



Assessing Causes of Emotional Irregularities and its Effects on Academic Learning of Secondary School Learners

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ABSTRACT

Present study investigates causes of emotional irregularities and its effects on the academic learning of secondary school learners. The objective was to explore the relationship between emotional irregularities and academic performance of secondary school learners. Researchers employed descriptive and correlational research designs. 200 randomly selected learners sample was for the study. A self-developed five-point Likert scale questionnaire was used as the research instrument. Pilot study was conducted to validate the instrument. The Cronbach's Alpha value of the instrument was 0.87 indicating good internal consistency and reliability. Data were analyzed using standard deviation, Pearson correlation and regression. Research identified peer influence ($M = 3.64$, $SD = 0.70$) and family issues ($M = 3.58$, $SD = 0.72$) were the major causes of emotional irregularities. Regression analysis showed a significant negative effect of emotional irregularities on academic learning ($\beta = -0.73$, $p < .001$, $R^2 = 0.54$). The study concluded that emotional stability was essential for academic success. Research recommends establishment of counseling services, improve the school environment and strengthen parental support to reduce emotional irregularities.

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Introduction

Emotional irregularities negatively influenced an individual's psychological, social and academic functioning (Dennison, 2024). Emotional irregularities among secondary school learners (SSL) are the difficulties which learners face in comprehending, controlling and responding appropriately to emotional experiences. These difficulties, often results in excessive emotional reactions, mood instability, anxiety, anger, frustration and impulsive behavior among SSL (Paulus et al., 2021). Secondary school learners experiencing emotional irregularities affecting

their decision-making, interpersonal relationships and classroom engagement. This subsequently affects their academic learning and school performance (Enem, 2025). Emotional irregularities are also associated with poor emotional regulatory skills, increased stress, depression, and reduced academic motivation. Educational researchers indicated that family conflicts, peer pressure, academic stress, social media exposure and unfavorable school environments contributed significantly to the development of emotional irregularities among adolescents. Studies further revealed that learners possessing effective emotional stability showed better psychological well-being, higher academic achievement and improved social adjustment compared to those who experienced emotional disturbances (Reyes et al., 2020). Therefore, emotional irregularities were recognized as a critical psychological construct influencing the educational, emotional and social development of secondary school learners (Rizwan et al., 2024).

Adolescence is a period of development marked by major changes emotionally, cognitively, socially and biologically (Seely & Chen, 2024). Learners at secondary school level deals with various psychological pressures effecting their academic learning at school level. Disruptions of emotional development usually results in behavior problems, psychological distress and academic difficulties (Enem, 2025). Emotional stability is often considered the basis for productive learning and academic success (Saccardi & Masthoff, 2025). SSLs are more stable in emotions tend to show better academic performance due to improved focus, motivation, self-control and engagement (Álvarez-Maldonado et al., 2024). It is through emotional stability that teachers and secondary school learners are able to have effective interactions thereby resulting in positive learning environments (Zydziumaite et al., 2022). Emotional stability also influences psychological well-being which manifests in a reduction of anxiety, depression and emotional distress that cause interference with learning (Larguinho et al., 2025). S.S learners have stable emotional functioning, they are more able to continue their academic pursuits even when they experience academic challenges and setbacks (Basileo et al., 2024). Emotional stability leads to enhanced self-efficacy and fosters positive learning and achievement attitudes. Therefore, educational psychologists agree that emotional stability is both a catalyst for personal growth as well as a stepping-stone for academic excellence (Cuartero & Tur, 2021).

