

## Parental Absence and the Psychological Development of Children: Education as a Space of Emotional Reconstruction

Mr. R. Jayakrishnan<sup>1\*</sup> & Dr. A. Anitha<sup>2</sup>

<sup>1</sup>PhD Research Scholar, Department of English, Dr. M. G. R. Educational and Research Institute, Chennai

<sup>2</sup>Research Supervisor, Professor and Head, Department of English, Dr. M. G. R. Educational and Research Institute, Chennai

**Corresponding Author:** Mr. R. Jayakrishnan (PhD Research Scholar, Department of English, Dr. M. G. R. Educational and Research Institute, Chennai)

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**Abstract:** The emotional security and psychological stability of children during their formative years depend on their parents and their family's supportive presence. Children who face parental absence through neglect, separation, migration or other social factors experience emotional instability and anxiety and challenges to establish dependable personal identities. The resulting experiences lead to people withdrawing from social situations because they feel unsure about themselves and they find it hard to perform well academically and socially. The psychological effects of these conditions need to be studied because they help develop better support systems which enable children to recover their emotional stability while they work towards personal development. The study investigates how parental absence affects children psychologically while educational settings serve as places where children achieve emotional recovery and personal empowerment. The research uses psychoanalytic and developmental theories to show that children develop safety and belonging problems when their parents do not provide continuous care. The paper shows that educational institutions can substitute necessary parental guidance through their structured guidance and mentorship and social support systems. Classroom environments which include teachers and peers and accessible learning spaces help children build confidence while they develop emotional strength. When education moves beyond rigid academic evaluation and embraces emotional awareness and support, it becomes a powerful tool for psychological healing and social empowerment. The study shows educational spaces transform educational spaces through their role as safe spaces which help vulnerable students deal with their emotional requirements.

**Keywords:** Parental Absence, Childhood Psychology, Educational Empowerment, Emotional Development, Inclusive Education.

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### Introduction

Psychological research demonstrates that early attachment relationships between children and their caregivers hold critical importance for their development. Children need stable emotional bonds which help them build confidence and trust and develop resilience. When these attachments are disrupted or weakened, children face difficulties in regulating their emotions and maintaining positive self-worth. The emotional struggles of children typically occur in educational settings because they spend most of their day there. Educational institutions serve as essential environments which provide children with different opportunities to develop social skills and receive guidance. Children develop their emotions through their interactions with teachers, mentors, and peers during academic learning. Schools offer stability and support to students who lack parental backing, which helps their psychological development. Supportive educational environments enable children to rebuild their confidence while they learn social skills and experience a sense of belonging.

This paper examines the psychological consequences of parental absence in childhood and explores the potential role of education as a space for emotional reconstruction. The research demonstrates that empathetic educational environments which

include all students enable at-risk children to recover their emotional balance and rebuild their personal identity according to psychological theories of childhood development and the social function of educational institutions.

### Methods

This study adopts a qualitative and conceptual research approach to examine the relationship between parental absence and the psychological development of children. The research conducts its analysis through existing theoretical perspectives in developmental psychology and educational studies instead of using empirical experiments or statistical measurements. The study uses this approach to investigate emotional development patterns in children while assessing how educational settings help children who suffer from emotional deprivation. The study's theoretical framework combines developmental psychology with attachment theory to explain how children form relationships. Attachment theory shows that early emotional connections between children and their caregivers establish the foundation for children to develop both psychological stability and their social skills. Secure attachments formed during early childhood help children develop three essential life skills which are trust, emotional regulation and

confidence. When children experience disruptions to their attachments, they develop insecurity which leads to anxiety that interferes with their ability to connect with others

The research examines educational theories which demonstrate how social environments impact childhood development through attachment-based perspectives. Educational institutions serve dual purposes because they provide academic instruction while creating spaces for students to form social relationships and receive mentorship from peers. The process of interacting with others ultimately helps people develop their emotional skills and their ability to connect with others. The research conducts a theoretical study which analyzes psychological studies about how parental absence affects childhood emotional development and how educational settings impact students' mental health. The study aims to discover how emotional deprivation impacts children through educational spaces by combining knowledge from various fields. The research uses qualitative methods to demonstrate how education functions as both an academic and emotional learning space. Working with educational institutions helps educators provide better support to children who experience difficult family situations because they understand the emotional aspects of childhood learning.

