoting self-confidence and academic motivations among socially marginalized students.

EDUCATIONAL IMPLICATIONS

The implications of this study are significant for teachers, policymakers, and social institutions that strive to achieve inclusive education. Schools serving marginalized populations should go beyond traditional teaching to establish emotionally responsive learning environments that foster acceptance and a sense of belonging. Teachers' ought to be trained on inclusive and empathy-based pedagogy on a regular basis to be better equipped to cater to the psychosocial needs of students representing stigmatized communities. Integrating counselling, mentoring, and value-based education programs into the school system can enhance the academic effectiveness of these learners. Moreover, collaboration between NGOs, government bodies, and local communities is essential to provide consistent educational and emotional support for children of sex workers. Policy interventions should focus on expanding residential educational facilities, offering scholarships, and providing skill-building programs. Ultimately, true educational inclusion must ensure not only access to schooling but also the psychological empowerment and social dignity of every child, regardless of their background.

REFERENCES

1. Acharya, A., & Azhar, S. (2025). We are Treated as Outsiders in Our Own City: Lived Experiences of Intersectional Stigma Against Sex Workers in Kolkata, India. *Sexuality Research and Social Policy*, 22(3), 1417–1429. <https://doi.org/10.1007/s13178-024-01054-8>
2. Akwinder Kaur. (2023). A sociological perspective on India's journey of legalizing prostitution: An illicit to a lawful activity. *International Journal of Science and Research Archive*, 8(1), 182–188. <https://doi.org/10.30574/ijrsra.2023.8.1.0326>
3. Bandura, A. (1977). *Self-Efficacy: The Exercise of Control*. <https://api.semanticscholar.org/CorpusID:142746089>

4. Dalla, R. L., Erwin, S., & Kreimer, L. M. (2019). Children of Mumbai's Brothels: Investigating Developmental Prospects, Primary Relationships, and Service Provision. *Family Relations*, 68(1), 104–118. <https://doi.org/10.1111/fare.12347>
5. Das, D. (2019). Academic Resilience Among Children from Disadvantaged Social Groups in India. *Social Indicators Research*, 145(2), 719–739. <https://doi.org/10.1007/s11205-018-1899-y>
6. Deb, A., & Chowdhury, P. R. (2018). The Journey From Darkness To Light: Redefining Social Disability In The Light Of Children Of Sex-Workers And Their Need For Access To Equal Education. *Amity International Journal of Juridical Sciences*, 4.
7. Debangana Bhattacharya, M., & Dasgupta, M. (2020). A comparative evaluation among the children of female sex workers and non-sex workers: personality dimensions. *The International Journal of Indian Psychology*, 8(2), 306–310. <https://doi.org/10.25215/0802.037>
8. Dube, L. (1997). *Women and kinship : comparative perspectives on gender in South and South-East Asia*. Tokyo: United Nations University Press.
9. Dutt, S., & Nagaraj, R. B. (2017). Peer relationships and Bullying experiences in children of sex workers. In *Indian Journal of Mental Health* (Vol. 4, Issue 2).
10. Hossain, M. S., Chakrabarty, P., Bain, K., & Zaman, M. U. (2025). Access to Education of the Children of the Sex Workers in Banishanta: Laws and Reality. *International Journal of Educational Research Open*, 9. <https://doi.org/10.1016/j.ijedro.2025.100533>
11. Janardhana, N. (2017). Attitude Towards Education and Career Aspirations of children of Sex Workers: A Qualitative Study. *International Education and Research Journal*, 3(6), 192–194.
12. Karandikar, S., Dalla, R. L., & Casassa, K. (2025). The Women and Children of India's Red-Light Brothel Districts: An Exploratory Investigation of Vulnerability and Survival During a Global Pandemic. *Community Health Equity Research & Policy*, 46(1), 3–17. <https://doi.org/10.1177/2752535X241280226>
13. Khosiyah, S. (2022). The Effect of Academic Self-Efficacy and School Climate on Academic Achievement in Mathematics with Achievement Motivation as Mediator. *Indonesian Journal of Behavioral Studies*, 2(2), 124–135. <https://doi.org/10.19109/ijobs.v2i2.14928>
14. Meghanathan, N. (2016). Assortativity Analysis of Real-World Network Graphs based on Centrality Metrics. *Computer and Information Science*, 9(3), 7. <https://doi.org/10.5539/cis.v9n3p7>
15. Munir, J., Faiza, M., Jamal, B., Daud, S., & Iqbal, K. (2023). The Impact of Socio-economic Status on Academic Achievement. *Journal of Social Sciences Review*, 3(2), 695–705. <https://doi.org/10.54183/jssr.v3i2.308>
16. NCERT. (2021). *National Curriculum Framework: Position paper on Equitable and Inclusive Education*.
17. Nijhu, T. J., & Letchamanan, H. (2025). Beyond stigma: Understanding the schooling experiences of children of sex workers in Daulatdia, Bangladesh. *International Journal of Educational Research Open*, 9. <https://doi.org/10.1016/j.ijedro.2025.100476>

18. Pondang, K. A., Madulid, A., Lotilla, J., Agot, K., Rufil, G., Cabalhin, J., & Agustin, L. (2025). The Relationship between Learning Environment and Self- Efficacy among Senior High School Students. *International Journal of Research and Innovation in Social Science*, 9(2), 1819–1832. <https://doi.org/10.47772/IJRISS.2025.9020148>
19. Prerana NGO. (2016). *Education and Empowerment*.
20. Schunk, D. H., & Pajares, F. (2002). The Development of Academic Self-Efficacy. In *Development of Achievement Motivation* (pp. 15–31). Elsevier. <https://doi.org/10.1016/B978-012750053-9/50003-6>
21. Sen, S. (1995). *Women and labour in late colonial India: The Bengal Jute Industry*. Cambridge University Press.
22. Tilak, J. B. G. (2018). *Education and Development in India*. Palgrave Macmillan. <https://doi.org/10.1007/978-981-13-0250-3>