Educational psychologists often assert that intellectual capabilities contribute to learning outcomes. It was observed that SSLs have positive emotional states. They demonstrate more academic motivation, classroom participation and achievement (Namaziandost et al., 2023). Emotionally irregular learners find themselves facing problems with concentration, memory retention, information processing and task completion (Zhang et al., 2020). Emotional problems may lower learners' self-confidence and reduce their desire to take part in academic activities. Adolescents' anxiety, stress and depression very often come hand in hand with decreased academic performance and educational attainments (Akbari & Sahibzada, 2020). Those secondary school learners who experience emotional distress for long periods tend to have low academic achievement and absenteeism rates that are high. Emotional problems may even be a factor in causing behavioral issues which lead to the disruption of classroom learning and educational progress. Schools are paying more attention to the element of emotional well-being in their efforts to academic instruction geared at enhancing secondary school learners' learning outcomes and overall development. Gaining an understanding of how emotional irregularities affect academic learning is therefore paramount to enhancing educational practices and helping secondary school learners to succeed (Enem, 2025).

The study identified literature review gap analysis. It was identified that emotional irregularities among adolescents had received considerable attention from researchers. Majority of the researches focused on emotional regulation, mental health disorders, and general academic achievement. Present study specifically examined the causes of emotional irregularities and their influence on academic learning (Yılmaz, 2024). Existing literature reviews investigated individual factors such as anxiety, depression, or stress in isolation (Rayan et al., 2022). However, previous investigations were conducted in developed countries, creating a gap in understanding the phenomenon within developing educational contexts and secondary school settings (Sainio, 2021). The present study provides a comprehensive understanding of the factors contributing to emotional irregularities and their effects on academic learning among secondary school learners. The study intends to examine multiple contributing factors simultaneously and determine how emotional irregularities affect secondary school learners' concentration, academic performance, classroom participation and learning outcomes. Therefore, the present investigation was considered essential for addressing the limitations of previous research and expanding the existing body of knowledge on emotional irregularities and academic learning.

Theoretical Framework

Theoretical framework consisted of three main psychological and educational theories. The researcher applied two theories on the research that is Emotional Intelligence Theory (EIT) and Cognitive Behavioral Theory (CBT). Collectively both of the theories delved into the different ways in which emotional disturbances seemed to affect the academic learning of secondary school secondary school learners.

Emotional Intelligence Theory

The Emotional Intelligence Theory deals with emotional irregularities and their influence on academic learning among secondary school learners. Pellitteri (2021), identified emotional intelligence as the ability to perceive, understand, manage and utilize emotions effectively. According to this perspective, individuals who possess high emotional intelligence seemed to recognize their own emotions in various situations (Igbokwe et al., 2023). Secondary school learners with strong emotional intelligence skills are better able to cope with academic stress, maintain positive interpersonal relationships and regulate negative emotions that may interfere with learning (Ullah et al., 2023). The theory further implies emotional regulation plays a significant role in determining educational outcomes and psychological well-being (Valente et al., 2022). SSLs effectively manage emotions such as anxiety, frustration and anger are more likely to remain focused on academic tasks and demonstrate higher levels of classroom participation (Hoffmann et al., 2024). Secondary school learners with poor emotional intelligence often experience emotional irregularities that negatively affect concentration, motivation, decision-making and academic achievement (Pashchenko et al., 2024).

Cognitive Behavioral Theory

The Cognitive Behavioral Theory (CBT) helps in understanding the emotional irregularities among SSLs. Beck (2019), proposed that individuals' thoughts, beliefs and cognitive interpretations influence their emotions and behaviors. Theory implies emotional difficulties arise when individuals develop negative thinking patterns, irrational beliefs and distorted perceptions about themselves, others and their environment (Zaiden & Mahfar, 2024). Negative

thought processes seemed to contribute to emotional irregularities such as anxiety, depression, stress and low self-esteem among adolescents (Conroy et al., 2020). CBT assesses secondary school learners' beliefs and perceptions influencing their academic experiences and emotional functioning (Zaiden & Mahfar, 2024). SS learners who hold negative beliefs about their academic abilities may experience increased anxiety, fear of failure and emotional distress that interfere with learning (Hoffmann et al., 2021). Cognitive behavioral theory provides a valuable explanation of how cognitive processes contribute to emotional stability and academic learning among secondary school learners (Tiba, 2024).

Conceptual Framework of the Study

The conceptual framework illustrated that emotional irregularities served as a mediating factor between various causes and secondary school learners' academic learning outcomes shown in the figure 1.