### **Analysis**

#### **Psychological Impact of Parental Absence**

The emotional growth of children faces major obstacles because their parents do not provide regular presence. The most frequent psychological result of this situation leads to emotional instability which affects individuals. Children who experience parental negligence throughout their life face difficulties in establishing permanent safety and belonging. When children lack dedicated caregivers who provide backing, they will develop anxiety along with uncertainty and enduring abandonment fears. The emotional responses they exhibit will determine their relationship understanding and social interaction methods. The primary result of this situation leads to the formation of diminished self-worth. Children need parental support to help them understand their strengths and worth as individuals. When children do not receive validation, they will start to doubt their own value. The absence of self-assurance results in individuals avoiding social situations while refusing to take part in educational endeavors. The child's inner experience of these feelings will develop into a deep-seated belief about their skills and potential achievements. Children who experience parental absence will demonstrate alterations in their conduct. Emotional deprivation causes some children to withdraw from all forms of social contact. The children choose to remain silent and keep to themselves while showing no desire to connect with other students or their teachers. Some children show their emotional struggles through activities that disrupt others and show aggressive behavior while they seek attention. Children demonstrate specific behavioral tendencies which show their hidden emotional battles instead of intentional misconduct.

#### **Behavioural and Educational Consequences**

Educational settings frequently display the emotional difficulties that students face when their parents are not present. Children who lack confidence and self-esteem problems will find it hard to study their schoolwork and join classroom activities. Children who experience emotional distress will lose their ability to study learning materials and keep their study motivation. They

will find it hard to build social relationships with their classmates and they also have unstable emotions, find it hard to make friends and work together with their classmates. The more isolated they feel the more their loneliness increases and their negative self-image becomes stronger. Some children will choose not to join group activities because they fear that others will judge them or reject them. The academic results of students show a negative impact because of this situation. The ability of children to concentrate and remember information decreases when they face emotional distress. Children who feel that their teachers lack support for them will start to stop learning in school, those who go through these events without the necessary help of their teachers will face educational challenges that lasts throughout their studies.

#### **Education as Emotional Reconstruction**

The presence of these obstacles does not prevent educational institutions from delivering effective assistance to children who lose their parents. Schools serve as organized spaces which provide children with stability and established routines and chances to make friends. The elements of the system generate a predictable environment which brings security to children who face unstable family backgrounds. The process needs teachers to take on their vital duty, which makes up their work responsibilities. When educators show empathy and attentiveness to students, they help children feel recognized and valued. Through encouragement and constructive feedback, teachers can gradually rebuild children's confidence and motivate them to participate more actively in learning activities. Children can gain guidance through supportive mentors who fill the role of parents when their biological caregivers cannot be present. Peer relationships within educational settings also contribute to emotional development. Through friendships, children gain the chance to interact with others and work together while sharing experiences. The two activities enable children to learn how to communicate and recognize their own and others' emotions. Through positive social relationships, children may gradually overcome feelings of isolation and develop a stronger sense of belonging. Educational environments which focus on inclusion and empathy together with emotional awareness provide maximum benefits to children who face psychological difficulties. Schools can create safe spaces for vulnerable children to regain their self-esteem and discover their potential when they recognize how learning involves emotional aspects.

