



PARENTAL(BENGALURU CORPORATE SECTOR PARENTS OF KIDS 6-11 YEARS) AWARENESS OF SCHOOL-RELATED STRESS IN CHILDREN THROUGH EVERYDAY EXPRESSIONS

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Abstract

The present study examines parental awareness of school-related stress in children among corporate-sector parents in Bengaluru. With increasing academic demands and social pressures, children often experience stress manifested through behavioural, emotional, and physical changes. A descriptive quantitative research design was adopted, and data were collected using a structured Likert-scale questionnaire assessing awareness across behavioural indicators, emotional indicators, communication patterns, and physical symptoms. The findings indicate that parents demonstrate greater awareness of observable behavioural indicators such as irritability and avoidance of schoolwork, while awareness of internal emotional indicators such as anxiety and withdrawal remains comparatively lower. Communication patterns reflect partial openness, with some children hesitant to express their concerns. The study highlights the need to enhance parental emotional sensitivity, strengthen communication practices, and implement awareness programs. Implications for parents, schools, and policymakers are discussed.

Keywords: parental awareness, school stress, children, behavioural indicators, emotional awareness, communication

Introduction

School-related stress has become an increasingly significant concern affecting children's psychological well-being in contemporary society. The rising academic expectations, competitive educational environments, peer pressure, and parental expectations contribute to heightened stress levels among school-going children. While a moderate level of stress may facilitate motivation and performance, excessive or unmanaged stress can negatively impact a child's emotional, behavioural, and academic functioning.

Children often do not explicitly communicate their stress experiences. Instead, stress is expressed through everyday behaviours such as irritability, withdrawal, sleep disturbances, and reluctance to attend school. In this context, parents serve as primary observers of their children's daily behavioural and emotional patterns. Their ability to recognize and interpret these indicators plays a crucial role in early identification and intervention.

However, parental awareness is influenced by multiple factors, including occupational demands, time constraints, and emotional literacy. In urban contexts such as Bengaluru, corporate-sector parents often face demanding work schedules that may limit meaningful parent-child interaction. Consequently, parents may rely more on visible behavioural cues while overlooking subtle emotional experiences.

Existing literature suggests that externalizing behaviours such as aggression and academic avoidance are more readily recognized by parents compared to internalizing symptoms such as anxiety and withdrawal. This gap in awareness can delay timely intervention and increase the risk of long-term psychological difficulties in children.

The present study aims to examine parental awareness of school-related stress in children through everyday expressions among corporate-sector parents in Bengaluru, with a focus on identifying variations across behavioural, emotional, communication, and physical domains.

Objectives of the Study

The study was conducted with the following objectives:

- To assess parental awareness of school-related stress in children
- To identify commonly recognized behavioural and emotional indicators
- To analyse awareness across different domains of everyday expression

Methodology

The study adopted a descriptive quantitative research design to examine parental awareness levels. The sample consisted of corporate-sector parents residing in Bengaluru, selected using convenience sampling. Participants included parents of school-going children from varied age groups.

Data were collected using a structured questionnaire based on a Likert scale. The instrument assessed parental awareness across four domains: behavioural indicators (e.g., irritability, avoidance of schoolwork), emotional indicators (e.g., anxiety, withdrawal), communication patterns (e.g., openness and hesitation), and physical symptoms (e.g., sleep disturbances, fatigue).

The questionnaire was administered online, and participants responded based on their observations of their children's everyday expressions. Data were analysed using descriptive statistics, including mean scores and percentage analysis, to identify patterns of awareness across domains.

Results and Discussion

The findings of the study indicate that parental awareness varies across different domains of stress indicators. The highest awareness was observed in behavioural indicators, with a mean score of 3.8, indicating that parents are more responsive to visible and observable changes such as irritability and avoidance of schoolwork. Communication patterns showed moderate awareness (mean score = 3.5), suggesting partial engagement between parents and children.

In contrast, awareness of emotional indicators (mean score = 3.2) and physical symptoms (mean score = 3.1) was comparatively lower. This indicates that internal emotional states such as anxiety and withdrawal are less frequently recognized by parents.

These findings suggest that parents are more attuned to externalizing behaviours than internalizing symptoms. Such a pattern aligns with existing research, which highlights the difficulty in identifying less visible emotional distress in children.

Furthermore, communication patterns reveal that while some children openly share their concerns, many exhibit hesitation, indicating gaps in emotional expression and parental responsiveness. This suggests that parental awareness is not only dependent on observation but also on the quality of communication within the family.

The findings also reflect the influence of corporate work environments, where demanding schedules may limit opportunities for meaningful interaction, thereby reducing awareness of subtle emotional cues. Limited emotional literacy among parents may further contribute to this gap.

Implications of the Study

The findings of the study have important implications for various stakeholders. For parents, there is a need to develop emotional sensitivity and actively engage in communication with children to better understand their experiences. For schools, organizing workshops and awareness programs can help parents identify stress indicators and respond effectively. For policymakers, integrating parental awareness initiatives into school mental health programs can facilitate early identification and intervention.

Limitations of the Study

The study is limited to corporate-sector parents in Bengaluru, which restricts the generalizability of the findings. The use of self-reported data may introduce response bias. Additionally, the study does not include children's perspectives, which could provide a more comprehensive understanding of stress experiences.

Conclusion

The study concludes that parental awareness of school-related stress in children is present but uneven across domains. While parents demonstrate higher awareness of observable behavioural indicators, their recognition of internal emotional stress remains limited. Enhancing parental emotional literacy and fostering open communication can significantly improve early detection and intervention. Future research should include diverse populations and incorporate multiple perspectives to gain deeper insights into children's stress experiences.

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