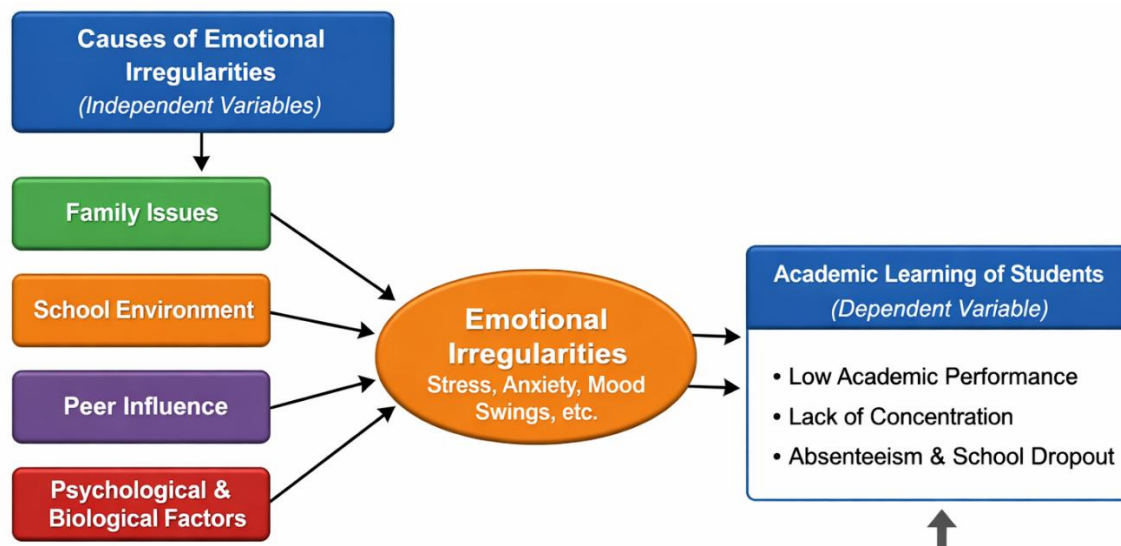


Figure 1. Conceptual Framework of the Study

Problem Statement

The statement of the problem was Assessing Causes of Emotional Irregularities and its Effect on Academic Learning of Secondary School Learners.

Objectives of the Study

The objectives of this study were:

1. To identify the causes of emotional irregularities among secondary school secondary school learners.
2. To examine the effects of emotional irregularities classroom participations on secondary school learners' academic learning.
3. To explore the relationship between emotional irregularities and academic performance of secondary school learners.

Research Design

This study used a quantitative method with a descriptive and correlational design to investigate the causes of emotional irregularities as well as their influence on academic learning among secondary school secondary school learners (Wallender et al., 2020). The researchers used quantitative methodology as suitable to collect statistical data and assess the relationship among variables in a systematic and objective way. Descriptive design helped in profiling the current levels and patterns of emotional irregularities and academic performance of the student, whereas correlational design assisted in discerning the type and extent of the relationship between these variables. This type of design was especially good for detecting correlations when one is not changing any variables, thus preserving the natural setting of the study (Dodgson, 2017; Mulisa, 2022).

The population of this study focused on male and female secondary school secondary school learners enrolled at public as well as private secondary schools in District Bahawalpur. Secondary school student population in the district comprised of secondary school learners studying in 9th and 10th class who resided in different parts of the district. Sample of this study consisted of 200 secondary school secondary school learners as sample size. For data collection, 20 secondary schools were randomly selected from District Bahawalpur. The data were collected from the selected secondary schools of District Bahawalpur after the permission from the heads of the schools and other concerned authorities was given. The researcher went to the schools and dispensed the questionnaires among the chosen secondary school learners. Before collecting data, the study's purpose was made known to the secondary school learners and confidentiality was promised to motivate them to give truthful responses. The secondary school learners completed the questionnaires right there in their classrooms and the teacher collected the questionnaires immediately after the secondary school learners completed to assure a maximum response rate.