#### **Educational Environments as Alternative Support Systems**

Children who experience parental absence often search for alternative forms of emotional support within their social surroundings. Family functions as the main place where people develop their emotional skills but educational institutions and community organizations and friendship groups can help make up for missing parental support. Educational institutions have a special importance because students spend most of their daytime hours in school. The school environment serves as a vital space where students build their emotional development their social connections and their sense of self. Attachment theory serves as a valuable framework for understanding this procedure. John Bowlby argued that children require emotional safety which they find through their connections with dependable caregivers who exhibit consistent behavior (Bowlby 124). Children who lack stable parental connections will seek to form emotional bonds with trustworthy adult figures who can provide them with dependable support. Teachers play a vital role in this process by creating a

learning space that helps students develop through their guidance and structure and encouragement. Teachers need to build relationships with students because their steady presence helps students achieve emotional development. Educational settings shape the ways children understand their feelings of not belonging and their sense of belonging. Classrooms create spaces where students can receive acknowledgment and validation which they may not receive from their unreliable family situations. Educators who acknowledge a child's abilities and efforts to perform help students develop self-confidence and maintain their personal worth. Positive feedback and encouragement from teachers can gradually counteract the negative self-perceptions that children sometimes develop in response to emotional neglect or absence.

The supportive atmosphere benefits from peer relationships which create stronger connections among students. School friendships teach children how to work together and show empathy while sharing emotional experiences. Through group activities and collaborative learning and informal interactions, children learn to express their emotions and build their social competencies. The relationships help people who feel lonely to find connections which make them feel part of a bigger group. Peer groups create a major influence on children's social behaviors and identity development according to Judith Rich Harris which she explains in her work (Harris 215). The daily school schedule protects students from emotional disruptions. The school day outlines activities which teachers will follow while students learn about their expectations for behavior. The set schedule provides children with emotional stability because it creates a predictable pattern for their daily activities. Educational institutions therefore function as more than spaces for academic instruction. The institutions function as social settings where students acquire skills to manage their emotions while building their relationships with others. When schools acknowledge that students feel psychological distress from their parents' absence, they can create educational practices which foster understanding and emotional assistance. The development of nurturing educational spaces enables teachers to assist students in recovering their self-assurance while gaining essential emotional skills for their growth.

## Discussion

The research examines how family dynamics interact with educational systems to shape children's psychological growth during their early years. Parental absence creates emotional difficulties that affect how children behave and interact with others and how they study. The experiences demonstrate that emotional well-being functions as a vital element for developing childhood abilities. Educational institutions can help solve these problems through their operations. When schools create safe spaces that support emotional awareness together with their academic programs, they enable students to establish their security and self-assurance. Students feel secure in sharing their thoughts and engaging in educational activities because teachers who display understanding and compassion create a secure atmosphere for learning. Educators must fulfill their duty to teach students essential knowledge. Teachers often become important figures in children's emotional lives, particularly for those who lack consistent support at home. Educators who identify emotional distress, then respond with encouragement, guidance help children build resilience while developing positive self-perceptions. The implementation of inclusive educational practices strengthens this role as a support system. Programs that promote teamwork and

artistic expression and free dialogue enable children to discover their skills while establishing important connections with their classmates. Such environments promote not only intellectual growth but also emotional well-being. The findings demonstrate that education operates as a complete system which develops both intellectual and emotional capabilities in students. When schools actively support the emotional needs of students, they contribute to healthier social environments and improved learning experiences. For children experiencing parental absence, educational institutions may become crucial spaces where emotional reconstruction and personal growth take place.

## Conclusion

Parental absence presents significant challenges for the psychological development of children. Children who do not receive ongoing emotional backing from their caregivers will develop insecure attachment patterns which result in low self-worth and behavioral problems that affect their ability to build social connections and learn in school. The experiences demonstrate how essential it is to study childhood development together with its larger societal impacts. Educational institutions can deliver effective support to students who face emotional obstacles despite their existing difficulties. Students at schools receive mentorship opportunities together with peer relationships and organized social activities which help them develop emotional stability and their personal growth. Teachers who establish educational spaces that show understanding and support to all students will help their students develop self-assurance and personal identity. Schools need to recognize how teaching addresses students emotional needs because this knowledge will help them support students who require assistance. Education needs to extend beyond knowledge transfer design because it must create pathways for students to develop emotional intelligence and resilience. Educational institutions need to recognize and fulfil children's psychological requirements because this approach will help them build their personal power to face life challenges.

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