Research Instrument

Research instrument for data collection was a semi structured questionnaire. The five-point Likert scale of the questionnaire ranged from strongly disagree to strongly agree. It included items relating to causes of emotional (irregularities) and their effects on learning at school level among secondary school secondary school learners. The research instrument was validated with the help of educational experts. The questionnaire was checked for its appropriateness, clarity and relevancy by education and psychology experts along with some senior teachers. For reliability, a pilot test was performed on a limited number of secondary school secondary school learners who were not part of the final sample. The reliability of the research instrument was assessed using Cronbach's Alpha coefficient to determine the internal consistency of the scale items. The obtained reliability values indicated that the instrument was reliable and suitable for data collection and further statistical analysis.

Table 1: Reliability Analysis of the Research Instrument

Scale/Variable	Cronbach's Alpha (α)
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Emotional Irregularities	0.88
Academic Learning	0.85
Overall Instrument	0.87

The emotional irregularities scale achieved a Cronbach's Alpha value of 0.88, while the academic learning scale obtained a reliability coefficient of 0.85. The overall reliability coefficient of the instrument was 0.87, which exceeds the minimum acceptable threshold of 0.70. Therefore, the instrument demonstrated good internal consistency and reliability, indicating that the items measured their respective constructs consistently and accurately.

Results

The collected data were analyzed through Statistical Package for Social Sciences (SPSS) statistical techniques by use of the relevant software. Descriptive statistics like frequency, percentage, mean and standard deviation were used for summarizing the respondents' answers. Besides the descriptive statistics, inferential statistics such as Pearson correlation and regression analysis were also used to study the relation and influence of emotional irregularities on academic learning of secondary school secondary school learners. Hypotheses were tested at significance level of 0.05 and decisions were made whether to accept or reject the null hypotheses based on p-values.

The demographic data revealed that males made up the largest group of respondents among secondary school learners (55%) and the majority of them were in the 14-16 years age group (60%). There was a slightly bigger percentage of secondary school learners in 9th class than in 10th class. A large number of respondents belonged to public schools (65%) and urban areas (57.5%), which hints at the higher representation of public sector and urban secondary school learners. Also, the results unveiled that most of the secondary school learners lived in nuclear families (60%). Researchers look at parental education, fathers with secondary education made up the largest segment (35%) while mothers mostly were at primary and secondary levels of education (30% each). The occupational breakdown revealed that a big number of fathers are doing business (32.5%) or working in private jobs (30%). The family's monthly income was mainly in the middle segment (45%), followed by lower income (40%). Most of the secondary school learners had 3-4 siblings (45%) and the highest percentage of secondary school learners had obtained 50–60% marks in their last academic results (30%). In general, the demographic profile displayed a variety of socioeconomic and educational base of respondents, which resulted in a solid foundation for the study of emotional irregularities and academic learning.

Table 2: Descriptive Results of Causes of Emotional Irregularities

Causes of Emotional Irregularities	No. of Items	Mean	Std. Deviation	Level
Family Issues	6	3.58	0.72	High
School Environment	6	3.31	0.75	Moderate
Peer Influence	5	3.64	0.70	High
Psychological Factors	6	3.49	0.73	Moderate
Overall Emotional Irregularities	23	3.50	0.74	High

Table shows that family problems, peer influence, school environment and psychological factors led to emotional disturbances in secondary school secondary school learners. Peer influence (M

= 3.64, SD = 0.70) and family issues (M = 3.58, SD = 0.72) stood out as the main causes and were both rated at a very high level. Psychological aspects (M = 3.49, SD = 0.73) along with school environment (M = 3.31, SD = 0.75) were at a moderate level. The emotional disturbances (M = 3.50, SD = 0.74) were seen as very high, pointing to the fact that secondary school learners experienced quite a substantial level of emotional instability due to multiple interwoven causes.

Table 3: Analysis of Effects on Academic Learning

Variable	B	Std. Error	Beta	t	Sig. (p-value)	R	R ²	Adjusted R ²	F
(Constant)	4.021	0.198	—	20.31	0.000	0.73	0.54	0.53	115.62
Emotional Irregularities	-0.612	0.057	-0.73	-10.76	0.000	0.73	0.54	0.53	115.62

According to the regression analysis, emotionally irregular secondary school learners had a significantly negative effects on learning. The results showed that the B value was -0.612 with a standard error of 0.057 and the beta coefficient was -0.73, which indicated a very strong negative correlation between emotional irregularities and academic learning. The t-value (-10.76) was highly significant at $p = 0.000$, verifying that the relationship was statistically significant. The model summary also showed that the correlation coefficient (R) was 0.73, whereas the coefficient of determination (R^2) was 0.54, meaning that 54% of the change in academic learning could be explained by emotional irregularities. The adjusted R^2 value of 0.53 substantiated the model's strong explanatory power and the F-value (115.62) supported the significance of the overall regression model. The findings clearly indicate that emotional irregularities have a strong and significant negative effect on the academic learning of secondary school secondary school learners.

Table 4: Correlational Analysis among Study Variables

Variables	1	2	3	4	5	6
1. Family Issues	1					
2. School Environment	-0.42**	1				
3. Peer Influence	0.48**	-0.36**	1			
4. Psychological Factors	0.55**	-0.44**	0.51**	1		
5. Emotional Irregularities	0.62**	-0.58**	0.59**	0.66**	1	
6. Academic Learning	-0.57**	0.61**	-0.53**	-0.60**	-0.63**	1

Note: $p < 0.01$ (2-tailed)

The correlational analysis found this to be the case for all the study variables as they were significantly correlated with each other at the 0.01 level. Family issues not only had a very significant positive correlation with peer influence ($r = 0.48$), psychological factors ($r = 0.55$) and emotional irregularities ($r = 0.62$) but opposite to that they correlated negatively with school environment ($r = -0.42$) and academic learning ($r = -0.57$). School environment correlated positively with academic learning ($r = 0.61$) and negatively with emotional irregularities ($r = -0.58$). Peer influence and psychological factors, in turn had quite strong positive correlations with emotional irregularities ($r = 0.59$ and $r = 0.66$ respectively), whereas their relationships with academic learning were negative ones. Overall emotional irregularities were strongly negatively

related to academic learning ($r = -0.63$), which means that secondary school learners who had higher emotional instability were also the ones who had lower academic performance.

Discussion

The study results were interpreted based on the research goals and were also juxtaposed with earlier studies in the corresponding area. The first objective of the study was to identify the causes of emotional irregularities among secondary school secondary school learners. The descriptive analysis results identified family issues, peer influence, school environment and psychological factors as the main causes of emotional irregularities in secondary school learners. Emotional instability in secondary school learners, among others, was primarily due to family-related problems. The findings suggested that secondary school learners who had witnessed family conflicts, absence of parental attention, or instability at home were more prone to emotional problems. Fatima et al. (2024) also found that dysfunctional families raise emotional stress and behavioral instability in adolescents. On the other hand, Biedrzycki (2025) emphasized that parental neglect and poor communication patterns are major contributors to emotional insecurity in secondary school learners affecting the psychological well-being of the secondary school learners. Peer pressure was, along with familial impact, one major factor of emotional irregularities as well. The paper highlighted that peer pressure, social jealousy and peer approval were the most common causes of emotional imbalance among school secondary school learners. At the secondary level, most adolescents are dependent on their peer friendships; however, if the peer influence is negative, it can lead to emotional imbalances. The finding is in line with Paulus et al. (2021) who argued that peer pressure is not only related to emotional distress but also to risky behavior in school secondary school learners. Periyakaruppan et al. (2025) has noted that peer group dynamics have a great impact on emotional responses during adolescence. While the school environment cannot be discounted as a factor contributing to emotional irregularities, to some extent, it was found to be the least important of the four major causes. Teacher behavior, academic pressure, classroom environment and disciplinary methods are school factors that can impact secondary school learners' emotions. This finding is consistent with D'Mello and Gruber (2021) study. They pointed out that secondary school learners who are in stressful school environments tend to have compromised emotional health and lowered motivation to learn. Besides, Egoryshev (2023) went as far as to say that secondary school learners who are in supportive school environments experience less emotional stress and better psychological adjustment. Other psychological factors like anxiety, stress, low self-esteem and emotional insecurity also resulted in contributing to emotional irregularities among secondary school learners. Quite often these internal factors also work with external factors such as family and school environment to enhance the level of emotional disturbance. This is backed by Alarcon-Espinoza et al. (2022) who found that psychological stress has a major impact on emotional regulation and academic performance of adolescents. And, similarly, Ruiz-Guillén et al. (2024) observed that those secondary school learners who do not have good skills of emotional regulation are more likely to face both academic and behavioral problems. Thus, the study adequately fulfilled the first objective as it determined several closely interwoven causes of emotional irregularities among secondary school secondary school learners (Plantade-Gipch et al., 2023).

The second objective of the study was to examine the effects of emotional irregularities on academic learning. Results of a regression analysis showed that emotional irregularities have a

profound and significant detrimental effect on learning in an academic setting. The results of the study indicate that emotional disturbances make secondary school learners less focused, motivated and active in learning and all these finally show up in their academic performance. Emotional irregularities can also lower decision-making abilities, reduce cognitive functioning and cause learning difficulties in terms of academics. These findings match with Hutchinson et al. (2022), who discovered that adolescents who are emotionally unstable have lower cognitive processing and learning efficiency abilities. In addition, research conducted by Chang et al. (2021) demonstrated that secondary school learners who experienced high degrees of emotional stress also exhibited low levels of academic engagement and achievement. The study also pointed out that emotional regulation is a determinant factor in academic success. Likewise, Han et al. (2024) determined that problems of emotions severely compromise the secondary school learners' ability to concentrate on academic activities and actively participate in lessons. Besides these, the very strong negative correlation found in the current study is also consistent with the research findings of Gull et al. (2026) who, among other things, mentioned that secondary school learners who are experiencing emotional stress exhibit decreased academic performance as a result of lack of concentration and absenteeism. Ruvalcaba et al. (2023), in the same vein, pointed out that secondary school learners with emotional instability are the ones most likely to have learning problems as well as the lowest levels of academic achievement. Hence the issue of the second objective was solved in a successful way as the data displayed that emotional irregularities deeply affect academic learning in a negative manner.

The third objective of the study was to explore the relationship between emotional irregularities and academic performance of secondary school learners. A correlation analysis showed that there was a significant negative relationship between emotional irregularities and academic learning, that is, secondary school learners showing greater emotional instability had poorer academic outcomes. In support of the results, Bailen et al. (2019) who carried out earlier research, reported an important inverse link between emotional distress and academic success in secondary school learners. Similarly, Bailen et al. (2019) found that emotional issues like anxiety and depression have detrimental effects on secondary school learners' grades and overall performance in the classroom. Moreover, the research revealed that student's family conflicts, peer pressures and psychological factors that had positive correlations with emotional irregularities, would indirectly have negative effects on academic learning which is a mediational role of emotional health connecting social environment and school achievement. Pham et al. (2025) supported this view pointing out that emotional well-being is an essential factor that links environmental influences with academic achievement. Moreover, the research work matches with the results of Zhang et al. (2024) who showed that emotional instability causes secondary school learners' academic pressure coping abilities to diminish resulting in poor academic performance. Furthermore, Martin and Collins (2025) reviewed that secondary school learners who are more competent in regulating their emotions tend to perform academically at higher levels than those experiencing emotional challenges. The third goal was met as well; the research substantiated the existence of a strong correlation between emotional irregularities and secondary school learners' academic performance. The study results indicated that emotional irregularities in secondary school learners are mainly caused by family problems, peer pressure, school environment and psychological factors. These emotional disturbances drastically hinder academic learning and performance. A very strong inverse relationship between emotional irregularities and academic achievement was established by the research. The literature published previously greatly supports these findings of the current study, that emotional well-being is an

essential factor for secondary school learners' academic achievement. Thus, emotional regulation training along with the establishment of emotionally supportive family and school environments can lead to better student academic outcomes.

Conclusion

The research concludes that emotional disruptions of secondary school learners are educational and psychological issue. Issues pertaining to this significantly impacts academic learning and performance at secondary school level. The learners at this level face emotional irregularities. These irregularities stem from family problems, school environment, peer pressure and psychological factors. Issues regarding family-related problems and peer influence spring up as the top triggers of secondary school learners' emotional instability. Those (SSL) who lack parental support or parental negligence sparse emotionally detached from their family members. Peer pressure and negative interactions with peers seemed to affect teenagers' emotions leading to stress, anxiety and even behavioral problems. School environment and psychological factors are also contributory to emotional irregularities but less significant as compared to family and peer influence. The research infers that the emotional state of SSL seemed to be influenced by the surroundings and by the person's inner conditions. The study identifies that emotional irregularities seemed to hinder secondary school learners' academic learning. The data acknowledged that secondary school learners are emotionally unstable due to hard time concentrating on lessons, grasping the knowledge taught and actively engaging in classroom activities. This gives birth to the emotional issues and demotivates secondary school learners. The results of such irregularities keep them stressed about academic and impair their thinking abilities. Research concludes that the emotionally irregular SSL are academically disengaged and their learning outcomes are low. Statistical evidence confirms that emotional irregularities lead to truncated academic learning. It is obvious from statistical data that emotional stability is key to educational success. Study concludes that there is a significant negative correlation between emotional irregularities and academic performance. The research statistics identified that secondary school learners getting emotionally unstable; usually fall academically. Emotionally well-regulated SSL contrary improve their academic performance. Emotionally irregular SSL shows less concentration. They misbehave in the class and disinterest to studies. These factors result in negative impact on their academic performance. This demonstrates that emotional well-being is the key mediator that leads to determining secondary school learners' educational outcomes. It is found that emotional irregularities are an obstacle to successful learning at the secondary school level. This study shows that emotional health is equally important as mental ability in determining academic success. It is agreed that secondary school learners' emotional well-being can be improved through interventions of family support, positive school environment, peer guidance activities and psychological counseling. Educational stakeholders, such as teachers, parents and policymakers, should recognize the significance of emotional stability and take steps to reduce emotional irregularities among secondary school learners. To sum up, addressing emotional problems in adolescence is fundamental in promoting better academic achievement and overall personality development of secondary school learners.

Recommendations

The research recommends enhancement in emotional well-being and academic learning of secondary school secondary school learners. The teacher in the class and parents are

recommended to work on emotional wellbeing of the learners to develop effective emotional regulation. These coping strategies may help the learner in managing stress, anxiety, frustration and other emotional challenges that may interfere with their academic learning.

The Secondary School Learners are recommended to actively participate in counseling sessions, co-curricular activities and peer-support programs.

Research recommends the secondary school learners to maintain healthy study habits, seek help when experiencing emotional difficulties and engage in positive social interactions to enhance their academic performance and psychological adjustment.

The research recommends Secondary School Teachers to create a supportive and emotionally safe classroom environment that encourages open communication and positive student-teacher relationships. The government of Punjab may arrange professional trainings (In Service) regarding identifying emotional irregularities among learners.

The major stakeholders Parents are recommended to provide a nurturing and supportive home environment that may promote emotional stability and healthy communication. The parents may actively monitor their children's emotional well-being, academic progress and social interactions while maintaining open discussions regarding personal and school-related concerns.

The study recommends role of Administrators to promote a positive school climate by implementing anti-bullying policies, strengthening student support systems and ensuring that teachers receive adequate training in emotional and behavioral management.

The researchers recommend educational Policymakers to prioritize the integration of social-emotional learning and mental health education into secondary school curricula. Adequate resources are allocated for the recruitment of qualified school counselors and psychologists in educational institutions

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